TRANSITIONS IN OCCUPATIONAL & EDUCATIONAL MOBILITY, AND ASSOCIATED DYNAMICS IN INDIA

Ph.D. THESIS

by

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CANDIDATE'S DECLARATION

I hereby certify that the work which is being presented in the thesis entitled **"TRANSITIONS IN OCCUPATIONAL & EDUCATIONAL MOBILITY, AND ASSOCIATED DYNAMICS IN INDIA"** in partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy and submitted in the Department of Humanities & Social Sciences of the Indian Institute of Technology Roorkee, Roorkee, is an authentic record of my own work carried out during a period from January, 2009 to June, 2013 under the supervision of Prof. S. P. Singh, Professor, and Prof. D. K. Nauriyal, Professor, Department of Humanities & Social Sciences, Indian Institute of Technology Roorkee, Roorkee.

The matter presented in this thesis has not been submitted by me for the award of any other degree of this or any other Institute.

(CHANDAN KUMAR)

This is to certify that the above statement made by the candidate is correct to the best of our knowledge.

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The Ph.D. Viva-Voce Examination of **Mr**. **Chandan Kumar**, Research Scholar, has been held on ……

Signature of Supervisors **Chairman, SRC** **External Examiner**

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ABSTRACT

The available Indian economic literature appears to have limited exposure to and understanding of the issues related to the process of development in opportunities across different sub-groups of population to grow and thrive economically and intellectually in order to improve their living standard or the class status in society over generation. This study is one of the modest efforts in this direction. Acknowledging certain limitations of the data, this study has attempted to examine the trend and pattern of occupational and educational mobility with other associated aspects in India during 1983-2010. The issue of mobility research in India is at infancy, and thus, the findings of this study, which deals with a range of aspects of occupational and educational status of population, may provide an insight into current status and scope for future research.

This study examines the transitions in the pattern of occupational structure and level of educational attainment among sub-groups of Indian population over past 27 years i.e., 1983 to 2009-10. The study also analyzes the pattern and magnitude of intergenerational occupational and educational mobility among various socio-religious groups and by regions in India with other covariates' effects, and changes therein over the period of time. Further, the inequality of opportunities among children of different social background has also been examined in order to find their access up to elementary level of education at appropriate ages during 1986-87 to 2007-08.

This study used six quinquennial survey data sets of National Sample Survey (NSS) on "Employment and Unemployment", with the survey period varying from 1983 to 2009-10. Besides, three rounds of special surveys conducted by NSS on "Participation in Education" ranging from 1986-87 to 2007-08 were utilised to explore education related dynamics. The study used the NCO codes to classify the occupational status in hierarchical order (3 groups) under each main group (sector) of occupation, i.e. Services, Industry, and Agriculture. The NIC codes were used to classify the group of occupation in each sector of economy. In the first approach, the occupational structure of the population aged 16-65, not attending any educational institution was assessed using the newly constructed occupational classification across selected socio-demographic and religious groups, and regions over the survey period

(1983 to 2009-10). Similar assessment was done in case of educational structure of the population following the same criteria. Pooled multivariate regression models were applied to evaluate the adjusted probabilities of the sampled population lying in particular group of occupational or educational status. Second, the approach to examine the intergenerational mobility in both occupational and educational status was realized comparing the occupational and educational status of male children/grandchildren in the household to that of the male household head (with reference to whom relationship of other family members was determined). Further, in order to insure further upward intergenerational mobility, it was acknowledged that the assessment of opportunity enjoyed by the population, especially the children in terms of adequate educational access was essential. Hence, this study examined the opportunity available to children of different social backgrounds (or circumstance groups) to attend appropriate class at appropriate age up to elementary (I-VIII) level education during 1986-2008. For this purpose, the Human Opportunity Index (HOI) was constructed by circumstance groups, and by state (and region) over period. The index was decomposed further to assess the changes in opportunities owing to change in population composition (related to specific circumstance group) or the change in coverage of or access to defined educational criterion.

The overall trend shows that the engagement of population in agricultural occupations declined with gradual and steady increase in the industrial and services occupations. In all the sub-groups of population, the probability of population's engagement in grade-3 occupations in Agriculture sector tend to decline, while in grade-2 and grade-1 occupations, it appeared to have increased. The grade-2 and grade-1 occupations in Industry and Services sectors being highly skill and education intensive (mainly technical skills), were limited to a few eligible groups of population. On the other hand, the grade-3 occupations in these sectors have been engaging an increasing proportion of population from all sections of the society since mid-1990s.

The analysis shows that almost four-fifth of the working age population in India has been occupationally immobile across generation during 1983-2010. There appeared a strong role of parental education, especially father's education strengthening the likelihood of an individual experiencing upward occupational mobility. In Indian context, one's own educational status did not appear the dominant factor in determining individual's upward occupational mobility over generation.

With the increasing probability of working age population possessing primary and higher level of education, the possibility of getting more skilled work force in the economy has increased substantially with the passage of last 27 years. Unlike the intergenerational occupational mobility, the result suggests that the probability of upward educational mobility in Indian population has been steady and progressive over the period. During 2009-10, more than three-fifth (67%) of Indian population experienced upward educational mobility.

The factors which determine the continuous progression of children up to elementary level education during the period 1986-2008 were examined and it was found that gender, parental education, social group, household size, provision of mid-day meal in school, annual expenditure on education, and region of residence were significantly explaining the differences in outcome. Further, it was observed that during 2007-08, there were considerable variations in children's opportunities in attending up to elementary level education in continuous progression by the level of parental education, especially mother's education, and across regions of residence. However, the variations in children's opportunities based on gender, caste (social group), and economic status were appeared waning by the period 2007-08.

The mismatch between the occupational and educational mobility draws attention towards the possibility of educational wastage in order to earn the livelihoods among majority of Indian population, and thus, suggesting to reorient the education system as per the market demand, sustainability, and equilibrium in all spheres of science and knowledge. The country needs immediate deliverance from the persisting disparities in the society. The instant focus must be laid on the universal provision of educational facilities, especially for women, irrespective of castes, creeds, religion, region etc. The impact of mother's education in educational and occupational progress of individual is immense. The career information and vocational guidance should be imparted among students at post-school level. To mitigate the stagnancy in the occupational mobility, especially in regions (such as East and Northeast regions) where the agricultural activities are predominant, there is need to diversify the agricultural and allied activities. Besides all such approaches to promote self-employment, entrepreneurship, and quality education, the effective approach to implement all the ongoing public programmes must be the priority of government and concerned officials, while the support of the citizenry is also required.

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ABBREVIATIONS

AEC	Adult Education Centre
AISES	All India School Education Survey
BPO	Business Process Outsourcing
CES	Consumption Expenditure Survey
DGE&T	Directorate General of Employment and Training
DPEP	District Primary Education Programme
EFA	Education For All
EGS	Education Guarantee Scheme
EUS	Employment-Unemployment Survey
FSU	First Stage Unit
GDP	Gross Domestic Product
GOI	Government of India
ILO	International Labour Organization
ISCO	International Standard Classification of Occupation
ITES	Information Technology Enabled Service
MPCE	Monthly Per Capita Expenditure
NCO	National Classification of Occupation
NFEC	Non-Formal Education Courses
NGO	Non-Governmental Organization
NIC	National Industrial Classification
NPE	National Policy on Education
NSS	National Sample Survey
NSSO	National Sample Survey Organization
RTE	Right To Education
SHG	Self Help Group
SIDA	Swedish International Development Agency
TLC	Total Literacy Campaign
UEE	Universal Elementary Education
UFS	Urban Frame Survey
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USU	Ultimate Stage Unit

MAJOR TERMS & CONCEPTS

Transition : Transition refers to change over the period or time.

Period : Period represents the time when the respective surveys were conducted. There are two sets of data used in this study. First, the six rounds of NSS data on Employment and Unemployment, and second, the three rounds of NSS data on the Participation in Education. Hence, the context of period will vary by the analyses of different sets of data.

Occupational Structure : Occupational structure refers to the classified categories of occupation. As per the given NCO code, occupation of the population is classified into three major economic sectors including Agriculture, Industry, and Services. Within each sector, the class or status of occupation has been categorized into three hierarchical groups, i.e. grade1, grade2, and grade3. Hence, in total, the engagement of population in all the nine (3-sector X 3-class) occupation groups will represent the occupational structure of that population.

Educational Attainment : Educational attainment of individual corresponds with the highest educational status attained by the individual.

Mobility : Mobility is used in this study mainly in terms of progress in occupational class or educational status over generation. It is also termed as Intergenerational Mobility in the text. It should nowhere be understood as spatial mobility throughout the manuscript.

Occupational Mobility : Occupational mobility is defined as the transition or change in the occupational class from the previous generation to the next generation.

Educational Mobility : Educational mobility is termed as the transition or change in the educational status from the previous generation to the next generation.

Upward mobility :	Upward mobility refers to the condition when the occupational class or the educational status of population from one generation upgrades to that of population from the preceding generation.
Downward Mobility :	Downward mobility refers to the condition when the occupational class or the educational status of population from one generation degrades to that of population from the preceding generation.
Scheduled Castes (SC)/ Scheduled Tribes (ST):	In independent India, the Scheduled Castes (SC) and the Scheduled Tribes (ST) are two groups of historically disadvantaged people that are given express recognition in the Constitution of India.
Circumstance (group) :	Circumstances are personal, family or community characteristics that a child has no control over, and that, for ethical reasons, society wants to be completely unrelated to a child's access to basic opportunities. For instance, most societies would agree that opportunities should not be assigned based on gender, ethnicity, nationality, parental background or religion. Instead, opportunities should be allocated non-systematically and not be detrimental to any particular social group.
(In)Equality of Opportunity :	Equality of opportunity requires that access to key goods and services not be related to variables we call circumstances. Inequality of opportunity (IOP) senses the vice versa.
Human Opportunity Index (HOI) :	Human Opportunity Index (HOI) is a synthetic scalar measure for monitoring both (a) the average coverage of a good or service, and (b) if it is allocated according to an equality of opportunity principle.

CHAPTER- 1

Introduction

1.1. The Context

Indian economy is on the path of escalating growth since 1980 (Dutt & Rao 2000; Economic Surveys (2000-2009), Ministry of Finance, Government of India), especially after a major regime shift in 1991 when India introduced market-oriented economic reforms in most of its sectors and increased its openness to the global economy. However, a large number of studies have reported that the society in India is becoming progressively unequal — in terms of income distribution (Deaton & Dreze 2002; Dev & Ravi 2007; Sen & Himanshu 2004; Himanshu 2007; Cain et al. 2010; Upadhyay 2011, 2012), social benefits (Pal & Ghosh 2007; Desai & Kulkarni 2008; Asadullah & Yalonetzky 2012), health benefits (Deogaonkar 2004; Joe, Mishra & Navaneetham 2008; Arokiasamy & Pradhan 2011; Prinja, Kanavos & Kumar 2012), and accessibility to other basic needs (UNICEF & WHO 2011; Ahmad 2012). The employment intensity of growth (i.e. employment elasticity) in India has also slowed down in recent decade (Pattanaik & Nayak 2012). The country has experienced a significant increase in earnings inequality over time, where the ratio between the top and the bottom deciles of the wage distribution has doubled since the early 1990s (OECD 2011).

One among the multifaceted economic challenges India, at present, facing is the identification of poor/deprived (Alkire & Seth 2009; Planning Commission 2008, 2012) for the fact that despite accomplishing fast economic growth on an average, there are desolate disparities, with the evident existence of absolute and relative poverty phenomena. While short term solutions are economically and politically warranted, long term approach towards correction of the same is the most plausible way to attain a sustainable and inclusive growth path. It, nevertheless, necessitates a much better understanding of the root causes, not the symptoms, of the poverty and then finding acceptable solutions that may fix up the problems. One plausible way to look at it probably is to revisit the path of development at micro level, as the equality of opportunity, than the family background of an individual, probably holds solutions

of the problem of poverty. The extent to which this holds valid, can be gauged by examining correlation of the economic outcomes of members of different generations of the same families— such as fathers and sons (Björklund & Jäntti 2000).

A plethora of studies across the globe has attempted to assess the development or economic success across generations using social-class (mainly in Sociology) and income (in Economics) mobility approach. Globally, the economists have studied and reported, theoretically and empirically, that the role of family is crucial in shaping income inequality (Becker & Tomes 1979, 1986; Knight 1935; Loury 1981; Parsons 1975). A range of studies has shown the intergenerational correlation of long-run income or earnings between fathers and sons in international perspective: for instance Altonji & Dunn (1991), Solon (1992), Zimmerman (1992), Buron (1994), Reville (1995), Björklund & Jäntti (1997), Eide & Showalter (1999), Hauser (2010) for United States; Atkinson (1981), Atkinson, Maynard & Trinder (1983), Dearden, Machin & Reed (1996), Blanden et al. (2002) for Britain; Fortin & Lefebvre (1998), Corak & Heisz (1999) for Canada; Jäntti & Österbacka (1995) for Finland; Couch & Dunn (1997), Wiegand (1997) for Germany; Piraino (2006) for Italy; Lillard & Kilburn (1995) for Malaysia; Gustafsson (1994), Björklund & Jäntti (1997) for Sweden; Lefranc & Trannoy (2005) for France; Leigh (2007) for Australia; Altzinger & Schnetzer (2010) for Austria and European Union etc. However, such studies have been rather limited in the context of developing countries of Asia and Africa.

In developing countries like India, to obtain credible information on wealth or income of the family/household has always been a challenge for undertaking studies on income/earnings mobility. The problem related to the family wealth data in surveys have also been reported in the literature (Ravallion 2001; Subramaniam & Jayaraj 2006; Jayadev, Motiram & Vakulabharanam 2007). A study in particular summarizes the basic problems with these data (Zacharias & Vakulabharanam 2009). First, wealth distributions tend to concentrate at the very top end. Unless a special effort is made to oversample the very wealthy, the concentration of wealth tends to be underrepresented. Second, there is a tendency among people of all wealth groups to underreport their wealth status. This tendency to underreport has been reported to have high correlation with rise in possession of wealth. Third, the reported assets may not be correctly valued. It has been found in India that the reported values of even recent

transactions tend to be lower than the market values. Given the lack of proper wealth-based deflators, the wealth values that are analyzed can be somewhat off the mark. Fourth, there is a tendency to hide illegitimate wealth that will lead to undercounting of the assets owned by the wealthy families. Finally, there is a strong tendency to underreport liability or debt. Hence, in an agricultural economy with large fluctuations in income and unreliable reporting of wealth, occupational mobility can be considered as an alternative indicator of social or economic development (Dreze, Lanjouw & Stern 1992), especially when the current income stands as a poor indicator of a given household's permanent income or economic status[1]. The picture of economic mobility is reported slightly different when occupational changes are used instead of changes in income or earnings.

Occupation not only determines the employment and income potential of an individual but indicates one's social status as well (Slocum 1966). In this sense, occupation serves as the link that clamps individuals to the social and economic order of a community. Viewed from the perspective of socioeconomic status structure, occupational pursuits are related to an individual's function in the economic system, his/her share of the community's wealth (land, livestock, etc), and his/her social status and ecological position in the community (Blau & Duncan 1967). Even technological and institutional changes (e.g., farm mechanization, land tenure and tenancy etc.), and infrastructural developments (e.g., transport and communication, banking, market and extension networks, etc.) — which either precede or succeed the process of transformation — will have their effects get ultimately reflected in the form of occupational diversification of various economic and social groups (Saleth 1997). The concurrent process of social transition also accompanies economic transition as the economic mobility — both upward and downward — of groups brings about constant changes in their social stratification and class structure (Saleth 1997).

The present study is an effort to provide a comprehensive overview of the nature and characteristics of occupational changes among Indian population particularly over the generation, and its dynamics in the light of educational development or other ancillary factors. However, educational mobility itself is an

[1]Some studies have attempted to use permanent income as an alternative measure; but lack of longitudinal data makes the task difficult.

important indicator of social, and to a great extent, of economic development in a country, especially in technology driven present day world. The studies, however, also demonstrate that the relationship between parents' and children's education accounts for relatively little of the relationship between parents' and children's occupational classes (Lampard 2007). Thus, analyses of educational mobility may be of equal relevance to analyses of occupational class mobility. This issue has also been addressed in this study.

A study by Treiman & Yip (1989) estimated elementary occupational status attainment model for 21 countries, starting with unit record data and standardizing education (years of school completed) and occupational status (Treiman's international occupational prestige scale). The study reported that, on an average, father's and son's occupations correlate 0.345, with a minimum of 0.226 in Italy and a maximum of 0.547 in India (additional information provided by Treiman). The median percentage of direct transmission was 45%, with a high of 93% in India and a low of 13% in Sweden. The median ratio of the effect of individual's education to that of father's occupation was reported to be 3.1, with a high of 16.0 for Sweden and a low of 0.3 for India. This is rather a surprising phenomenon, which needs a careful investigation, as one's educational attainment appears to play a major role in individual's occupational status in India as well, especially in last two decades.

Moreover, inducement for change, training of minds, equality of opportunities, etc. are cardinal points of education in all societies and at all levels. Education, in general, is perceived of benefitting all those who have ability and desire to be educated, provided the congenial social and economic environment could be availed to the individual in terms of initial sponsorship from family and the government. It also facilitates development of a scientific and objective outlook besides creating a social environment free from caste, class, linguistic, regional and religious barriers. It can minimize gendered social relations because education is also an instrument of understandable communication (Sharma 2001).

In essence, the education creates contest/competition for social and economic mobility. In the Human Capital Framework, the relationship between education and earnings/income is well illustrated (see Appendix 1; Table A1.1) and documented by Tilak (2002). After the pioneering work of Schultz (1961), followed by untiring

research by Economists in the field of education, it is well established that education is not merely a consumption activity, but for the most part an investment (see Duraisamy 2002; Dougherty 2005; Tilak 2002, 2007). It leads to the formation of human capital, comparable to physical capital, making a significant contribution to economic growth (see Duraisamy & Duraisamy 1993; Duraisamy & Duraisamy 1995; Tilak 2002). Since education is highly structured and in-egalitarian, the role of ascription (circumstances) and sponsorship cannot be ruled out in the attainment of education, higher education in particular. Parentage, cultural heritage and networks provide ascriptive basis for attainment of higher education and employment. This is the reason that the historical, social, economic, and geographical (i.e. diffusion) factors play important role in the transition of a society. In the context of India, these factors are extremely important and need deeper investigation so as to find out their relative strength towards effective and prudent allocation of resources in future.

1.2. Literature Review

Considering the comprehensiveness of the issues and aspects of the undertaken research, the literatures surveyed in the mentioned area are arranged in the following sub-sections.

1.2.1. Occupational Mobility and Social Strata

Since Blau and Duncan's important study of the American occupational structure in 1967, the macro-social approach to the study of the 'process of stratification' has attracted the attention of many scholars in the areas of social inequality, stratification, and mobility research (Jencks et al. 1972; Duncan, Featherman & Duncan 1972; Hauser & Featherman 1977; to mention only a few). However, there has been a relative absence of studies on comparative mobility that could focus on differences in occupational mobility among groups in a single society, especially among various racial or ethnic groups. The analysis of mobility differences among groups in a society, nevertheless, is important for understanding inequality in social opportunity in a given society. Duncan (1968) reported that the mobility pattern for African Americans (hereafter, blacks) was conspicuous for the fact that, regardless of their occupational origins, the majority of blacks found themselves in semiskilled and

unskilled occupations. This finding implied two things. First, being black rather than one's occupational origin largely determined one's occupational destination. Second, as a result, blacks with various occupational origins had perverse equality of opportunity among themselves: occupational destination depended much less on occupational origin among blacks than among whites because blacks uniformly lacked occupational opportunities. Hence, an analysis that assesses social mobility by focusing just on the association of occupational origin and occupational destination was observed inadequate for comparing racial inequality in occupational opportunity. However, an important exception that employed a loglinear analysis for the racial comparison of social mobility is reported in a study by Hout (1984). The latter pointed out a contradiction between Duncan's (1968) finding of race as the major determinant of blacks' occupational opportunity and Wilson's (1978) theory on the declining significance of race and the increasing significance of class background among blacks (Yamaguchi 2009).

Apart from works on occupational or social mobility among African Americans or the so-called Black-White racial or ethnic dichotomy, most of the Indian researchers inquired into the field of social or occupational mobility with perspectives of social stratification in terms of social castes or communities. Some of such works are referred in section 1.2.5.

Although, the caste system has been an inherent part or presumably, the base of the Indian society (including the occupational structure) from the very ancient periods, nonetheless, there has always been liquidity in the caste rules and restrictions. Actual occupations have since centuries deviated from the *Varna*[2] theoretical model. *Dharmashastras* (i.e., religious scripts) themselves allowed exceptions under '*apaddharma*', whereby persons who could not make their livelihood under the occupations of their own *Varna*, could take to other occupations. *Brahmins* by birth have taken not only to priesthood, which is their *Varna* based occupation, but also to

[2]*Varna* is a Sanskrit term, which has two meanings: (a) "colour", and (b) "veil". As colour it doesn't refer to the colour of the skin of people, but to the qualities or energies of human nature. As a veil it shows the four different ways in which the Divine Self in hidden in human beings. Four orders of society were recognized based upon the four main goals of human beings and established society accordingly. These four groups were the *Brahmins*, the priests or spiritual class; the *Kshatriya*, the nobility or ruling class; the *Vaishya*, the merchants and farmers; and the *Shudras* or servants.

several others, including manual labour. It is not unusual to find *Brahmin* cooks in the services of the Scheduled Castes (formerly 'untouchables') and the Scheduled Tribes ministers and officials. *Havyaka Brahmins* in Karnataka have not only owned garden lands but also have been doing manual labour in them. *Shudras*, apart from doing manual labour and artisan jobs, which is their *Varna* based occupation, have traditionally served as soldiers too, making the distinction between *Kshatriyas* and *Shudras* quite blurred (Nadkarni 2003).

The *Jajmani* system and associated norms of authority described by Srinivas (1987) for rural south India in the 1950s have been eroded. Even though, caste as a religiously and culturally sanctioned system of resource transfer appears to be on the wane, caste as an identity, as a form of social organization and basis for staking claims to resources remains significant. In independent India, the Scheduled Castes (SCs)[3] and the Scheduled Tribes (STs) are two groups of historically disadvantaged people that are given explicit recognition in the Constitution of India. Some SCs in India are also known as *Dalits* and some ST people are also known as *Adivasis*. During the period of British rule in the Indian sub-continent, they were known as the Depressed Classes or untouchables and were identified by the British in the 1930s as requiring special government assistance and, thereby, listed on so-called 'schedules'.

The SCs[4] and STs[5] constitute around 16% and 8% respectively of the population of India, or around 24% altogether. The Constitution (Scheduled Castes)

[3] http://socialjustice.nic.in/sclist.php

[4]Selection criteria for Scheduled Castes (SC): 1) Cannot be served by clean *Brahmins*; 2) Cannot be served by barbers, water-carriers, tailors, etc. who serve other castes in Hindu religion; 3) Pollutes a high-caste Hindu by contact or by proximity; 4) Is one from whose hands other castes in Hindu cannot take water; 5) Is debarred from using public amenities, such as roads, ferries, wells or schools; 6) Is debarred from the use of Temples (place of worship); 7) Will not be treated as an equal by high-caste men of the same educational qualification in ordinary social intercourse; 8) Is merely depressed on account of its own ignorance, illiteracy or poverty, but for that, would be subject to no social disability; 9) Is depressed on account of the occupation followed, but for that occupation it would be subject to no social disability. These criteria, however, were the elements of selection of SCs initially, while many of castes included in SC category in recent periods are the result of political lobbying. Moreover, with increasing awareness, education, social and economic cohesion, many of these criteria does not exist in society at present, probably due to considerable progress among SCs following the affirmative policies of Government of India.

[5]Selection criteria for Scheduled Tribes (ST): 1) Tribal origin; 2) Primitive way of life and habitation in remote and less accessible areas; 3) General backwardness in all respects.

Order, 1950 listed 1,108 castes across 25 states in its First Schedule[6], while the Constitution (Scheduled Tribes) Order, 1950 listed 744 tribes across 22 states in its First Schedule[7]. The proportion of SCs and STs in the country's population has steadily risen since independence in 1947, and these, including Other Backward Classes (all three categories combined together constitute about 60% of India's population), were given provision and benefit of 'Reservation' policy[8]. The Constitution lays down general principles for the policy of affirmative action for the SCs and STs.

In many parts of India, they are generally confined to menial, unskilled or semi-skilled wage labour (Mendelsohn & Vicziany 1998). It is important to distinguish the SCs and/or STs from the so-called 'Other Backward Classes' (OBCs), whenever an effort should be made to assess the developmental aspects of the Indian society. The OBCs are identified as economically and socially deprived by the *Mandal* Commission, which reported to the Indian government in 1980 (Jeffrey 2001). However, the separate information on the status of OBCs in India are not collected until some recent household surveys.

1.2.2. Occupational Mobility and Role of Education

When Blau and Duncan (1967) established the foundation of status attainment research using the Duncan scale for occupations, they were careful in justifying their approach because they were aware that "there are 'channels' of mobility (or factors governing access to occupational roles) that complicate the patterns of movement as compared to what can be expected on the simple metaphor of a social elevator going up or down" (Yamaguchi 1983). The findings from the various empirical researches validate the significance of the educational attainment (by the destination group) as the most important channel of mobility in status attainment (Yamaguchi 1983, Hout 1988, Muller et al. 1988, Semyonov & Roberts 1989).

Yamaguchi (1983) further elaborates education as both specific as well as generalized resources for occupational attainment. A specific resource is characterized

[6] http://lawmin.nic.in/ld/subord/rule3a.htm

[7] http://lawmin.nic.in/ld/subord/rule9a.htm

[8] http://en.wikipedia.org/wiki/Reservation_in_India

by a property whose possession facilitates a person's attainment of certain occupations without changing the nature of his/her other occupational opportunities. In the case of education, for example, the more vocational or professional the education becomes, the more characteristics of a specific resource it will have. This can be expected not only because of the limited scope of knowledge and skill a specialized educational program provides but also because education has such functions as credentialing, screening (filtering), signaling, and so on (Berg 1970; Arrow 1973; Spence 1975). However, a generalized resource is characterized by a property whose possession influences the overall life chances of a person with respect to his situation in the labor market. Since educational attainment is taken into account generally as measured by level of education, the scholars often considered least problematic to apply this aspect of education as a generalized resource for occupational attainment. However, Yamaguchi (1983) opines, "As for the generalized barrier — the barrier to entry into occupational destinations by mobility through education — I should first point out that the average number of years of education among incumbents of each occupation is not a very good indicator of the difficulty of entering the occupation by way of education. First, there is no reason to regard each additional year of education as equally important in determining occupational attainment. Second, this measure ignores the fact that not all incumbents obtain their positions by means of education" (pp. 736–738).

1.2.3. Educational Mobility

Educational mobility is defined as the change in educational status from parent to child. Although, not many significant works could be found particularly on educational mobility in separate context, nonetheless, several stratification researchers have studied the effect of parental education, parental class, or parental socioeconomic status on children's educational achievement (e.g. grade point averages, standardized test results, etc.) and attainment (e.g. completion of high school, college, or postgraduate educational degrees). In international perspective, Pfeffer (2005) assesses the structure and degree of intergenerational educational mobility with cross-temporal and cross-national comparison. Drawing on the 'International Adult Literacy Survey' (IALS), a large-scale comparative data set, the study looks at the pattern and level of educational mobility across twenty nations. Pfeffer used the log-linear and

log-multiplicative models for mobility tables to determine a meaningful aggregate measure of intergenerational educational mobility. He also tried to relate the degree of educational mobility to a range of institutional and macro-structural variables. Other major notable comparative works in this area refer to Treiman & Yip (1989); Shavit & Blossfeld (1993); Müller & Karle (1993); Erikson & Jonsson (1996a); and Shavit, Arum & Gamoran (2007). In whichever way the influence of parental characteristics on educational success of individual is conceptualized, it turns out to be a strong and significant one (Pfeffer, 2005).

Hertz et al. (2007) estimated trends in intergenerational persistence of educational attainment for a sample of 42 nations across the world over a 50-year period and obtained large regional differences, with Latin America displaying the highest intergenerational correlations, and the Nordic countries the lowest. Several recent studies, for example, Cheng & Dai (1995) for China, Checchi (1997) for the European countries, Behrman, Gaviria & Székely (2001) for Latin America, Bowles & Gintis (2002) for the US, Bourguignon, Ferreira & Menéndez (2003) for Brazil and Checchi, Fiorio & Leonardi (2008) for Italy, have concluded that there is both a significant direct and indirect effect of parental education/occupation/income on young individual's educational attainment levels, occupational destinations and well-being.

One basic and consistent finding in the stratification and education literature is the existence of social inequalities in educational attainment and achievement (Shavit & Blossfeld 1993; Desai & Kulkarni 2008; Barone 2009). These studies report that individual ability is not the only determinant of children's educational success, but instead a multitude of social background characteristics affects children's educational career. Thus, the question is not whether parental characteristics influence children's educational success but to what degree they do. This question invites a comparative perspective: Do social inequalities in education differ across time? Does the association between social background and educational success differ across regions in the country?... and so on.

Parental education can be hypothesized to have a direct influence on the offspring's educational success through the following mechanisms (Erikson & Jonsson 1996b):

i) Parents' own educational experience equips them with a certain degree of strategic knowledge about determinants of success in school systems and information about consequences of educational decisions that allow them to help their children successfully navigate through their educational careers.
ii) Out-of-school learning being a substantial part of the learning process, better-educated parents may be able to offer practical help in school-work at least at the pre-university level.
iii) Explanations that commonly refer to Bourdieu (1973) propose that cultural capital held by highly educated parents is transferred to their children endowing them with habits that is rewarded by positive evaluations by teachers and ultimately facilitates school success.

These theoretical arguments for the central importance of parental education are paralleled by the repeated empirical findings of parental education exerting the strongest influence on educational attainment among all other family background characteristics (see e.g. Treiman & Yip 1989; Blossfeld & Shavit 1993).

1.2.4. Intergenerational Mobility Research: Development and Issues of Quantification

The history of intergenerational stratification research is commonly divided into three generations (Featherman, Hauser & Sewell 1974): a first (post-war) generation of broad social stratification studies using relatively simple statistical techniques, in which occupational mobility figured as only one issue among many; a second generation dominated by path models of educational and occupational status attainment; and a third generation dominated by loglinear models of occupational mobility. The three generations differ most substantially with respect to (a) methods of data collection, (b) measurement procedures, and (c) methods of data analysis. Development has been more gradual with respect to (d) the definition of research problems and (e) the specification of major hypotheses (Ganzeboom, Treiman & Ultee 1991).

The first generation research has mostly been dominated by cross-national studies, and that too are more or less limited to the European countries and a few non-industrial countries. The mobility research gained a comparative thrust through the work of Lipset & Zetterberg (1956), Lipset & Bendix (1959), and, in particular, Miller

(1960). Lipset and Zetterberg compiled a set of fourteen 3X3 and 2X2 intergenerational mobility tables for 10 countries and concentrated only on manual/non-manual mobility; the Miller analysis included 20 tables of varying size and breadth of coverage for 17 countries and investigated more detailed types of social mobility (e.g. elite mobility). Several researchers have compiled collections of published mobility tables and analyzed them with methods more or less similar to those utilized by Lipset & Bendix and by Miller (Marsh 1963; Fox & Miller 1965; Svalastoga 1965; Lenski 1966; Cutright 1968; Jones 1969; McClendon 1980; Raftery 1985).

Methodologically, much of the analysis in the first generation involved little more than the inspection of inflow and outflow percentages (Lipset & Zetterberg 1956; Miller 1960). However, some researchers recognized that observed mobility rates were a function of the marginal distributions and therefore could not be used for comparative analyses. Several proposals were put forward to distinguish observed mobility rates from mobility chances net of differences in marginal distributions. The renowned 'mobility ratio' was more or less independently arrived at by Glass (1954), Goldhamer & Rogoff (Rogoff 1979, 1953), and Carlsson (1958), but it turned out to be inadequate to accomplish the separation of net mobility chances from the marginal distributions (Tyree 1973; Hauser 1978).

The basic comparative question of this generation was to what extent and in what ways countries differ in their mobility patterns. In reaction to the prevailing assumption that the United States, as a 'new' nation, would exhibit more intergenerational mobility than other western industrial nations, Lipset & Zetterberg (1956) concluded that the overall pattern of social mobility appeared to be much the same in the industrial societies of various Western countries (Lipset & Bendix 1959, p.13). Another important hypothesis is that mobility rates tend to be higher in industrialized societies than in non-industrialized societies (Fox & Miller 1965; Lenski 1966). Fox & Miller, Lenski, and several other researchers as well, found a positive relationship between indicators of economic development and indicators of social mobility (Marsh 1963; Cutright 1968; Hazelrigg 1974), but Goldthorpe (1985) has contested their substantive conclusions. Fox & Miller (1965) claimed to find a relation between the degree of political stability and the amount of mobility.

Finally, several researchers were aware of the pivotal role of educational attainment in the intergenerational transmission of advantage (Glass 1954; Carlsson 1958; Tumin & Feldman 1961); but, given the limited statistical models available then, they were not able to answer the crucial question: how much (im)mobility is mediated through education.

Some of the important innovations in the second generation studies include the coding of occupations into the categories of the US Census three-digit occupational classification scheme (Blau & Duncan's US study (OCG I) in 1967); the introduction of a new scale for occupational status to be used with continuous data analysis techniques (Duncan's renowned SEL in 1961); and the most important, the introduction of indirect effects (path) models (Duncan & Hodge 1963; Duncan 1966), which led to the formulation of the Blau & Duncan (1967: Ch. 5) status attainment model (Ganzeboom, Treiman & Ultee 1991). The latter made possible to assess the relative importance of education and family background for status attainment. The model also included respondent's first occupation, thus allowing the assessment of occupational career mobility and creating the possibility of assessing historical trends via cohort analysis. An obvious extension of this approach was to measure occupational status at several points in the career and to estimate career chain models (Blau & Duncan 1967; Featherman 1971, 1973; Kelley 1973a, b).

For measurement, the studies of this generation relied upon continuous scales. The national prestige measures turned out to be highly comparable, and the Standard International Occupational Prestige Scale that integrates them gradually became accepted as a valid measure of occupational prestige for comparative analysis. However, at the same time Featherman & Hauser (1976) showed that the prestige measures underestimated the true degree of intergenerational transmission of occupational status and cast doubt on the usefulness of prestige as a measure of occupational status for the study of social mobility. An important advancement in the second generation, which flowed directly from the introduction of simultaneous structural equations as the modeling tool (Jdreskog 1970), was the assessment of and correction for measurement unreliability. Bielby, Hauser & Featherman (1977) were the first to illustrate how to incorporate error corrections in intergenerational occupational attainment models (Ganzeboom, Treiman & Ultee 1991).

Witnessing the third generation research, the brilliant studies of Hauser (Hauser et al. 1975a, b; Hauser 1978; Featherman & Hauser 1978), and Goldthorpe (Goldthorpe & Llewellyn 1977a, b; Goldthorpe et al. 1978; Goldthorpe 1987) prompted a massive shift in the dominant thrust of stratification research. Multivariate linear regression models were replaced by a variety of log-linear models, among which the levels (or "topological") model introduced by Hauser (1978) is dominant. The methodological advantages of log-linear models over continuous data models such as correlation and regression are believed by their advocates to be twofold. First, log-linear models provide a technically acceptable way to distinguish absolute mobility from relative mobility chances (social fluidity). Second, such models make it possible to treat a bivariate association as a multidimensional pattern (Hout 1984) and, in particular, to model the diagonal (which represents class immobility) separately from the off-diagonal cells.

Class theorists in the field of social mobility argued that social classes were intrinsically discrete and unordered, and hence that exchange relationships between social classes were not properly modeled using "hierarchical" measures and the linear models of the second generation of stratification research. Log-linear levels models make it possible to deal with pairwise and asymmetric exchange relations between social classes, without any assumptions regarding the ordering of the classes (Ganzeboom, Treiman & Ultee 1991).

There are some works by the third generation researchers on the relation between father's occupational class, the class of the respondent's first job, and respondent's present class (the issue of intra-generational mobility) (Hope 1984; Erikson & Goldthorpe 1987), on the role of education in the transmission of class from father to son (Yamaguchi 1983; Hout 1988; Muller et al. 1988; Semyonov & Roberts 1989), and on homogamy (Ultee & Luijkx 1990), but comparative research in these areas is small. Oddly, though, the third generation, with its predilection for class concepts, has ignored even the research problem that gave rise to the class approach, the question of class mobility and political formation (Kurz & Muller 1987).

Meanwhile, the field of stratification responded once again to a methodological innovation: event history models. Although earlier stratification surveys sometimes included detailed educational and occupational histories, until the

introduction of event history analysis (Tuma & Hannan 1984; Blossfeld, Hameerle & Mayer 1989) not many analysts had found a plausible way to analyze such data, although the Blau-Duncan model provided an elementary approach to study careers by including both the first and current occupations (Ganzeboom, Treiman & Ultee 1991).

The obvious next step in intergenerational stratification research is to combine the virtues of the second and third generation of research, estimating relatively complex multivariate models and at the same time adequately treating the discreteness and non-uniformity of the core variables of social stratification (Ganzeboom, Treiman & Ultee 1991). A full categorical treatment of all variables is still well beyond the state of the art, though Winship & Mare (1983) suggest estimating mixed models that treat some of the variables as continuous. One way to do this is to reformulate log-linear models as logit models with continuous (as well as categorical) covariates (Logan 1983). This is believed to reintegrate the intervening variables from the Blau-Duncan model, in particular educational attainment, with intergenerational occupational mobility models.

One variety of these models (i.e., ordered logit models) gained prominence as a way of carrying out cohort analyses of a part of the status attainment model—educational attainment. Mare (1981) applied ordered logit models to transitions between subsequent levels of educational attainment in order to separate marginal effects (educational growth over cohorts) from the influence of parental background on the probability of making each transition. In addition, Sobel's (1981) 'diagonal mobility' model, which provides a means of assessing the relative importance of two identically categorized variables (e.g. father's and son's occupation) on a dependent variable, as well as an estimate of the effect of any combination of categories have been an important technological advancement (Ganzeboom, Treiman & Ultee 1991). The uses of multinomial or conditional logit models (DiPrete 1990; Dessens et al. 2003; Logan 1983) that treat occupation as a categorical variable have also been introduced. These models are often more informative than linear regression models because they could identify covariate effects not only on occupational outcomes but also on mobility patterns (Yamaguchi 2009). Among the recent developments, Yamaguchi's (2009) latent-class regression model, which usually provides a more

succinct way of assessing covariate effects than multinomial and conditional logit models can also be replicated in intergenerational mobility research.

1.2.5. Occupational and Educational Mobility Research in Indian Context

Indian literature, though, has been trivial so far, as the research on occupational and educational mobility among Indian population is concerned, nonetheless, a few remarkable studies at micro level (limited to a small geographical area) can be referred to have insights on the concerned aspects in Indian context. Very recently, a few studies have also been emerged using national level data, and are mentioned as well.

A study done long back in 1947-50 by the Gokhale Institute with a sample of 3,114 heads of households from 70 villages in the districts of Poona (now Pune), Sholapur, Ahmednagar, Satara, and Bijapur (Rural Maharashtra), illustrated that the occupational mobility between the generations was quite low, with no occupational change between the generations in 84% of households. Agriculture showed the least mobility. By and large, migration and occupational mobility were closely linked. According to this study, 30% sons of migrant fathers were found to be occupationally mobile in comparison to only 5% that from the non-migrant group (Pethe 1962).

Further, Driver (1962) summarized his study based on Nagpur district of the then Bombay State (now Maharashtra), “The caste structure of Central India is quite similar in its occupational aspects to the patterns discovered by Gist (1954) in Bangalore and Mysore. Intergenerational occupational mobility is frequent in both the rural and urban areas, but it is generally restricted to occupations of comparable rank. Hence, its effect upon the traditional association between positions in the caste and occupational hierarchies is quite minimal. This association is, however, largely the result of differences among the castes in their educational attainment” (p. 31). Driver (1962) also mentioned that most of the changes in the rural area were quite minor, consisting usually of a shift from one occupation to another in the same class. In the urban area, there were more shifts from one class to another for two reasons. First, many of the urban workers were migrants from the rural area in which their fathers resided and engaged in cultivation. Because of the general absence of cultivation in the city, these migrants had to move into an occupational class different from that of their fathers. Secondly, the growth of the city had provided new employment

possibilities and thus greater opportunity to shift from one occupational class to another (Driver, 1962).

A few studies have also been carried out in 1980s by a group of statisticians in Banaras Hindu University (BHU), Varanasi, specifically based on the primary surveys in Varanasi including a few other rural districts in eastern Uttar Pradesh (see Singh, Yadava & Singh 1982; Yadava, Singh & Singh 1985). The objective was to study the overall occupational mobility of fathers-sons and to find out the predicted equilibrium structure. They also found considerable persistence in occupational class of two successive generations. Among other studies of rural India from which an investigation of occupational mobility can be enriched, are Bliss & Stern (1982), Breman (1985), Agarwal (1986), Bardhan (1989a), Jodha (1989, 1994), Dreze, Lanjouw & Stern (1992), Rogaly (1996, 1997), Pal & Kynch (2000) etc.

Considering the lack of studies in this area, particularly at national level, Kumar, Heath & Heath (2002a) attempted to assess the fluidity and mobility in Indian society based on the analysis of information collected by the National Election Studies (NES) of 1971 and 1996. However, in the absence of adequate information, the study could be limited only by analyzing particularly inflow and outflow mobility (fathers-sons i.e. intergenerational changes in occupational classes). In a gross national level study, it was reported that the caste was associated with the kind of class (i.e. occupational) origins one found oneself in, but among people of similar class origins, caste had a relatively small part to play in determining one's current occupational attainment. However, the caste has its effect partly because in the past, members of the upper castes have had privileged access to advantaged class origins, and vice versa. To be sure, the historical legacy of caste should not be ignored, but Kumar, Heath & Heath (2002b) suspect that similar class inequalities could probably be found in other countries that lack the caste system but are at similar stages of economic development. This is a large question that warrants further investigation, but the class inequalities are to be explained primarily by the resources — financial, educational, and social — that the members of different classes possess and should not be ascribed to caste (Kumar, Heath & Heath 2002b). Deshpande & Palshikar (2008) used survey data from Pune city to look at intergenerational occupational mobility across different castes and observed substantial upward mobility at aggregate level. They also infer that while

caste does matter for upward mobility, in general, occupational mobility across generations is not shaped by caste factors (Deshpande & Palshikar 2008).

Jalan & Murgai (2008) examined inequalities in educational outcomes across groups of individuals and the perpetuation of these inequalities across generations using National Family Health Survey (NFHS) data for 1992–93 and 1998–99 and conclude that educational mobility in India is up to international standards and has increased over time. In addition, they mentioned that the differences in mobility were more along the rich–poor divide rather than along caste lines.

In very recent time, a few published (e.g. Majumder 2010) and unpublished (Hnatkovska, Lahiri & Paul 2011) works have come to the fore. These works seem as parallel developments in the area of mobility research in India. Both these studies are limited particularly to the assessment of occupational and educational mobility across social/ethnic groups in India. However, these studies do not present the similar content what the present thesis has to serve and are entirely different in scope, approach, extent and design of the study.

1.2.6. Inequality of Opportunity Argument in Mobility Research

There are supportive evidences of the continuation of the social inheritance, referring to the fact that working and lower class children continue to have lower educational attainment and are less likely to graduate from institutions of higher education, than children of the middle and upper classes, and to the continuing influence of social class background on occupational success. Hence, a positive correlation between ascriptive factors and achievement is often considered as a sign of inequality of opportunity (Sørensen 2006). This simple definition of the concept is reflected in many studies of intergenerational social mobility, where the fluidity or openness of the mobility regime is taken as an indicator of the extent to which equal opportunities exist in a society (Erikson & Goldthorpe 1992). In studies of educational attainment, it is the effect of social background that serves as a measure of unequal opportunities (Shavit & Blossfeld, 1993).

The concept of equality of opportunity usually also includes a reference to ability and effort. Equal opportunity exists when people of similar ability (broadly

understood) have equal chances of success regardless of their family's social and economic circumstances[9] (e.g. Breen & Goldthorpe 1999, 2001; Jencks et al. 1972). This means, of course, that an association between social background and attainment not necessarily is an indication of inequality of opportunity. If ability is strongly affected by family background, and even though the correlation between social origins and attainment is positive, a society could provide equal opportunities. The appropriate test for equality of opportunity is then the absence of an effect of social background (or other ascriptive factors) on achievement net of ability and effort. In a level playing field, each participant in the competition should have identical chances of success (Sørensen 2006). The status attainment tradition is an important example of research that attempted to take into account the mediating effect of ability and effort. The best examples are studies based on the Wisconsin Longitudinal study, which was one of the few early studies with appreciable measures of ability, aspirations, and plans for the future (e.g. Sewell & Hauser 1975; Warren, Hauser & Sheridan 2002).

In United States, the debate seems to have been spawned around a 1994 publication of *The Bell Curve*, where Hernstein & Murray (1994) argued that a major part of the association between social class and cognitive ability was genetic, and immutable to social influence (Arrow, Bowles & Durlauf 2000; Bowles, Gintis & Groves 2005). However, in the case of Great Britain (Breen & Goldthorpe 1999, 2001), it was argued that contemporary British society is largely a meritocratic society where individual merit rather than social class background determines one's life chances (Saunders 1996, 1997). Despite a few exemptions, studies overwhelmingly show that net of a range of measures of cognitive ability, the effect of family social class or economic family background remains strong (OECD 2000, 2003).

The concept of (in)equality of opportunity seems to get its origin in 1970s. Before John Rawls' "A Theory of Justice" (1971), most people sought to assess the fairness or equity of a social allocation solely based on the distribution of outcomes. In the 1970s, spurred on by the work of both Rawls and Robert Nozick (1974), political scientists and philosophers began to consider the fairness of processes, and how outcomes are determined both by the opportunities a person enjoys and by what he or she makes of those opportunities. John Rawls (1971) emphasized liberty—

[9]And other ascriptive factors such as race, ethnicity, and gender.

liberty for each, consistent with similar liberty for others. Further, Ronald Dworkin (1981) equated fairness with “equality of resources”, rather than outcomes. Richard Arneson (1989) spoke of “equality of opportunity for welfare”, rather than of welfare itself. Although details and nuances differ across these studies, the common thread was a redefinition of what Gerry Cohen (1989) calls the “currency of egalitarian justice”: it seemed to most researchers that fairness required the equality of something, but given the role of individual responsibility, it was clear that it was not simply the equality of outcomes (Barros et al. 2009).

In his 1979 Tanner Lectures at Cambridge University, Amartya Sen famously asked “Equality of What?” (Sen & Hawthorne 1985). Sen defined a person’s “capabilities” as the set of possible “functionings” that he or she might enjoy, and argued that attention should focus on the distribution of those capabilities. The ‘World Development Report 2006: Equity and Development’ also adopts a notion of fairness that is based on equality of opportunity. A useful definition of the concept comes from Roemer (1998), who mentioned the outcome of interest as an “advantage” and divided the determinants of advantage into two groups: “efforts,” which are subject to individual choice, and “circumstances,” which are factors that lie outside the individual’s control. Equality of opportunity would prevail in a situation in which the distribution of an outcome of interest is independent of circumstances. Equal opportunity levels the playing field, and everybody has, in principle, the potential to achieve the outcomes of their selection.

There is wide agreement that equal opportunity does not mean that everybody has the same chances of success or failure — a situation where life chances would be determined by lottery. Most plausibly, equal opportunity refers to a situation where everybody in society is offered opportunities to compete and be judged according to the same rules and standards. “These equal means are used to demonstrate unequal speed, agility ... so as to create, systematize, and legitimate unequal prospects of success” (Rae, 1981: p. 66).

1.3. Motivations for the Study

As it appears in the literature too, especially in Indian context, there are few studies which concentrate on assessing economic development in the country taking

intergenerational occupation status (as an important dimension) into consideration. It has already been mentioned earlier in this chapter, that it is imperative to understand the flow or stagnation of developmental opportunities experienced by people of different socio-religious backgrounds to form targeted policies and programs for the upliftment of the downtrodden. India is a multi-cultural and multi-lingual country, where people of diverse religion, castes, sects, and creeds live together with their diverse history of development and background. Even after more than 60 years of independence, India has not achieved adequate leverage to offer equal opportunity for her people to grow and develop. As Indian planning system has been striving since decades to undertake effective measures to allocate resources through decentralized system, the accurate information on myriad of dimensions of people's socioeconomic status, changes in their developmental status, problems, prospects with specific roadmap is widely desirable. Although, in one way or the other, such issues are being considered under various government programmes benefits available to the people, they are not actually leading to expected outcomes.

In addition, a series of national level cross-sectional household data providing information on occupational status, from which elementary intergenerational stratification models can be estimated (although with some limitations), also motivated the present study. Harnessing such available data in Indian context will sharply increase the empirical evidences for comparative analyses, not only by adding new relationships to the pool of evidence but even more so by adding over-time replicates. The present study endeavors to analyze comprehensively the underutilized data of National Sample Survey conducted over last 27 years (on the issues well mentioned in next section).

Moreover, with escalating role of seminal information on education and its different dimensions to support the movement heading towards the universal education, presently running in the country, the scope of research in the field of education and on its ascriptive aspects has augmented. Therefore, a national level comprehensive study in the field of occupational and educational mobility estimates is certainly desirable.

1.4. Research Objectives

Following the existing literature and realizing the need for a national level comprehensive study decoding the education-occupation dynamics in the country, the study frames the path of research with the following specific objectives;

1. To study the transitions in the pattern of occupational structure and level of educational attainment (among sub-groups of population) over past 27 years (1983 to 2009-10) in India.
2. To analyze the pattern and extent of intergenerational occupational mobility among socio-religious groups and by regions in India with other covariates' effect (especially the level of education), and changes therein over the period.
3. To assess the pattern and extent of intergenerational educational mobility among socio-religious groups and by regions in India, and changes therein over the period.
4. To examine inequality of opportunity among children of different social background in accessing up to elementary level education at appropriate ages during 1986-87 to 2007-08.

1.5. Hypotheses

Although, the study follows the results discernible from the data, however, a few presumptions, which motivated the present study, can be hypothesized as follows;

- The status of the occupational class of sons has bettered than that of fathers' among majority of population over time (i.e. higher probability of upward intergenerational occupational mobility than the downward occupational mobility).
- Sons' educational status has improved compared to that of parents' over time (i.e. increase in upward intergenerational educational mobility).
- Individual's occupational status is more influenced by his/her educational attainment than that by father's educational status.

- As societies develop (i.e. through industrialization, urbanization etc.) over time, the individual's affiliation to socio-religious institution of the society tends to have lesser influence on his/her occupational and educational destinations.

1.6. Scope and Relevance of the Study

This study documents reliable estimates and analyses on the engagement of working age population in different sets of occupation and their educational attainment (with intergenerational mobility) at national level for a period of over 25 years. These estimates are comprehensively presented by select socio-religious and demographic characteristics of population and for different macro regions over the period. This would help academicians, social scientists, policy makers, and programme executors explore the specific trends and patterns in detail at micro level, and guide the allocation of resources and services at required destinations. Intergenerational persistence in occupational mobility, while steady increase in the educational mobility over the period require further investigations and open a discussion on a range of issues related to the applicability of current educational structure in livelihood pattern of the population. The analysis of the continued progression of children up to elementary level education would help guide focused and prioritized educational interventions in order to realize the universal and effective education for all.

1.7. Structure of the Thesis

The thesis has been organized as follows;

1. **Introduction —** includes the general background of the study, literature review, motivation, objectives and scope of the study as well as the organization of the thesis.
2. **Data & Methodology** — includes the sources of data, conceptual framework, methods and techniques used for the data analyses as well as the limitation of the study.

3. **Transition in Occupational Structure: *Levels, Trends, & Differentials*** — includes the study of levels, trends, and differentials (across different population groups) in occupational structure in India during 1983-2010.

4. **Intergenerational Occupational Mobility: *Assessment across Time Periods & Population Groups*** — concentrates on the measurement and analysis of the intergenerational occupational mobility and its possible determinants over the period.

5. **Transition in Educational Attainment: *Levels, Trends, & Differentials*** — includes the study of levels, trends, and differentials (across different population groups) in educational attainment in India during 1983-2010.

6. **Intergenerational Educational Mobility: *An Ancillary Appraisal*** — describes the pattern and extent of intergenerational educational mobility across socio-religious groups and regions in India, and changes therein over the period.

7. **Inequality of Opportunity in Educational Access - Elementary Level** — examines the opportunity among children of different social background and by state in attending appropriate class at appropriate ages up to elementary (I-VIII) level education during 1986-2008. This attempts to provide a background (in terms of assessment of inequality and accessibility to the elementary education over last more than 20 years) for implementing prioritized and focused educational interventions in order to realize the effectiveness of "Right To Education" (RTE) Act in India.

8. **Summary, Conclusion, and Policy Implications** — summarizes the study by highlighting major findings. The chapter also underscores major potentials, challenges, and opportunities in India related to the dynamics of education and occupational attainment of the population. Finally, the suggestions and recommendations are documented including future prospects or possibilities following the present study.

CHAPTER- 2

Data and Methodology

2.1. Introduction

This chapter discusses the data sources used and methods of analyses to accomplish the objectives of the present work. Complete information related to the implementing organizations, survey design, and population coverage of the concerned data set are provided. Main contents of different schedules (questionnaires) used by the survey to collect information pertaining to the households and individuals as well as the comparability of different rounds of survey data set are discussed at length. The chapter also provides comprehensive information on the study design, measures or principal variables, and different statistical tools used while data analyses. A separate section also discusses the major limitations of the NSS data for carrying out intergenerational study.

2.2. Data Sources

The study used the nationally representative, large-scale unit level data sets provided by the National Sample Survey Organization (NSSO) for accomplishing the framed research objectives. The NSSO (now National Sample Survey Office), the largest organization in India conducting regular socioeconomic surveys, is under the Ministry of Statistics and Programme Implementation, Government of India. It collects socioeconomic data employing scientific sampling methods, and is widely recognized for its survey on consumer expenditure and status of employment-unemployment in India, as these are carried out in the usual annual rounds. Information related to occupational status (for members, whosoever is working or contributing to the overall livelihood in the family) and educational level of each of the member in the family are available in all the annual rounds of the survey. However, this study has used the quinquennial surveys conducted by NSSO on “Employment and Unemployment”, which provide relatively larger sample size, and are often used by researchers to assess the trend in various aspects of social and economic development (at an interval of five years). These quinquennial surveys are conducted in four sub-rounds and cover

both urban[10] and rural areas in almost all the states/union territories in India. This apart, completely separate information on different aspects of education in India has been focused on in the 42nd round (1986-87), 52nd round (1995-96), and the 64th round (2007-08) of the survey. A specific list of the NSS rounds and schedules, which are extensively used to carry out the present work includes Schedule 10: "Employment and Unemployment" survey conducted during 38th Round (January–December 1983), 43rd Round (July 1987–June 1988), 50th Round (July 1993–June 1994), 55th Round (July 1999–June 2000), 61st Round (July 2004–June 2005), and 66th Round (July 2009–June 2010), besides the above mentioned special rounds on education.

2.2.1. National Sample Survey: An Introduction

The Government of India in the Department of Economic Affairs, Ministry of Finance, instituted a nationwide sample survey called the National Sample Survey (NSS) in 1950 to collect comprehensive socioeconomic data relating to different sectors of Indian economy. The NSSO was set up under the able guidance of Prof. P. C. Mahalanobis with the active support of Pandit Jawaharlal Nehru, the then Prime Minister of India.

The NSS is a perpetual multi-subject integrated survey being conducted in the form of successive rounds, each round covering some topic of current interest. The scope, period and programme of each round are fixed by taking into account the nature of data required and the resources available for that period. Since the 14th round (1958-59), the survey period is usually one complete year coinciding approximately with the agricultural year. However, the survey period for the 26th round was of fifteen months duration, and that for the 28th round only nine months.

[10] An urban area is defined as a town if it met the following conditions: (1) a density of not less than 1000 per square mile, (2) population of at least 5000, (3) three-fourths of the occupations of the working population should be outside of agriculture, and (4) at the discretion of the Superintendent of the State, the place should have a few pronounced urban characteristics and amenities such as newly founded industrial areas, large housing settlements, or places of tourist importance, and other civic amenities. See Bose (1973).

Up to the 24th round of the survey, the Central Statistical Organization (CSO) on the recommendation of the National Sample Survey Programme committee finalized the subject coverage, sample design, and tabulation programme for a round. The technical work relating to details of sample design, preparation of schedules, instruction, sample data and preparation of final reports, however, was entrusted to the Indian Statistical Institute (ISI). Since the 25th round (July 1970–1971) of the survey, the subject coverage, sample deign and tabulation programme for a round are being finalized by the Governing council of the NSSO, Department of Statistics, Government of India. Since 1st June 1972, the entire work of NSS, both technical and field work in all the states is being done by the NSSO.

All the states except for a few pockets in some of the states and the union territories participate in the NSS porgramme on at least equal matching basis, to get estimates that are more precise for their respective states. The State Statistical Bureaus (SSBs) are in charge of fieldwork, processing and tabulation of state sample data and preparation of reports.

Entire programme of each round of the survey is designed by the NSSO as an annual feature since the survey contemplates studying varied topics of current interest. After pre-test and experts' discussion on the instruction to the field agency and formats of schedules to be canvassed in depth, the survey programme of the year is released in its final shape. The Central and the State agencies carry out their fieldwork independently with the samples allotted separately for Centre and State. The results are pooled later for comparison and release.

The survey is conducted by a permanent full-time trained staff adopting methods of personal interview and direct physical observation for providing data on various topics of economic and agricultural characteristics with provision for: (i) assessing precision of survey result, (ii) providing periodical progressive estimates, and (iii) other agencies such as State governments to participate in this work on equal matching basis in collaboration with NSSO.

Albeit the subject coverage has been varied for each round, the NSS covers the same topic/subject at certain regular interval. Of course, the design of the schedule is

modified as per the changed needs. According to the NSSO, the long-term programme for its subject coverage is followed as shown in Table 2.1.

In addition, the information on "Employment and Unemployment", and "Household Consumer Expenditure" are collected annually using a thin sample. The five groups of subjects mentioned above cover seven out of ten year programme. The remaining years out of decade are kept open for undertaking surveys on subjects unexplored so far to accommodate special request from the Central and State governments.

Table 2.1. NSS subject coverage and canvassing period

Sl. No.	Subject Coverage	Canvassing Period
1.	Population, births, deaths, disability, morbidity, fertility, maternity and child care and family planning	Once in ten years
2.	Debt and Investment, and capital formation	
3.	Land-holdings and livestock enterprises	
4.	Employment and Unemployment, Consumer Expenditure	Twice in ten years
5.	Unorganized enterprises in non-agricultural sectors	

Being the largest sample survey of its kind, the NSS has attracted considerable attention and raised extensive interest among professional Statisticians, Economists and Demographers, especially with regard to its survey design. Though the sampling design is not altered, altogether, the scope of coverage of sector, the number of samples, designing of schedules, procedure for tabulation and estimation vary from one round to another round depending on the nature of issues. Considering importance given to the survey results by the heterogeneous users, the NSS occupies a pivotal place for providing precise and reliable data in time for economic exercises and formulation of plans/schemes in India.

2.2.2. National Sample Survey (NSS) Design

The National Sample Surveys adopt a stratified multi-stage sampling design for selection of the sample units for rural and urban areas. The first stage units (FSUs) are the census villages (*Panchayat* wards) for rural areas and the NSSO Urban Frame Survey (UFS) blocks for urban areas. The ultimate stage units (USUs) are the

households for both rural and urban areas. Hamlet-groups/sub-blocks constitutes the intermediate stage whenever these are formed in the sample FSUs.

For rural areas, the list of census villages constitutes the sampling frame for selection of sample FSUs for most of the states. In case of Kerala, however, the list of *Panchayat* wards are used as the sampling frame in rural areas for the selection of *Panchayat* wards (as FSUs).

State/U.T.

STEPS	Rural	Urban
1. SAMPLING FRAME OF FSUs	Census lists of villages	Urban Frame Survey (UFS) lists of blocks
2. STRATIFI-CATION	Generally each district is a stratum, district having Census population ≥ 2, millions is, however, split into a no. of strata.	Strata are formed within each NSS region by grouping towns according to population size classes as follows : stratum 1 : P < 0.5 2 : 0.5 ≤ P < 2 3 : 2 ≤P < 10 4,5 : each city with P ≥ 10 (P = 'Census population of the town in lakhs)
3. ALLOCA - TION OF FSUs	State-level rural sample size are allocated to different strata in proportion to census population figures	State-level urban sample size are allocated to different strata in proportion to census population figures
4. SELECTION OF FSUs	Selected circular systematically with equal probability, in the form of two independent sub-samples	Selected circular systematically with equal probability, in the form of two independent sub-samples
5. H.G./S.B. SELECTION	2 hamlet groups are selected circular systematically from 'large' FSUs and be considered as one unit for survey	1 sub-block is selected at random from 'large' FSUs

6. SELECTION OF HOUSE - HOLDS (SSUs)

Second-Stage Stratum				
sch.	no.	composition	no. of hhs. to be selected	remarks
1.0	-	all households	4	make adjustment for shortfall if necessary and select the required no. of hhs. circular systematically
10.0	1	hhs. with any child of age '0' yr.	2	
	2	rest with cases of hospitalization during last 365 days	2	
	3	rest of the hhs.	6	
25.2	1	hhs. with any member (5-24 yrs.) currently enrolled at post-primary level	3	
	2	rest of the hhs.	3	

Fig. 2.1. Schema of a model National Sample Survey Design

For the urban areas, the latest lists of UFS blocks constitute the sampling frame for the selection of sample FSUs. Within each NSS region (now each district) of a State/Union Territory (UT), two separate basic strata are formed for rural and urban areas. All rural areas of the district comprise rural stratum and all the urban areas of the district comprise urban stratum.

Within a district, if 'r' number of FSUs are allocated for a rural stratum, a total number of 'r/2' sub-strata are formed within that rural stratum. From each sub-stratum of the rural stratum of a district, FSUs are selected with probability proportional to size with replacement (PPSWR), size being the population as per Population Census. Within a district, if 'u' number of FSUs are allocated for a urban stratum, a total number of 'u/2' sub-strata are formed within that urban stratum. From each sub-stratum of the urban stratum of a district, FSUs are selected with simple random sampling without replacement (SRSWOR). Within each sub-stratum, samples are drawn in the form of two independent sub-samples in both the rural and urban sectors. All households listed in the selected village/block/hamlet-groups/sub-blocks are stratified into second stage strata (SSS). Consequently, households are selected from each sample village/block for canvassing the respective schedule. The sample households from each of the second stage strata are selected by SRSWOR. A schema of model National Sample Survey design is illustrated in Figure 2.1.

Although, this is the general survey design adopted by the NSS, but a few modifications have been undertaken over the period of time. Until 61st round of the NSS, all the districts were not surveyed, as only a few districts were sampled in each NSS region of a State/UT. The NSS regions are based on classifications of agro-economic region(s) in India, which have also been modified over the period, but within the administrative boundary of the State. Each State/ UT is divided into one or more agro-economic region(s) by grouping contiguous districts, which are similar with respect to population density and cropping pattern. In Gujarat, however, some districts are sub-divided for the purpose of region formation in consideration of the tribal population in the state.

*Population coverage***:** The following rules regarding the population to be covered are followed while listing of households and persons in NSS:

1. Under-trial prisoners in jails and indoor patients of hospitals, nursing homes etc., are excluded, but residential staffs therein are listed while listing is done in such institutions. The persons of the first category are considered as normal members of their parent households and are counted there. Convicted prisoners undergoing sentence are outside the coverage of the survey.

2. Floating population, i.e., persons without any normal residence are not listed. However, households residing in open space, roadside shelter, under a bridge, etc., more or less regularly in the same place, are listed.

3. Foreign nationals are not listed, nor do their domestic servants, if by definition the latter belong to the foreign national's household. If, however, a foreign national becomes an Indian citizen for all practical purposes, he or she is covered.

4. Persons residing in barracks of military and paramilitary forces (like police, BSF, etc.) are kept outside the survey coverage due to difficulty in conducting survey therein. However, civilian population residing in their neighbourhood, including the family quarters of service personnel, are covered. Permission for this is obtained from appropriate authorities.

5. Orphanages, rescue homes, ashrams and vagrant houses are outside the survey coverage. However, persons staying in old age homes, students staying in ashrams/hostels and the residential staff (other than monks/nuns) of these ashrams are listed. For orphanages, although orphans are not listed, the persons looking after them and staying there are considered for listing.

2.2.3. Content of Schedule 10: Employment & Unemployment

The survey on employment and unemployment is the prime source of statistical indicators and estimates of various parameters of labour force and activity participation of the population. The first quinquennial survey on employment & unemployment, carried out by the NSSO in the 27th round (September 1972 - October 1973), made a marked departure from the earlier employment surveys of NSSO in procedure and content. The concepts and procedures followed in this survey were primarily based on the recommendations of the "Expert Committee on Unemployment

Estimates" (1970). Since then, the seven successive quinquennial surveys conducted in the 32nd, 38th, 43rd, 50th, 55th, 61st, and 66th rounds, more or less, have followed an identical approach in the measurement of employment and unemployment in India. The basic approach in all these seven quinquennial surveys have been the collection of data to generate estimates of employment and unemployment according to the 'usual status' based on a reference period of one year, the 'current weekly status' based on a reference period of one week, and the 'current daily status' based on each day of the seven days preceding the date of survey. In order to reveal the multi-dimensional aspects of the employment-unemployment situation in India, information on several correlates are also gathered in these surveys. Sets of probing questions on some of these aspects have also been one of the basic features of these surveys. Information on household principal occupation and on the type of occupation for the workers according to usual status and current status are collected using 3-digit NCO (National Classification of Occupation) - codes. The NCO-1968 codes were used in the surveys until the 66th round (2009-10), while the latter used the NCO-2004 (3-digit) codes.

Schedule 10 on employment-unemployment consists of multiple (generally 15-16 in number including sub-blocks e.g., 5.1, 5.2 etc.) blocks. These blocks comprise groups of questions on similar aspects. The first three blocks, viz. Blocks 0, 1 and 2, record identification of sample households and particulars of field operations, as is the common practice in usual NSS rounds. Similarly, the last two blocks, viz., Blocks 10 & 11 (Block no. may vary as per the specific round), are again the usual blocks to record the remarks of investigator and comments by supervisory officer(s), respectively. Block 3 records the household characteristics like household size, religion, social group, land possessed and cultivated, monthly per capita consumer expenditure etc. Block 4 collects information on the demographic particulars and attendance in educational institutions of all the household members. Particulars of vocational training receiving/received by the household members are also collected in block 4. In Block 5, particulars of usual/subsidiary principal economic activity of all the household members as well as information on informal employment are recorded along with some particulars of the enterprises in which the usual/subsidiary status workers are engaged. This also includes particulars on the daily time disposition for the seven days preceding the date of survey along with the corresponding activity. Block 6 records responses to the probing questions to the persons who were

unemployed on all the seven days of the reference week. Block 7 contains the probing questions, which are related to the under-utilization of labour time and labour mobility. For the members of the household classified as engaged in 'domestic duties' as per their usual principal status, some follow-up questions are framed and listed in Block 8. A worksheet to obtain the total monthly household consumer expenditure is provided in Block 9.

2.2.4. Content of Schedule 25.2: Participation in Education

Among a few organizations, which collect information on educational variables through their large-scale household sample surveys, the National Sample Survey Organization (NSSO) is the prominent one. The NSSO in its 64th round (July 2007 - June 2008) schedule 25.2: "Participation and expenditure in Education" collected information on (a) participation in education of persons aged 5-29 years in the education system, (b) private expenditure incurred on education and (c) examining the extent of educational wastage and its causes in terms of dropout and discontinuance. This survey was in continuation of the three surveys on social consumption carried out by the NSSO as a part of its 35th round (July 1980–June 1981), 42nd round (July 1986–June 1987), and 52nd round (July 1995–June 1996). These surveys are carried out as a nationwide survey on social consumption to ascertain the extent of utilization of facilities in the field of Education and Health. These special surveys on Education have generated few interesting indicators that are otherwise not available from regular sources. Apart from literacy rate and level of educational attainment in population, age-specific (age 6-10 & 11-13 years) attendance ratio, proportion of students getting free education by the level of education, average amount of per capita private expenditure on education and proportions of attending, attended and never attended children by age group are some of the important indicators.

Like Schedule 10 of the NSS, Schedule 25.2 on Participation in Education also records information using multiple blocks. The first three blocks, viz., Block 0, Block 1, and Block 2 record identification of sample households and particulars of field operations. The last few blocks comprise remarks of investigator/senior investigator, superintendent/senior superintendent and other supervisory officer. Block 3 records the household characteristics like household size, principal industry, principal occupation, household type, religion, social group, land possessed, details of

household expenditure for dependents studying away from home, distance from nearest school having primary/upper primary/secondary level classes and five questions for capturing household consumption expenditure etc. Block 4 collects demographic and other particulars of all the household members. Particulars of current educational attendance and current enrolment status for household member aged 5-29 years are also collected in Block 4. The education particulars of the household members, aged 5 to 29 years, currently attending educational institutions at primary level and above are recorded in Block 5. In this block, information on course, level, class/grade/year, type of institution, medium of instruction, etc., are collected for a few course(s). Block 6 collects particulars of private expenditure for the household members, whose educational particulars were collected in previous block. Particulars of household members, currently not attending any educational institution, are collected in Block 7. This block records information like whether ever enrolled, age at entry in school, age of discontinuation/dropping, etc.

However, the number of blocks varies in different rounds for collecting almost the similar sets of information. In 52nd round, the information on participation of persons in the formal education system was recorded in the age group 5-24 years, while in 42nd round, it was for all persons above age 5 years.

2.2.5. Comparability of Selected NSS Rounds

Despite the overall consistency across the quinquennial rounds, some minor inconsistencies do emerge in surveys before 32nd round (1977-78), the second quinquennial round.[11] However, since NSS now makes unit data available at household level in a digital format on compact discs, for 1983 (38th round) onwards,

[11]In the 27th round and the rounds prior to that (7th till the 10th), the 'usual status' concept was interpreted in a manner by which "a person who remained unemployed for a long period in the past but became employed during the latter part of the period and if his/her status of being employed was likely to continue in the future, was identified as being 'employed' even though during the major part of the long period (usually a year) the person remained unemployed". This was so as the 'priority rule' was applied even to determine the activity status of an individual, whereby working status received priority over the unemployment status. Opposed to this a person in the same situation was categorized as being 'unemployed' in the subsequent rounds beginning from the 32nd round (1977-78).

such comparability problems arising from differences in variables selected in print reports and level of disaggregation are no more restrictive.[12]

Table 2.2 presents a summary of six quinquennial NSS rounds (38th round to 66th round) of Schedule 10: "Employment and Unemployment" based on certain survey criteria. It needs to be stated upfront that gradual improvements in sampling approach and conceptual modifications introduced to accommodate the need for improved data collection may, to an extent, affect the comparability of NSS data over time (Kathuria, Natarajan & Sen 2010). One of the widely debatable issues related to comparability of NSS estimates has been around the measure of household consumption expenditure across the research arena working on poverty estimates. The epicenter of the debate was that the NSSO used a 30-day recall period from its inception in the early 1950s until 1993-94. In 1999-2000 (55th round) survey, NSSO collected consumption data on food items using two different recall periods of 7 days and 30 days from the same households. Critics pointed out that the respondents in the survey overestimated food consumption due to the mix-up of the recall periods. Thus, in response to such criticism, several researchers started refraining from the 55th round survey data while comparing estimates over period. However, it was also argued that the consumption module included in the Employment-Unemployment Surveys (EUS) in 1993-94 and 1999-00 were not contaminated by the mixture of recall periods within one survey, as in the Consumption Expenditure (CE) survey for the 55th round (Sundaram 2001; Sundaram & Tendulkar 2002; Datt & Ravallian 2002). Later, the acknowledged shortcomings in the comparability of the 55th round survey data with earlier rounds were suggested to be remedied after certain adjustment based on some assumptions (Tarozzi 2001; Deaton & Dreze 2002; Deaton 2003). Anyways, since this study does not deal with the household consumption expenditure information or estimates from the concerned surveys, the study has advantage to even include the 55th round survey data to provide estimates for a continuous series of survey periods.

Despite a few advantages, this study also acknowledges a major incomparability problem while comparing the estimates based on occupational codes from the earlier five quinquennial rounds (38th to 61st rounds) to the recent NSS round (66th round). The NSSO used National Classification of Occupation (NCO), 1968 code (3-

[12] Thorat A. NSS Employment Surveys: Problems with comparisons over time. www.macroscan.org/anl/oct04/pdf/nss_data_critique.pdf [accessed 09/02/2012].

Table 2.2. Comparability of six quinquennial NSS rounds (38th round to 66th round), Schedule 10: "Employment & Unemployment" based on selected criteria.

Criterion	38th	43rd	50th	55th	61st	66th
Objective	——Collection of information on "Employment & Unemployment" in India——					
Reference Period	January–December 1983	July 1987–June 1988	July 1993–June 1994	July 1999–June 2000	July 2004–June 2005	July 2009–June 2010
Survey Design	——Stratified two-stage——				——Stratified multi-stage——	
FSU	——Villages (*Panchayat* ward in Kerala) in the rural areas and urban frame survey blocks (UFS) in the urban areas——					
					Intermediate Stage Unit: hamlet-group (hg)/sub-block (sb) in large FSUs	
SSU/USU	——Household——					
Sampling Frame	1981 Census	1981 Census	1991 Census (1981 Census for J & K)	1991 Census (1981 Census for J & K)	2001 Census	2001 Census
Stratification						
Rural	——Within each NSS region districts are stratified as per the population size——				In each district: 2 basic strata- Rural & Urban stratum	
Urban	——Within each NSS region strata is formed as per the population size class of towns—				Rural stratum: 'r/2' substratum; Urban stratum: 'u/2' substratum;	
NSS Region	77	77	78	78	78	88
Sample Size						
Villages		8375	6983	6208	8128	7524
Urban Blocks	4500	4599	4670	4176	4660	5284
Household	78615 (R); 42306 (U)	83343 (R); 45851 (U)	71417 (R); 49161 (U)	97986 (R); 67258 (U)	79306 (R); 45374 (U)	59129 (R); 41828 (U)
Persons	414726 (R); 208768 (U)	449001 (R); 218847 (U)	356351 (R); 208389 (U)	509779 (R); 309234 (U)	398025 (R); 204808 (U)	281327 (R); 178457 (U)

Contd…

Table 2.2. Continued…

Criterion	38th	43rd	50th	55th	61st	66th
Method of Data Collection						
Respondent	Head of the Household					
Method	Interview based on Recall					
Occupation Code	NCO 1968					NCO 2004
Industry Code	NIC 1970	NIC 1987			NIC 1998	NIC 2004
Unit of Data Collection	Household (Individual Information also available)					
Area not Covered	Ladakh and Kargil districts of Jammu & Kashmir; Rural areas of Nagaland	Ladakh and Kargil districts of Jammu & Kashmir; Rural areas of Nagaland	Interior areas of Nagaland and the Andaman & Nicobar Islands; Jhelum Valley region of Jammu & Kashmir	All the uninhabited villages of the country as per 1991 Census; interior villages of Nagaland situated beyond 5 kms. of a bus route and inaccessible villages of Andaman & Nicobar Islands	Ladakh and Kargil (incld. Poonch & Rajauri) districts of Jammu & Kashmir; Interior villages of Nagaland situated beyond 5 kms. of a bus route and inaccessible villages of Andaman & Nicobar Islands	Interior villages of Nagaland situated beyond 5 kms. of a bus route and inaccessible villages of Andaman & Nicobar Islands; Ladakh and Kargil (incld. Poonch) districts of Jammu & Kashmir

FSU=First Stage Unit; SSU=Second Stage Unit; USU=Ultimate Stage Unit; R=Rural; U=Urban; NCO=National Classification of Occupations; NIC=National Industry Classification

digit) until 61st round (2004-05), while in the 66th round, the survey used NCO, 2004 code (3-digit) to collect the information on the occupation status of an individual. Although, in order to ensure the comparability of NCO, 2004 codes with the NCO, 1968 codes, the concordance table prepared for all occupations showing new codes against the old 1968 codes and vice-versa has been used. However, this study does not claim a full-proof concordance of these occupational codes for the 66th round estimates against previous rounds mainly due to the collection of data based on 3-digit codes. Therefore, the National Industrial Classification (NIC) codes were used to distinguish the occupational status of an individual across three broad categories of occupational classification prepared for this study.

In addition, with the increasing demand of sub-state level estimates, mainly district level estimates from several development policies of Government and associated organizations, NSSO made improvements in the sampling design for the first time in the 61st round (2004-05) to provide district level estimates, and followed in the 66th round as well. Hence, the comparison of sub-state level (even up to region level) estimates from respective NSS rounds are subject to high variability. Due to extreme socioeconomic diversity prevailing in the Northeastern region, the allotted sample size (First Stage Units) for these states in earlier rounds are considered to be inadequate for providing reliable estimates at state level as well. Further, in 38th and 43rd rounds of NSS, data on rural areas of Nagaland were not collected, while the interior and inaccessible areas of Nagaland, and Andaman & Nicobar islands coupled with Ladakh and Kargil districts of Jammu & Kashmir have consistently remained unsurveyed across the undertaken NSS rounds. Hence, in response to these limitations or incomparability across the respective NSS rounds, this study excluded the samples from the rural areas of Nagaland from other survey rounds (50th to 66th rounds), and provides information mainly on the broad region level, and on some occasions, across states with comparable common classification considering the issue of sample size well in advance.

Similar precautions and considerations were undertaken while adjusting the comparability of three special rounds of NSS based on schedule 25.5: “Participation in Education”. A summary of comparison of the 42nd round, 52nd round, and 64th round NSS data set based on certain survey criteria is presented in Table 2.3.

Table 2.3. Comparability of three NSS rounds, Schedule 25.2: "Participation in Education" based on selected criteria.

Criterion	42nd	52nd	64th
Objective	Collection of information on "Participation in Education" in India		
Reference Period	July 1986-June 1987	July 1995-June 1996	July 2007-June 2008
Survey Design	Stratified two-stage		Stratified multi-stage
FSU	Villages (*Panchayat* ward in Kerala) in the rural areas and urban frame survey blocks (UFS) in the urban areas		
			Intermediate Stage Unit: hamlet-group (hg)/sub-block (sb) in large FSUs
SSU/USU	Household		
Sampling Frame	1981 Census	1991 Census (1981 Census for J & K)	2001 Census
Stratification			
Rural	Within each NSS region districts are stratified as per the population size		In each district: 2 basic strata- Rural & Urban stratum
Urban	Within each NSS region strata is formed as per the population size class of towns		Rural stratum: 'r/2' substratum; Urban stratum: 'u/2' substratum
NSS Region	77	78	88
Sample Size			
Villages	8546	7663	7953
Urban Blocks	4656	4991	4682
Household	49676 (R); 27356 (U)	43076 (R); 29807 (U)	63318 (R); 37263 (U)
Persons	287428 (R); 143234 (U)	228684 (R); 142924 (U)	290171 (R); 155789 (U)
Attending Educational Institution	59632 (R); 37447 (U)	52964 (R); 39347 (U)	60316 (R); 34208 (U)
Method of Data Collection			
Respondent	Head of the Household		
Method	Interview based on Recall		
Unit of Data Collection	Household (Individual)		
Area not Covered	Ladakh and Kargil districts of Jammu & Kashmir; Rural areas of Nagaland	Interior villages of Nagaland situated beyond 5 kms. of a bus route and inaccessible villages of Andaman & Nicobar Islands	Ladakh and Kargil districts of Jammu & Kashmir; Interior villages of Nagaland situated beyond 5 kms. of a bus route and inaccessible villages of Andaman & Nicobar Islands

FSU=First Stage Unit; SSU=Second Stage Unit; USU=Ultimate Stage Unit; R=Rural; U=Urban

2.3. Methodology

2.3.1. Study Design

In order to accomplish the objective of presenting a comprehensive scenario of occupational and educational mobility in India and some related issues in temporal perspective, this study used six quinqennial survey data sets of NSS, with the survey period varying from 1983 to 2009-10. This study used the NCO codes to classify the occupational status in hierarchical order under each main group (sector) of occupation, i.e. Services, Industry, and Agriculture. The NIC codes were used to classify the group of occupation in each sector of economy. First, the occupational structure of the population aged 16-65, and who were not attending any educational institution was assessed using the newly constructed occupational classification across selected socio-demographic and religious groups, and regions over the survey period (1983 to 2009-10). Similar assessment was done in case of educational structure of the population following the same criteria. Pooled multivariate models were applied to assess the adjusted probabilities of the sample population lying in particular group of occupational or educational status.

Second, the approach to examine the intergenerational mobility in both occupational and educational status was realized comparing the occupational and educational status of male children/grandchildren in the household to that of the male household head. Acknowledging the patriarchal nature of society, several previous studies (discussed in Chapter 1) have opted to limit the intergenerational assessment of income mobility or occupational mobility based on father-son association only. Moreover, while limiting the sample to the working age population, the household would have minimal chance to have female children due to prevailing marital migration in India (or elsewhere as well).

Hence, this study experienced challenges in undertaking other facets of intergenerational mobility such as father-daughter, mother-son, mother-daughter association due to myriad of estimation issues in terms of very thin sample size and other logical considerations related to data set. Further, while comparing the occupational and educational status of son/grandson with that of father's (household head), a new variable was constructed with three categories namely upward mobility,

downward mobility, and no mobility (i.e. constant or static status). The new outcome was then assessed across selected socio-demographic groups and regions using pooled multivariate models. Adjusted probabilities were estimated stratifying the survey period in all cases.

Further, acknowledging the fact that in order to ensure further upward intergenerational mobility, the assessment of opportunity enjoyed by the population, especially the children in terms of adequate educational access is essential. Such assessment is also required for implementing prioritized and focused educational interventions in order to realize the effectiveness of "Right To Education" (RTE) Act in India. Hence, this study examined the opportunity among children of different social background (or circumstance groups) in attending appropriate classes at appropriate ages up to elementary (I-VIII) level education during 1986-2008. Human Opportunity Index (HOI) was constructed by circumstance groups and by state (and region) over period, and the index was decomposed further to assess changes in opportunity due to change in population composition (related to specific circumstance group) or the change in coverage of or access to defined educational criterion.

As far as the issue of pooling the data set of six quinquennial rounds (cross-sectional surveys) of NSS is concerned, there was no constraint as such. The data set of all the six survey periods comes from the same source and viably comparable across the survey rounds in terms of main survey criteria. The concept of comparability implies the requirement that data or estimates can be legitimately, i.e. in a statistically valid way, put together (aggregated, pooled), compared (differenced), and interpreted (given meaning) in relation to each other and against some common standard. Comparability is a matter of degree. A "sufficient" degree of comparability is a precondition for such pooling to be meaningful (Verma 2002), and the respective rounds of NSS data set provide adequate comparability. Taking advantage of such comparability, several studies in one way or other, have analyzed the pooled (micro level) NSS dataset (Kochar 2000; Kumar & Viswanathan 2007; Kapur 2011; Kurosaki, Kurita & Ligon 2010). In addition, ample studies have pooled the NSS estimates at region level (Kingdon & Theopold 2008; Kapur 2011; Lanjouw & Murgai 2009) and state level (Ravallion & Datt 2002; Srinivasan 2010; Kathuria, Natarajan & Sen 2010) in order to provide time series and panel estimates. One of the pertinent

objectives of pooling includes searching for measures that convey essentially the same information as the 'original' un-pooled measures, but in a more robust manner, reducing random variability or noise (Verma 2002; Verma, Gagliardi & Ferretti 2009). Measures and multivariate statistical models applied in this study are discussed at length separately in next sections.

2.3.2. Measures

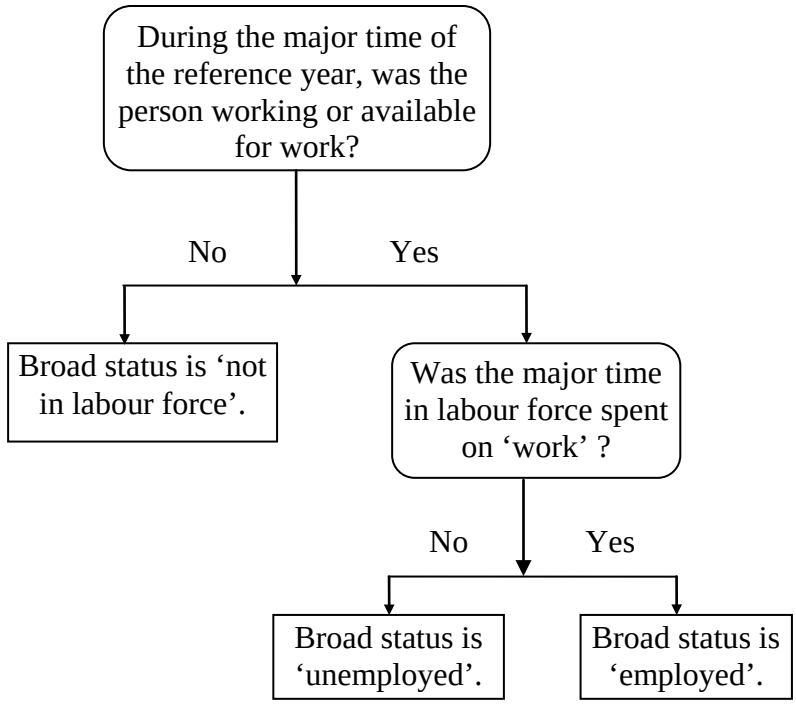
Although a range of socioeconomic and demographic variables are used in this study, the two main measures around which the entire study revolves are the occupation status and the education level of individual. This section discusses some of the main features of these two important measures, while other associated socioeconomic and demographic variables used in the multivariate analyses are discussed in the respective chapters. In addition, the main criterion of determining the individuals belonging to two successive generations in each survey period is also discussed.

To determine the occupation status of each individual, the study used the National Classification of Occupation (NCO) codes collected in respective rounds of NSS. As it is already discussed in previous sections that from the 38th round to the 61st round of NSS, the NCO 1968 code was applied, while in the 66th round, the NCO 2004 code was adopted. In India, the Directorate General of Employment and Training (DGE&T) prepares the National Classification of Occupation (NCO). The codes for the NCO 1968 were adopted from the code structure of the International Standard Classification of Occupation (ISCO) 66[13]; deviations were made, wherever necessary, to suit the Indian conditions. The distinguished feature of the ISCO 66 and NCO 1968 is that the grouping of occupations is based on the fundamental criteria of 'type of work performed'. Accordingly, occupations were classified so that all the workers engaged in the same type of work are grouped together irrespective of the industrial classification of establishments where they are engaged. Further, the International Labour Organization (ILO) revised the ISCO 66 to take into account the skills as well as the type of work performed for various occupations. Consequently,

[13]International Labor Organization (ILO) brought the first International Standard Classification of Occupation (ISCO) in 1958, which was known as ISCO 58. The ILO introduced a number of modifications in the ISCO 58, and called it ISCO 66.

the revision of NCO 1968 was undertaken by DGE&T and the new version, NCO 2004, was released. For the details of development of NCO 2004, see the web site of DGE&T[14].

Flow Chart 1: Determination of Broad Usual Principal Status



In a household roster (used in the survey schedule), the NCO (3-digit) codes were recorded for those members who were 'working'. The 'working' status of an individual was determined based on certain criteria of usual principal activity status, i.e., those worked in household enterprise (self-employed) as own account worker, or worked in household enterprise (self-employed) as employer, or worked as helper in household enterprises (unpaid family worker), or worked as regular salaried/wage employee, or worked as casual wage labour: in public works or in other types of work. The determination of broad usual principal activity status can be understood from the given Flow Chart 1. In case, two or more occupation combinations corresponding to the 'working' status code was reported by a person, the principal occupation was

[14] http://dget.nic.in/nco/welcome.html

considered as the one in which relatively more time was spent during the preceding 365 days by the person.

The recorded NCO codes then were classified in three grades (in hierarchical order) each under three broad sectors of economy, i.e. Services, Industry, and Agriculture[15]. Hence, in total, the occupational status was classified into nine categories. The three hierarchical grades under each sector were determined based on the occupational position and the level of education. Grade 1 status represents the highest occupational status within each sector, followed by Grade 2, the middle occupational status, and the Grade 3, the lowest occupational status. A few examples of occupations included in each grade of occupation in three sectors of economy can be seen in the Appendix 2 (Table A2.1a to Table A2.1c).

The level of education of an individual in the household was determined using the information on the highest level of education (general education) successfully completed by each member of the household at the time of respective surveys. The information on the highest level of education was also recorded using certain codes following general criteria of education level prevailed in the country. Although, these codes were remained modifying across the surveys, this study used these codes to prepare a common classification of education level across the surveys. The highest education level attained by an individual was classified into six categories: (1) Not literate, (2) Literate but below primary, (3) Primary, (4) Middle, (5) Secondary & Higher Secondary, and (6) Graduate & above. A person who can both read and write a simple message with understanding in at least one language was considered literate. Those who were not able to do so, were considered not literate (i.e. first category). Persons achieving literacy by attending Non-Formal Education Courses (NFEC) or Adult Education Centres (AEC) or by attending primary schools created under Education Guarantee Scheme (EGS); or became literate through attending Total

[15]The group of occupation under three sectors of economy: Agriculture, Industry, and Services was classified based on the NIC (National Industrial Classification) codes given in each survey dataset. The Agriculture sector includes the occupational engagement of population in agriculture, dairy, forestry, fishing etc. The Industrial sector represents the processes of manufacturing in a factory, a workshop or at home etc. The Services sector, as the term itself reveals, provides services, aid or support to other two sectors of economy and population as a whole. The services sector includes trade, transport, storage, communication, real estate, renting, business, public administration, financial intermediation, education, health and social work, community, social and personal services etc.

Literacy Campaign (TLC); or who were literate through means other than formal schooling; or who were literate through formal schooling but were yet to pass primary standard examination, were considered in the second category. The criteria for deciding primary, middle, secondary, higher secondary, graduate, postgraduate etc. levels were followed as per the concerned states/union territories. In India, the duration of each course by the level of education are generally followed as shown in Table 2.4.

Table 2.4. Education level with duration of course and years of education

Highest level of Educational attainment	Duration of course	Years of education
Primary	5	5
Middle	3	8
Secondary	2	10
Higher secondary	2	12
Graduate and above	3 & more	15 & more

In the NSS schedule of respective rounds, the family relationship of each member of the household with respect to the head of the household (for the head, the relationship was 'self') was recorded. Using this information, this study filtered out those households from the data set of respective surveys, which had pairs of father and children/grandchildren living together. Thus, the father or the head of the household was represented as older generation, and the male children/grandchildren were considered as the younger generation. Accordingly, the occupational status and the level of education of these two generations were compared constructing new variables determining the direction of mobility or the stativity. The condition, in which the later generation (son/grandson) upgraded their occupational or educational status to that of their previous generation (father), was termed as "upward mobility". In contrast, the condition, in which the later generation (son/grandson) degraded their occupational or educational status to that of their previous generation (father), was termed as "downward mobility". In situation of no mobility from the older to younger generation, the intergenerational association in terms of occupational or educational status was termed as "no mobility". These three categories of intergenerational mobility status, i.e. upward, downward, and no mobility (constant/static) was then

analyzed across socio-religious and demographic circumstances using appropriate statistical analyses discussed in the next section.

2.3.3. Statistical Analyses

The probability of sample individual lying in certain occupation group across survey periods was estimated using multivariate multinomial logistic regression model. While, recognizing the ordered nature of the level of education, the multivariate model to estimate the probability of individual lying in specific education group across survey periods was first examined using ordered logistic regression model. However, due to the violation of *parallel regression assumption* (Long 2012), other models (based on ordered variables) were tested such as continuous ratio model and the generalized ordered logit model (GOLM). Considering all relevant test results, the GOLM was applied eventually. For mobility variables, the multivariate multinomial logistic model was applied. Finally, for assessing inequality of opportunity among children attending appropriate class at appropriate age (up to elementary level of education), human opportunity index (HOI) was estimated and decomposed to assess the element of change across survey periods. All the statistical models adopted or applied to undertake the present study are discussed in the following sub-sections.

2.3.3.1. Multinomial Logit Model (MNLM)

The multinomial logit model (also called the polytomous logit model) is a generalization of the binary logit model (Retherford & Choe 1993). Multinomial logit is equivalent to a set of binary logits for all pairs of outcome categories. “Binary” means that the response variable has two categories, and the “multinomial” means that the response variable has three or more categories. As in binary logit regression, the predictors in multinomial logit regression may be quantitative, categorical, or a mixture of the two. The categories of the response variable are mutually exclusive and exhaustive, which means a sample member must fall in one and only one of the categories.

Although, the probability can be estimated for three or more categories of response variable using a series of binary logit model, however, Begg and Gray (1984) showed that estimates of the binary logits are consistent but inefficient estimates of the

MNLM. Software for the MNLM obtains efficient estimates by simultaneously estimating all equations while imposing mathematically necessary constraints that link the equations (Long 2012).

Defining the odds of category j versus base category J given x as $\Omega_{j|J}(\mathrm{x}) = \frac{\Pr(y=j|\mathrm{x})}{\Pr(y=J|\mathrm{x})}$ and $\mathrm{x}'\beta_{j|J} = \beta_{1,j|J}x_1 + \cdots + \beta_{K,j|J}x_K$, the MNLM is:

$$ln\Omega_{j|J}(\mathrm{x}) = ln\frac{\Pr(y=j|\mathrm{x})}{\Pr(y=J|\mathrm{x})} = \beta_{0,j|J} + \mathrm{x}'\beta_{j|J}\,, \qquad \text{for } j = 1, J$$

Since $\Omega_{J|J}(x) = 1$, then $\beta_{0,J|J=0}$ and $\beta_{J|J} = 0$. Taking the exponential:

$$\Omega_{j|J}(\mathrm{x}) = \exp(\beta_{0,j|J} + \mathrm{x}'\beta_{j|J})$$

with the odds ratio:

$$OR_{j|J,k} = \frac{\Omega_{j|J}(\mathrm{x}, x_k + 1)}{\Omega_{j|J}(\mathrm{x}, x_k)} = \exp(\beta_{k,j|J})$$

The odds for any two categories *m* and *n* is:

$$\Omega_{m|n}(\mathrm{x}) = \exp\big([\beta_{0,m|J} + \mathrm{x}'\beta_{m|J}] - [\beta_{0,n|J} + \mathrm{x}'\beta_{n|J}]\big)$$

$$= \exp(\beta_{0,m|n} + \mathrm{x}'\beta_{m|n})$$

where $\beta_{0,m|n} = \beta_{0,m|J} - \beta_{0,n|J}$ with the corresponding odds ratio:

$$OR_{m|n,k} = \exp(\beta_{k,m|J} - \beta_{k,n|J})$$

From the equations for the odds, we can derive the probability of outcome j as:

$$\Pr(y = j|\mathrm{x}) = \frac{\exp(\beta_{0,j|J} + x'\beta_{j|J})}{\sum_{q=1}^{J}\exp(\beta_{0,q|J} + x'\beta_{q|J})}\,, \qquad \text{for } j = 1, \ldots, J$$

Since there are $J-1$ coefficients for each regressor, if a variable has no effect $J-1$ coefficients must be simultaneously 0. In general, the hypothesis that x_k has no effect

is: $H_{x_k}: \beta_{k,1|J} = \cdots = \beta_{k,J-1|J} = 0$, which can be tested with a Wald or a LR test with $J - 1$ degree of freedom.

One of the main defining properties of the MNLM is *Independence of Irrelevant Alternatives* (IIA) that simplifies estimation and interpretation, but is potentially unrealistic. IIA implies that a person's choice between two outcomes (i.e., alternatives) is unaffected by the other choices. Suppose we add an alternative that is similar to an existing alternative. We would expect that individuals would split between the original alternative and the new, similar alternative while dissimilar alternatives would be unaffected. IIA requires that the probabilities of all alternatives be decreased proportionately, which is behaviorally unrealistic. Numerous tests of IIA have been proposed and for decades multinomial probit was considered a solution if computational problems were solved. While theoretically compelling, these solutions are limited in practice (Long 2012).

Tests of IIA assess how estimates change when the model is estimated with a restricted set of outcomes (e.g., compare estimates using *J* outcomes to those obtained using $J - 1$ outcomes). If the test is significant, the assumption of IIA is rejected indicating that the MNLM is inappropriate. The Hausman-McFadden test (1984) and the Small-Hsiao test (1985) are the most common IIA tests. Using Monte Carlo experiments, Fry & Harris (1996, 1998) and Cheng & Long (2005) found these and other IIA tests to have poor statistical properties in finite samples. They conclude that IIA tests are not useful for assessing violations of IIA. The best advice regarding IIA goes back to an early statement by McFadden (1973) who wrote that the MNLM should only be used when the outcomes "can plausibly be assumed to be distinct and weighed independently in the eyes of each decision maker."

2.3.3.2. Generalized Ordered Logit Model (GOLM)

For ordinal outcomes, the most common and recommended analysis tool is well known as the ordinal regression model. The probit version was introduced by McKelvey & Zavoina (1975). McCullagh (1980) presented the logit version called the proportional odds model, sometimes called the cumulative logit model. These models are also known as the parallel regression model and the grouped continuous model.

The model is so well known that it is often called simply the ordinal regression model (ORM).

The parallel regression assumption leads to the elegant interpretation of the odds of higher and lower outcomes, but the assumption might be unrealistic. Score, LR (Likelihood Ratio), and Wald tests of the assumption are available. Essentially these tests compare the Ordinal Logit Model (OLM) estimates to those from binary logits where the β's are not constrained to be equal. The model without constraints is called the generalized ordered logit model (GOLM).

Quednau (1988), Clogg & Shihadeh (1994), Fahrmeir & Tutz (1994), McCullagh & Nelder (1989) have proposed versions of the ordered choice models based essentially on the "non-proportional odds". Fu (1998) and Williams (2006) have provided working papers and a Stata program (`GOLogit` and `GOLogit2`) that implement and refine the model. Williams (2006) suggests that his development of the model is an extension of Fu's. Motivated by the frequent rejection of the null hypothesis by Brant's (1990) test [see Williams (2006, p. 3)], a suggested alternative model was derived from the core specification.

The parallel regression assumption results from assuming the same coefficient vector β for all comparisons in the $J-1$ equations

$$ln\Omega_{\leq j|>j}(\mathrm{x}) = \tau_j - x'\beta$$

where $ln\Omega_{\leq j|>j}(\mathrm{x}) = \frac{\Pr(y \leq j|\mathrm{x})}{\Pr(y>j|\mathrm{x})}$, the generalized ordered logit model (GOLM) allows β to vary by category, resulting in $J-1$ parameters for each regressor:

$$ln\Omega_{\leq j|>j}(\mathrm{x}) = \tau_j - x'\beta_j\,, \qquad \text{for } j = 1\ to\ J-1$$

Predicted Probabilities are computed as:

$$\Pr(y=j|\mathrm{x}) = \frac{\exp(\tau_j - \mathrm{x}'\beta_j)}{1+\exp(\tau_j - \mathrm{x}'\beta_j)} - \frac{\exp(\tau_{j-1} - \mathrm{x}'\beta_{j-1})}{1+\exp(\tau_{j-1} - \mathrm{x}'\beta_{j-1})}, \qquad \text{for } j = 1, J$$

To insure that the $\Pr(y=j|\mathrm{x})$ is between 0 and 1, the condition

$$(\tau_j - x'\beta_j) \geq (\tau_{j-1} - x'\beta_{j-1})$$

must hold, otherwise probabilities can be negative for observations in the sample. Since software does not impose this constraint, it is prudent to check predictions. As noted by McCullagh & Nelder (1989, p.155), "If [negative probabilities] occur in a sufficiently remote region of the x-space, this flaw in the model need not be serious." Williams (2006) in the help file for `gologit2`, a Stata program for the GOLM, reports that negative probabilities tend to occur when "the model is overly complicated and/or there are very small N's for some categories of the dependent variable." In these cases he suggests combining categories or simplifying the model. Once predicted probabilities are computed, all of the approaches used to interpret the ORM results can be readily applied. Letting β_k vary by *j* avoids the parallel regression assumption of the OLM. The resulting model has as many parameters as the MNLM and the model is no longer ordinal.

2.3.3.2. Human Opportunity Index (HOI)

Human Opportunity Index (HOI) is a synthetic scalar measure for monitoring both (a) the average coverage of a good or service, and (b) if it is allocated according to an equality of opportunity principle.[16] Such scalar measures are fundamental for measuring progress towards the universal provision of basic goods and services. Such a summary measure could also be essential for improving targeting of neglected groups and for improving the effectiveness of a social policy aimed at universal access to basic goods and services (Molinas et al. 2010).

The literature provides many measures of equality of opportunity, such as those presented in Bourguignon et al. (2007), Checchi & Peragine (2005), Barros et al. (2008), Lefranc et al. (2006), among others. However, the HOI does not only measure equality of opportunity, but also how to incorporate equality of opportunity concerns when evaluating coverage. As such, the HOI assesses the entire empirical distribution of the provision of opportunities to access a specific good or service. It encompasses both the average coverage rate of a basic good or service and a relative measure of equality of opportunity.

[16]This implies that we will calculate a measure that consists of the average coverage rate of a basic good or service (say, access to education). This will be adjusted by the degree by which access to this service (education) is allocated according to a principle of equality of opportunity. Therefore, in this second step, we are concerned with the equality of opportunity of having access to education.

Any equality of opportunity-sensitive coverage rate must take into account both the overall coverage and the differential coverage rates of the several circumstance groups that make the whole population. The construction of an equality-sensitive coverage rate amounts to aggregating circumstance-specific rates in a scalar measure that, at the same time, increases with overall coverage and decreases with the differences in coverage among circumstance groups. One could imagine a number of alternative ways of constructing an equality of opportunity-sensitive coverage rate having these two properties. The HOI is based on discounting a penalty for inequality of opportunity, P, from the overall coverage rate, C, so that

$$HOI = C - P$$

The penalty is chosen such that it is zero if all circumstance group-specific coverage rates are equal and is positive and increasing as differences in coverage among circumstance groups increase. This penalty makes the HOI sensitive to equality as well as overall coverage. Intuitively, P is larger, larger the dispersion of group-specific coverage rates. Only when the penalty is zero and average coverage is universal does the HOI reach the maximum value of one (see Box 1 for computation details).

Below a graphical explanation is presented for the computation and interpretation of the HOI. The explanation uses data on access to education for 10 year-old children in a fictitious country (a detailed numerical example can be found in Molinas et al. 2010). In the first example, the overall average coverage rate is 59%, and each circumstance group specific coverage rate is also 59%, meaning this is a situation of equality of opportunity (Figure 2.2). The average coverage rate line represents the equal opportunity line. Even though access is not related to circumstances, the playing field is not level since 41% of the children do not have access to education while 59% do.

Box 1: Computing the Penalty for Inequality of Opportunity

Computing P requires identifying all circumstance groups with coverage rates below the average rate; we refer to them as the opportunity-vulnerable groups. For each opportunity-vulnerable group, k, $\bar{M}_k$ is the number of people with access to a good or service needed for its coverage rate to equal the average rate, while M_k is the number of people in-group k with access. M_k- $\bar{M}_k$ is then the opportunity gap for the vulnerable group k. The penalty is the sum of the opportunity gaps of all vulnerable groups (called the overall opportunity gap) divided by the total population (N):

$$\boldsymbol{P = \frac{1}{N}\sum_{k=1}^{v}(M_k - \bar{M}_k)}$$

Intuitively, P can be interpreted as the percentage of people whose access would have to be reassigned to people of the groups with below-average coverage rates to achieve equality of opportunity. If all groups had exactly the same coverage rate, that penalty would be zero, and no reassignment would be needed. As coverage approaches universality for all groups, that reassignment becomes smaller.

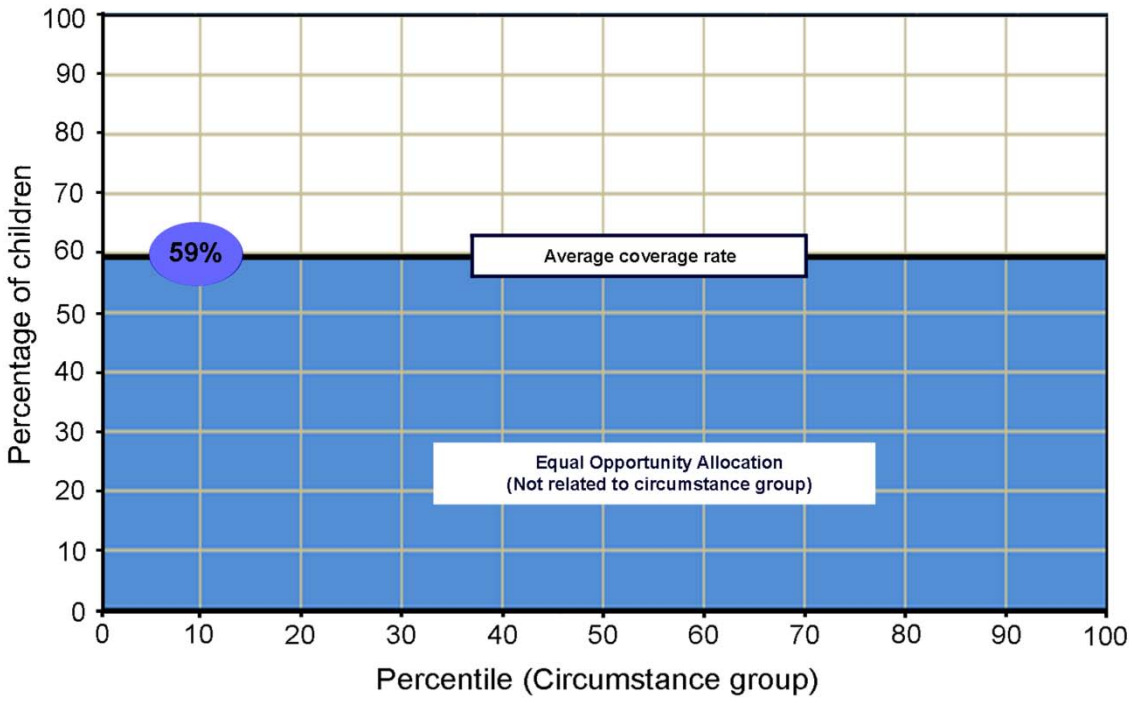


Figure 2.2. Percentage of children with access to Education:
Equal opportunity allocation (modified, based on Molinas et al. 2010)

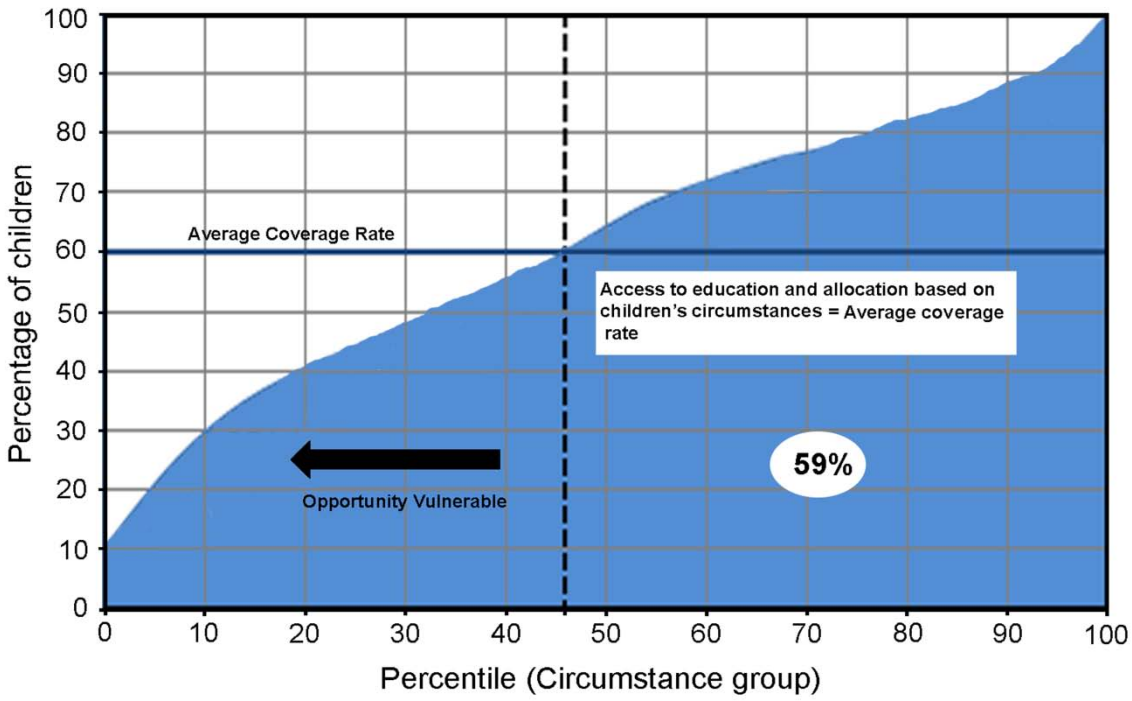


Figure 2.3. Percentage of children with access to Education:
Unequal opportunity allocation (modified, based on Molinas et al. 2010)

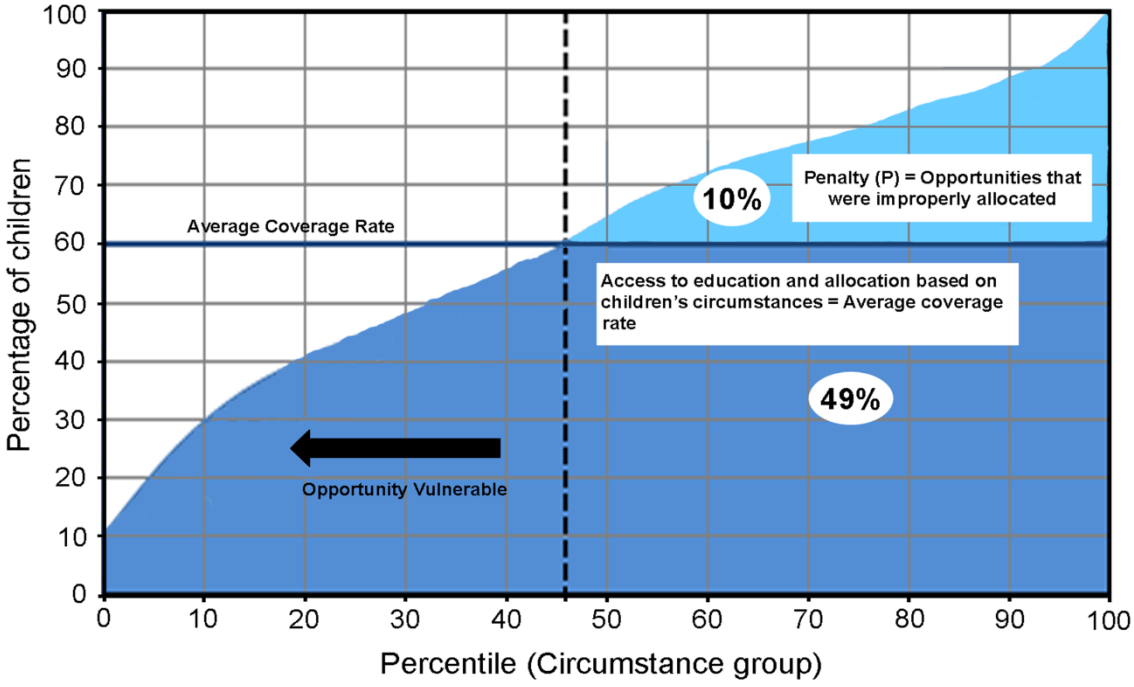


Figure 2.4. Penalty for Inequality of Opportunity and the HOI:
Access to Education (modified, based on Molinas et al. 2010)

In the second situation, 59% of children still have access to education and 41% do not, but now the allocation is related to children's circumstances, and as such, there is no equality of opportunity (Figure 2.3).[17] Those circumstance groups with coverage rates below the overall average rate are called "opportunity vulnerable" groups.

To calculate the HOI for the second situation, the penalty refers to access to education that was allocated in violation of the equal opportunity principle (Figure 2.4). Every allocation of access to education to circumstances groups above the overall average is a violation of the equality of opportunity principle, since access to education is not independent of circumstances. In this example, 10% of access to education was allocated inequitably. The HOI is equal to the average coverage rate (59%) minus the penalty for inequality of opportunity (10%): 49%. In other words, the HOI can be thought of as the weighted average of the circumstance group-specific coverage rates for all groups with below-average coverage.

Properties

There are three important properties of the HOI:

First, it is defined as an equality-sensitive coverage rate. As such, its value falls as inequality in the allocation of a given fixed number of opportunities increases. In this case the opportunity gap may increase (it will never decrease), leading to a corresponding increase in the penalty.

Second, this equality-sensitive measure is Pareto[18] consistent. In principle, sensitivity to equality should never be so large that the index would decline when no one loses access but someone that previously had no access gains access. Even though inequality may increase sharply, no coverage rate for any circumstance group would decline. Hence, there is no reason for the overall score to worsen. The HOI is indeed Pareto consistent. Whenever no one loses access and at least someone gains access,

[17]The horizontal axis depicts circumstance groups ordered according to the group-specific probability of access to water.

[18]Given an initial allocation of goods among a set of individuals, a change to a different allocation that makes at least one individual better off without making any other individual worse off is called a Pareto improvement. An allocation is defined as "Pareto efficient" or "Pareto optimal" when no further Pareto improvements can be made.

the index will always improve, regardless of whether that person belongs to an opportunity-vulnerable group or not.

Third, when the coverage rates of all circumstance groups increase proportionally, the HOI will increase by the same proportion. It can be easily established that in this case both the coverage and the penalty would also increase by the same percentage, as would the index. In the case of an equal increase in percentage points for all group-specific coverage rates, the index would also increase by the same percentage points. In this case, all differences in coverage rates and the penalty would remain unchanged, while the overall coverage—and hence the index—would increase by the same percentage points.

Thus, when (i) inequality declines and overall coverage remains constant, or (ii) overall coverage increases while inequality remains constant, the HOI will always improve. Therefore, it is in fact a valid inequality-sensitive coverage rate. Lastly, since the HOI is equal to the difference between the overall coverage rate and the penalty, it is always equal to or lower than the coverage rate. Since the coverage rate is lower than one (i.e., under 100 %), so too is the index.

The HOI and the Dissimilarity Index

Using a penalty allows us to define an equality-sensitive coverage rate without actually measuring the level of inequality of opportunities. However, a measure of relative inequality in the allocation of the opportunities, D, could be easily obtained by dividing the penalty, P, by the overall coverage rate, C. This measure might be constructed as a "Dissimilarity Index" to measure dissimilar coverage rates across groups defined by circumstances. This index stands for the fraction of people who would need to have a good or service reassigned as a percentage of all people who have access to the good or service.

Accordingly, (1–D) would stand for the percentage of available opportunities that were properly allocated. It can be shown that

$$\boldsymbol{HOI = C - P = C * (1 - D)}$$

Hence, the HOI can be seen as the average coverage rate, discounted by one minus the inequality index, D. An alternative interpretation of the Dissimilarity Index is that it is proportional to the difference between group-specific coverage rates and average coverage rates. The larger the difference, the larger is D. If all group-specific coverage rates are equal to the average, D=0, and the HOI is equal to the overall average coverage rate (C).

Decomposing changes in the HOI: composition and coverage effects

The HOI is determined by group-specific coverage rates and their corresponding population shares (the distribution of circumstances).[19]As a result, the HOI can only change when at least one of these two features changes. Hence, any change in the index can be traced either to changes in the distribution of circumstances (composition effect) or to changes in at least some group-specific coverage rates (coverage effect). The coverage effect can be further decomposed into changes due to changes in equality of opportunity (equalization effect) and changes due to average coverage rates (scale effect). These effects are discussed in detail in the following paragraphs. A numerical example with the algebra of the decompositions can be seen in Appendix 2.1.

The Composition Effect

Even though any change in the HOI can always be decomposed into composition and coverage effects, these two components do not have the same importance. The HOI measures progress towards the goal of opportunities for all. What matters is how far group-specific coverage rates are from the ideal of 100 percent. The distribution of circumstances is only used to weight the remaining gaps. If equality of opportunity prevails and all group-specific coverage rates are equal,

[19]The overall coverage rate C is given by $C = \Sigma_k W_k C_k$ where W_k denotes the population share of circumstance-group k and C_k its specific coverage rate. It can be shown that, groups with specific coverage rates below (above) average are over (under) weighted relative to their population share. The HOI can be expressed as $HOI = (1+\propto).\Sigma_{k\in V} W_k C_k + \propto \Sigma_{k\notin V} W_k C$ where $V = \{k: C_k < C\}$ denotes the set of all vulnerable circumstance-groups and, $\propto = \Sigma_{k\notin V} W_k$ is the population share of non-vulnerable groups. The extent to which specific coverage rates are over- or under-weighted to obtain the HOI depends only on the share of the population in vulnerable groups (circumstance groups with specific coverage rates below average).

changes in the distribution of circumstances will have no effect on the HOI. Moreover, once all group-specific coverage rates reach 100 percent, the goal will be reached irrespective of the distribution of circumstance. Nevertheless, while inequality of opportunity remains large, changes in the HOI could still come from changes in the distribution of circumstances, known as the composition effect. Most of the composition effect reflects structural demographic changes, overall economic development and increased investments in education. In certain cases, reducing the share in the population of certain groups could be, at least temporarily, an effective instrument to progress towards universal coverage. For instance, if malnutrition rates among children from income poor families are hard to reduce, an alternative policy could be to decrease the proportion of children in poor families through income transfers.

The Coverage Effect: Scale and Equalization

Progress in coverage can be achieved in two very distinct ways. One would be to increase all group-specific coverage rates proportionally. In this case, the degree of equality of opportunity would remain unchanged and the HOI would increase exclusively due to a change in the average coverage rate. This type of change is called a scale effect. On the other hand, progress could be achieved by increasing coverage rates among vulnerable groups, compensated by a concomitant decrease in coverage rates among non-vulnerable groups that would hold the overall coverage rate unchanged. In this case, since the overall rate remains unchanged, the HOI increases only due to the decline in the degree of inequality of opportunity. This type of change is called an equalization effect. All changes in coverage can be expressed as a combination of a scale and an equalization effect.

Estimation Strategy

Hence, the index has two main components—first, the average coverage rate for a given basic opportunity, and the second component, the equality of opportunity distribution. The D-index, which is also known as inequality of opportunity index ($\widehat{D}$), is a weighted average of the absolute differences of group-specific access rates ($\hat{p}_i$) from the overall average access rate ($\bar{p}$), where,

$$\bar{p} = \sum_{1}^{n} w_i \hat{p}_i$$

and thus,

$$\widehat{D} = \frac{1}{2\bar{p}} \sum_{i=1}^{n} w_i |\hat{p}_i - \bar{p}|$$

where *n* is the total population and $w_i = \frac{1}{n}$ or the sampling weight used for the survey data; $\bar{p}$ is the average probability of children to the specified educational opportunity; $\hat{p}_i$ is the probability of child *i* to have access to the specified educational opportunity.

The probability of each child to have access to the specified educational opportunity in terms of attending appropriate class at appropriate ages was calculated conditioned to their circumstance groups $(x_1, x_2, \dots, x_k)$, adjusting for other covariates. To calculate these conditional probabilities, the *logit* probability model was used, since it is a regression model with a dummy dependent variable. The model can be expressed as:

$$Ln\left(\frac{P(I = 1|x_1, \dots, x_m)}{1 - P(I = 1|x_1, \dots, x_m)}\right) = \sum_{k=1}^{m} x_k \beta_k$$

After the coefficient estimation through the *logit* model, the $\hat{p}_i$ can be estimated as;

$$\hat{p}_i = \frac{Exp(\hat{\beta}_0 + \sum_{k=1}^{m} x_{ki}\hat{\beta}_k)}{1 + Exp(\hat{\beta}_0 + \sum_{k=1}^{m} x_{ki}\hat{\beta}_k)}$$

where, $\hat{\beta}_k$ present in the estimation of $\hat{p}_i$ is the coefficient to be obtained through the *logit* model, which represents the impact of circumstances in the probability of children attending appropriate class at appropriate ages.

Using $\hat{p}_i$ and $\bar{p}$, the D-Index (Inequality of Opportunity Index) was calculated as described above. Finally, the Human Opportunity Index (HOI) was estimated as:

$$\boldsymbol{HOI = \bar{p}(1 - \widehat{D})}$$

2.3.4. Limitations of Data for Analyzing Intergenerational Mobility

Although, the NSS, being India's one of the important national level large-scale survey, provide ample information on individual's occupational and educational status in the household, and record frequent information at regular interval for temporal assessment, the surveys are not specifically designed for the study of intergenerational mobility, and thus the data are subject to a few limitations.

First, the NSS provide information on an individual and his/her relationship to the head of the household. Based on this information, one can attempt to record the individual's occupation vis-à-vis the occupation of his/her parent(s). However, this can be done only if both the individual and his/her parent(s) live in the same household. This implies that single-member households, two-member households (husband and wife) and nuclear households (husband, wife and young children) are subject to be excluded from the analysis. With growing nuclearization of the families especially in urban areas, there are possibilities of underrepresentation or overrepresentation of sample households in certain residential settings (rural/urban) or the population groups in the analysis. To gauge such imbalances in the sample, a preliminary estimation was done to compare the proportion of surveyed households and the sampled (as per the required restrictions for getting members of at least two generations in the same household) households across rural and urban areas in each survey period. This study found a 4–5% overrepresentation of sampled households in rural areas and equally underrepresentation in urban areas across underlying surveys.

Second, what is relevant for intergenerational mobility research is the usual/lifetime occupation of the previous generation. What one has in the NSS is the principal occupational status (in last one year from the date of survey) of the previous generation. To the extent that the current occupation may be different (due to migration, transitory shocks, promotions, retirement, etc.) this would pose a problem. Owing to this fact, surveys that are specifically designed for studying intergenerational mobility (e.g. Altonji & Dunn 1991; Zimmerman 1992; Björklund & Jäntti 2000) collect data on the employment history of the parent(s). However, such issue can be overcome by classifying the specific occupational status of the individual (recorded as 3-digit code in NSS) in rather broad range categories. Since, the national occupation codes are assigned based on various skill related characteristics of the

individual, and thus, due to classifying similar status of jobs/works in the same category, there are less chances of individual transferring one status of job to another. In addition, tracing the intergenerational pattern over a period of more than 20-25 years at regular interval in the same geographical area could subsume such fluctuations on average, if not at individual level pattern of intergenerational mobility.

However, acknowledging these important limitations of the dataset and recognizing the lack of required information to undertake such study in India, the findings of this study could be of great help for the academicians, policy makers, and future researches.

CHAPTER- 3

Transition in Occupational Structure:
Levels, Trends, and Differentials

3.1. Introduction

This chapter presents an overview of the occupational structure in India during 1983 to 2009-10. Occupational status of the individuals, as discussed in Chapter 2, is broadly presented in terms of three hierarchical grades in each major sectors of economy, i.e. Agriculture, Industry, and Services. The trend and pattern of these occupational groups are assessed among Indian population by select socio-religious groups and by geographical regions. A brief description of data and methodology to examine changes in occupational structure is mentioned in section 3.2. This is followed by the bivariate and multivariate results in section 3.3. The nature and pattern of results with plausible explanations are discussed in section 3.4. Finally, section 3.5 sums up the discussion.

3.2. Data and Methods

3.2.1. Data

The analyses in this chapter are based on Schedule 10: "Employment and Unemployment" of six consecutive quinquennial rounds of National Sample Survey (NSS) data set. These survey rounds were undertaken during January–December 1983 (38th Round), July 1987–June 1988 (43rd Round), July 1993–June 1994 (50th Round), July 1999–June 2000 (55th Round), July 2004–June 2005 (61st Round), and July 2009–June 2010 (66th Round). The details about these surveys and data set are described in Chapter 2. Analytical sample size for all survey periods is presented in Appendix 3 (Table A3.1).

3.2.2. Measures

The occupational status of the individual is the main outcome variable to be discussed in this chapter. Detailed information on the construction of the outcome variable

(occupational status) has already been presented in section 2.3.2 (Chapter 2). The key demographic and socio-religious groups include gender (male/female), social group (Scheduled Tribes (ST)/Scheduled Castes (SC)/Others) and religion (Hindu/Muslim/Christian/Others). Regional factors include the type of locality/sector (rural/urban), and the region of residence (broad geographical regions of India). The occupational structure of the population was also assessed across male- and female-headed households and over survey periods. These variables are often considered as important social and demographic factors in Indian context based on the evidences of perpetual disparities between these groups of population. The selection of the variables was also determined based on the availability as well as consistency in collected information across the survey periods. The social groups were classified into three categories based on the terminology adopted by the government of India, which focuses more on the socially disadvantaged castes/groups, and all privileged caste groups are represented in the 'Others' group (Chitnis 1997). In addition, unlike the 61st and the 66th round, the separate information for the Other Backward Class (OBC) was not available in the earlier rounds of the survey, which also rendered the social group category to be limited to three, where the OBC is included in 'Others' social group. The level of education of the individual was not taken as a separate variable to assess the level of occupation, as the latter is, to an extent, already stratified based on the skills or level of education.

Regional factors such as type of locality/sector and the region of residence (broad geographical regions of India) were used in the analysis in order to capture considerable rural-urban and regional differences in the outcome over the period. The census of India definition of urban/rural is used to classify a household as urban/rural (Bhagat 2005). The broad geographical regions were formed based on homogeneity and contiguity of states in different parts of the country, which has also diverse development records. Moreover, in order to avoid the concern of inadequate sample issues (particularly in earlier rounds of survey) for providing state level estimates or for other multivariate analysis, this study grouped states into seven geographical regions to unmask the persistent disparities across different regions within the country. The regional categorization follows the pattern of classification adopted by the National Family Health Survey (NFHS), India (IIPS & ORC Macro 2007) in its various reports. Except for Daman & Diu, which was combined with Goa in 38th and

43rd rounds of NSS, other union territories were grouped together to form a new category in the regional classification (see Table 3.1).

Table 3.1. Classification of geographical regions of India

Regions	States/United territories (UTs) included
North	Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan,
Central	Madhya Pradesh/Chhattisgarh, Uttar Pradesh/Uttarakhand
East	Bihar/Jharkhand, West Bengal, Orissa
West	Goa, Gujarat, Maharashtra, Daman & Diu[1]
South	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu
Northeast	Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura
Other UTs	Chandigarh, Dadra & Nagar Haveli, Pondicherry, Lakshadweep, Andaman & Nicobar Islands

[1]In 38th and 43rd rounds of NSS, information for Daman & Diu were combined with Goa, which rendered this union territory to be made the part of West region for all successive surveys as well.

These socio-religious, demographic and regional variables will be followed in further analyses presented in successive chapters as well. Further, the occupational structure was also assessed using a cohort approach. For this, a new variable, i.e. birth cohort, was constructed accumulating and following the certain age-groups (between 16 and 65 years) of population in each survey period, so that in the period during 1983-2010, the same population would not be repeated, and the population would be out of the sample in particular survey period, as he/she crosses the age of 65 years. This accumulated population was then classified into eight birth cohorts at five-year interval, i.e. the birth cohort of 1950, 1955, 1960, 1965, 1970, 1975, 1980, and 1985.

3.2.3. Statistical Analysis

The proportions of population belonging to different socio-religious groups and regions engaged in different categories or levels of occupation were estimated with 95% confidence intervals (CI) using appropriate sampling weights accounting for survey design. The bivariate association between the outcome variable and the independent predictors were assessed using chi-squared test. Moreover, since the nature of the outcome variable (occupational status) was nominal and classified into nine categories (i.e. polytomous), the multinomial logistic regression model was used,

as the latter is suggested as the best probabilistic model for such an outcome variable in the literature. The multinomial model on the outcome variable was first diagnosed and tested for the IIA (Independence of Irrelevant Alternatives) assumption using a number of test statistics such as Hausman tests[20], suest-based Hausman tests, and Small-Hsiao tests. Further, in order to trace the trend in the outcome variable over period (after adjusting for selected demographic, socio-religious and regional variables), it was required to pool the data from various rounds (survey periods). Thus, the final multivariate model used was the pooled multinomial logistic regression model. The model has already been detailed in section 2.3.3.1 (Chapter 2). Individual's age and household size was used as continuous covariates in the model. Age was examined having a non-linear relationship with the outcome variable in the lowess-smoothing curve[21], and thus, age squared was included in the multivariate model. The final multivariate model included age, age squared, gender (sex of the individual), social group, religion, household size, sex of the household head, sector (rural/urban), region of residence, and survey period as potential predictors/covariates.

To avoid any complexity in the interpretation and for easier dissemination of results obtained from the regression model, the model-based predicted probabilities (PP) with 95% CI are presented. These predicted probabilities can be converted to percentage form and are easily interpreted. The general formulation of the model in probability form is also specified in Chapter 2.

[20]Hausman and McFadden (1984) suggest that testing whether a choice is really independent, then omitting it from the model all together will not change the parameter estimates systematically. This observation is the basis of the usual Hausman specification test:

$$\chi^2 = (\hat{\beta}_s - \hat{\beta}_f)'[\hat{V}_s - \hat{V}_f]^{-1}(\hat{\beta}_s - \hat{\beta}_f)$$

where "*s*" indicates the estimators based on the restricted subset, "*f*" indicates the estimator based on the full set of choices and $\hat{V}_s$ and $\hat{V}_f$ are the respective estimates of the asymptotic covariance matrices. The statistic has a limiting chi-squared distribution with *K* degrees of freedom.

[21]Loess/lowess is a powerful but simple strategy for fitting smooth curves to empirical data following the entire procedure of a direct generalization of traditional least-squares methods. Loess is nonparametric in the sense that the fitting technique does not require an a priori specification of the relationship between the dependent and independent variables (see Cleveland 1979; Jacoby 2000).

3.3. Results

The bivariate and multivariate results are presented together for different socio-religious, demographic and regional variables in separate sub-sections. This would help understand the variation across groups in absolute and probabilistic terms along with their differences or changes, if any.

3.3.1. Occupational Structure by Type of Residence

Table 3.2 presents proportions (%) of population (aged 16-65) engaged in different grades and groups of occupation in rural and urban areas along with the overall estimates for India. The overall estimates for the country shows that the proportion of population engaged in agricultural occupation has declined from the level of around 65% in 1983 to 51% in 2009-10. In contrast, the population engaged in occupations in industrial and services sectors have grown in proportion (%) by 8 and 6 percentage points respectively during 1983-2010. Among different grades of occupation, the highest growth was recorded in Agriculture Grade 1 (AG1), which increased from around 2% in 1983 to 9% during 2009-10. If such estimates are considered only within agriculture sector, the proportion of AG1 grew from 3% (1983) to 17% (2009-10). Consequently, the proportion of population engaged in Agriculture Grade 3 (AG3) occupation group declined by 46% in overall and 30% within Agriculture sector. Other major changes were observed in Services Grade 3 (SG3) and Industry Grade 2 (IG2) occupation groups, which recorded a growth of around 87% (31% within Services sector) and 67% (20% within Industrial sector) respectively during 1983-2010. A modest increase in proportion was also observed in other grades of occupation with slight fluctuations during the period. It is noteworthy to reiterate here that the Grade 1 occupation group is higher in skills than Grade 2 and Grade 3 in all sectors of economy as per the classification used in this study.

As expected, the occupational engagement of population in agriculture has been predominant in rural areas, while the proportion of population engaged in industrial and services sectors dominate in urban areas. Despite considerable differences in the proportion of population engaged in different occupational grades and sectors, the overall pattern has been, to extent, almost similar in rural and urban areas. The proportion in AG3 occupation group declined by 41% in rural areas from

the level of 60% (1983) to 35% (2009-10), while such decline in proportion was around 65% in urban areas. Although, the proportion of population engaged in AG3 occupation group in urban areas was already very low (8% in 1983 to 3% in 2009-10). Proportion in AG1 occupation group got an obvious boost in both rural and urban areas at different levels. In rural areas, the increase in population engaged in all three occupation grades (IG1, IG2, and IG3) in Industry sector as well as Services Grade 3 (SG3) has been phenomenal during 1983-2010. There was an increase of almost 120% in SG3 occupation group in rural areas from the level of 1983 to 2009-10, while in IG2 and IG3 occupation groups, the growth was recorded to be around 65% each.

In urban areas, the proportion of population engaged in SG3 occupation group increased from 21% in 1983 to 29% during 2009-10, while there appeared a decline of around 18% in the proportion of IG3 occupation group from a level of 31% in 1983 to 26% in 2009-10. However, the drastic change in the proportion engaged in IG3 group was observed between 2004-05 and 2009-10, when the proportion declined from 38% to 26% during this period. On the other hand, the proportion in IG2 occupation group increased from 9% in 2004-05 to 15% in 2009-10.

The multivariate result also follows the same pattern. Table 3.3a, 3.3b, and 3.3c present the adjusted predicted probabilities for population being engaged in particular occupational grade and sector by survey periods, demographic and socio-religious groups, and by regions for the period 1983-2010. Such probabilities across different sub-groups of population are also presented by each survey period in Appendix 3 (Table A3.2 to Table A3.6)[22] to examine the changes in probability over the period. It is noteworthy to state here that all the parts (i.e. a, b, and c) of Table 3.3 are the results of the single multivariate model, analyzed in tandem, but have been presented in different parts to get adequate space. The overall probability of Indian working age population to be engaged in Agriculture Grade 3 occupation group has declined from 0.504 (95% CI: 0.501-0.508) in 1983 to 0.215 (95% CI: 0.208-0.222) during 2009-10 (see Table 3.3a), while the probability in Agriculture Grade 1 and Agriculture Grade 2 increased from 0.014 to 0.087 and 0.131 to 0.159, respectively.

[22]The adjusted predicted probabilities of being involved in particular grade and group of occupation for selected sub-groups of population are also presented by rural and urban areas separately in Appendix 3 (Table A3.7a to Table A3.10b).

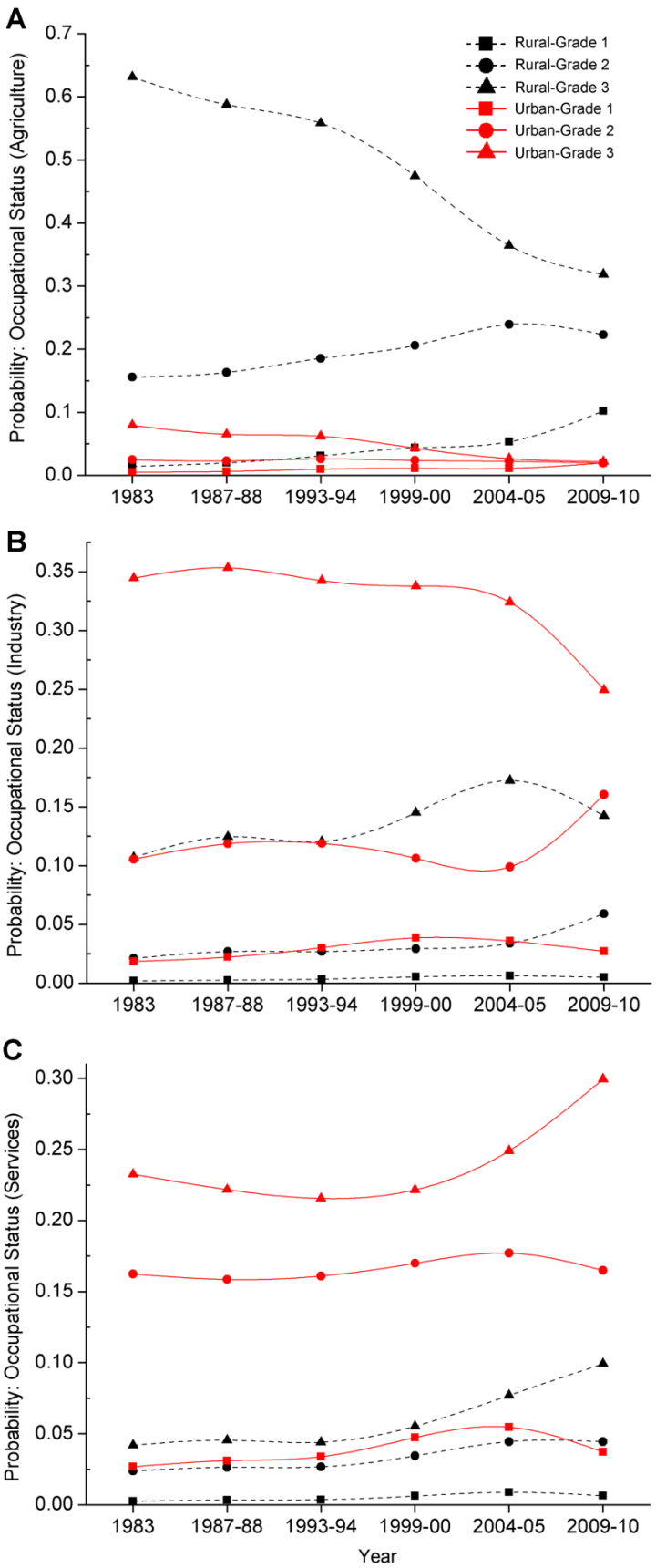


Fig. 3.1. Probability of population being engaged in different occupational groups by type of residence or sector: (A) Agriculture (B) Industry (C) Services

The probability of population being engaged in Industry Grade 2 has consistently increased from 1983 to 2009-10 (see Table 3.3b), while a minor drop in Industry Grade 1 was observed between 2004-05 (PP=0.012) and 2009-10 (PP=0.009). However, the probability in case of Industry Grade 3 has been moderately fluctuating across survey periods. On the other hand, the predicted probabilities for population being engaged in Services Grade 3 occupation group show an increasing trend from 1983 to 2009-10. Moreover, the probabilities were also observed increasing in Services Grade 1 and Grade 2 occupation group over the period, but with minor reduction between 2004-05 and 2009-10 (see Table 3.3c).

Table 3.2. Occupational status of population (%) by type of residence (sector), India, 1983-2010

Sector	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural												
SG-1	0.43	(0.37,0.49)	0.53	(0.48,0.59)	0.55	(0.46,0.67)	0.60	(0.51,0.71)	0.77	(0.66,0.90)	0.38	(0.29,0.52)
SG-2	3.33	(3.17,3.50)	3.46	(3.31,3.61)	3.69	(3.49,3.91)	3.17	(2.92,3.43)	3.73	(3.48,4.00)	2.89	(2.61,3.19)
SG-3	4.39	(4.19,4.61)	4.62	(4.41,4.84)	4.46	(4.26,4.67)	5.12	(4.81,5.45)	6.84	(6.47,7.22)	9.68	(9.11,10.28)
IG-1	0.21	(0.17,0.24)	0.35	(0.30,0.41)	0.53	(0.44,0.64)	0.72	(0.56,0.92)	0.67	(0.55,0.83)	0.22	(0.15,0.32)
IG-2	2.66	(2.51,2.82)	3.29	(3.12,3.47)	3.27	(3.10,3.44)	2.89	(2.66,3.14)	3.34	(3.09,3.61)	4.39	(4.05,4.77)
IG-3	9.84	(9.47,10.23)	11.65	(11.20,12.12)	10.93	(10.48,11.39)	15.11	(14.38,15.86)	18.21	(17.49,18.95)	16.25	(15.47,17.07)
AG-1	2.18	(2.07,2.30)	2.91	(2.79,3.04)	4.26	(4.09,4.44)	6.88	(6.52,7.25)	7.72	(7.31,8.15)	10.51	(9.88,11.17)
AG-2	16.81	(16.45,17.17)	17.08	(16.73,17.43)	18.85	(18.45,19.25)	23.02	(22.35,23.70)	26.06	(25.32,26.82)	20.19	(19.31,21.10)
AG-3	60.15	(59.52,60.78)	56.11	(55.47,56.75)	53.47	(52.77,54.16)	42.49	(41.48,43.51)	32.66	(31.78,33.56)	35.48	(34.31,36.68)
Urban												
SG-1	4.17	(3.25,3.76)	4.69	(3.90,4.46)	3.77	(4.36,5.04)	4.06	(3.33,4.26)	4.06	(3.50,4.71)	3.18	(2.57,3.92)
SG-2	18.55	(17.89,19.22)	18.99	(18.37,19.64)	18.97	(18.31,19.66)	14.24	(13.40,15.13)	14.10	(13.16,15.09)	15.37	(14.47,16.32)
SG-3	21.20	(20.53,21.88)	20.57	(19.95,21.20)	19.98	(19.33,20.65)	22.75	(21.74,23.80)	26.42	(25.03,27.86)	28.76	(27.59,29.95)
IG-1	2.44	(2.15,2.78)	2.64	(2.42,2.90)	3.33	(3.05,3.63)	2.91	(2.57,3.30)	2.84	(2.40,3.37)	2.93	(2.39,3.58)
IG-2	10.82	(10.28,11.38)	12.19	(11.69,12.72)	11.75	(11.26,12.25)	10.46	(9.57,11.41)	9.12	(8.32,9.98)	15.12	(14.11,16.19)
IG-3	31.42	(30.39,32.46)	31.19	(30.26,32.12)	30.93	(29.98,31.89)	39.09	(37.68,40.53)	37.85	(36.14,39.60)	25.91	(24.69,27.16)
AG-1	0.78	(0.68,0.90)	0.74	(0.66,0.84)	0.98	(0.87,1.11)	0.83	(0.67,1.02)	0.89	(0.65,1.23)	3.26	(2.73,3.89)
AG-2	2.91	(2.64,3.20)	2.55	(2.33,2.80)	2.59	(2.36,2.84)	2.17	(1.88,2.50)	2.18	(1.83,2.60)	2.33	(2.01,2.69)
AG-3	8.39	(7.72,9.12)	6.95	(6.38,7.57)	6.79	(6.20,7.44)	3.78	(3.26,4.39)	2.55	(2.10,3.09)	3.15	(2.74,3.63)
Total												
SG-1	1.07	(0.99,1.17)	1.26	(1.19,1.34)	1.47	(1.36,1.59)	1.29	(1.17,1.43)	1.54	(1.38,1.72)	1.14	(0.95,1.37)
SG-2	6.54	(6.24,6.86)	6.58	(6.37,6.79)	7.09	(6.84,7.34)	5.59	(5.30,5.89)	6.16	(5.85,6.48)	6.27	(5.92,6.64)
SG-3	7.94	(7.60,8.29)	7.82	(7.58,8.07)	7.91	(7.66,8.16)	8.98	(8.60,9.38)	11.43	(10.95,11.92)	14.85	(14.28,15.44)
IG-1	0.68	(0.60,0.76)	0.81	(0.74,0.88)	1.15	(1.06,1.26)	1.20	(1.05,1.37)	1.18	(1.04,1.35)	0.95	(0.79,1.15)
IG-2	4.38	(4.18,4.60)	5.08	(4.90,5.26)	5.15	(4.97,5.34)	4.55	(4.27,4.85)	4.70	(4.42,4.99)	7.30	(6.89,7.73)
IG-3	14.39	(13.89,14.91)	15.57	(15.13,16.02)	15.37	(14.93,15.83)	20.36	(19.66,21.07)	22.82	(22.07,23.58)	18.87	(18.20,19.56)
AG-1	1.89	(1.79,1.99)	2.48	(2.37,2.58)	3.53	(3.39,3.67)	5.55	(5.27,5.85)	6.12	(5.79,6.46)	8.55	(8.06,9.05)
AG-2	13.87	(13.52,14.24)	14.16	(13.87,14.46)	15.23	(14.90,15.58)	18.46	(17.90,19.03)	20.46	(19.82,21.11)	15.35	(14.67,16.06)
AG-3	49.23	(48.24,50.22)	46.25	(45.60,46.91)	43.09	(42.41,43.78)	34.02	(33.11,34.94)	25.60	(24.83,26.38)	26.72	(25.75,27.71)

SG-1=Service Grade 1; SG-2=Service Grade 2; SG-3=Service Grade 3; IG-1=Industry Grade 1; IG-2=Industry Grade 2; IG-3=Industry Grade 3; AG-1=Agriculture Grade 1; AG-2=Agriculture Grade 2; AG-3=Agriculture Grade 3

Table 3.3a. Predicted probability (with 95% CI) for population engaged in different occupational groups (Agriculture) by background characteristics, India, 1983-2010

Background characteristics	Agriculture Grade 1		Agriculture Grade 2		Agriculture Grade 3	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Survey period						
1983	0.014	(0.014, 0.015)	0.131	(0.129, 0.134)	0.504	(0.501, 0.508)
1987-88	0.019	(0.019, 0.020)	0.133	(0.131, 0.135)	0.455	(0.452, 0.459)
1993-94	0.030	(0.029, 0.031)	0.152	(0.149, 0.154)	0.432	(0.429, 0.436)
1999-00	0.040	(0.039, 0.042)	0.160	(0.156, 0.164)	0.349	(0.343, 0.355)
2004-05	0.047	(0.044, 0.049)	0.174	(0.170, 0.179)	0.252	(0.246, 0.258)
2009-10	0.087	(0.082, 0.091)	0.159	(0.153, 0.164)	0.215	(0.208, 0.222)
Gender						
Male	0.041	(0.040, 0.042)	0.182	(0.180, 0.184)	0.304	(0.302, 0.307)
Female	0.015	(0.014, 0.016)	0.090	(0.088, 0.092)	0.581	(0.577, 0.585)
Social group						
ST	0.015	(0.014, 0.016)	0.119	(0.115, 0.122)	0.578	(0.572, 0.585)
SC	0.010	(0.009, 0.011)	0.099	(0.096, 0.102)	0.466	(0.461, 0.471)
Others	0.046	(0.045, 0.048)	0.171	(0.196, 0.173)	0.330	(0.327, 0.332)
Religion						
Hindu	0.035	(0.034, 0.036)	0.162	(0.160, 0.164)	0.387	(0.385, 0.390)
Muslim	0.010	(0.009, 0.011)	0.076	(0.073, 0.079)	0.365	(0.358, 0.372)
Christian	0.043	(0.039, 0.047)	0.200	(0.192, 0.208)	0.246	(0.236, 0.255)
Others	0.052	(0.049, 0.056)	0.173	(0.165, 0.181)	0.392	(0.382, 0.403)
Sex of HH Head						
Male	0.031	(0.031, 0.032)	0.152	(0.151, 0.154)	0.388	(0.386, 0.391)
Female	0.030	(0.028, 0.033)	0.152	(0.146, 0.158)	0.345	(0.336, 0.354)
Sector						
Rural	0.035	(0.034, 0.036)	0.196	(0.194, 0.198)	0.499	(0.496, 0.501)
Urban	0.009	(0.008, 0.010)	0.026	(0.025, 0.027)	0.064	(0.062, 0.065)
Region						
North	0.034	(0.032, 0.035)	0.118	(0.115, 0.122)	0.328	(0.322, 0.333)
Central	0.035	(0.034, 0.036)	0.167	(0.164, 0.170)	0.426	(0.422, 0.431)
East	0.031	(0.030, 0.033)	0.139	(0.136, 0.142)	0.404	(0.399, 0.409)
West	0.033	(0.031, 0.034)	0.192	(0.188, 0.197)	0.360	(0.355, 0.365)
South	0.026	(0.024, 0.027)	0.134	(0.131, 0.136)	0.381	(0.377, 0.385)
Northeast	0.033	(0.031, 0.036)	0.261	(0.254, 0.267)	0.295	(0.287, 0.303)
Other UTs	0.020	(0.015, 0.025)	0.111	(0.100, 0.123)	0.220	(0.204, 0.235)
Total	0.031	(0.030, 0.032)	0.152	(0.151, 0.154)	0.385	(0.383, 0.388)

CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, age squared, and the variables listed in the table. All the predicted probabilities are significant at $p<0.001$ level.

Table 3.3b. Predicted probability (with 95% CI) for population engaged in different occupational groups (Industry) by background characteristics, India, 1983-2010

Background characteristics	Industry Grade 1		Industry Grade 2		Industry Grade 3	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Survey period						
1983	0.004	(0.003, 0.005)	0.039	(0.037, 0.040)	0.177	(0.174, 0.180)
1987-88	0.005	(0.004, 0.006)	0.048	(0.046, 0.049)	0.200	(0.197, 0.202)
1993-94	0.007	(0.006, 0.008)	0.048	(0.046, 0.049)	0.193	(0.190, 0.196)
1999-00	0.011	(0.009, 0.012)	0.049	(0.047, 0.052)	0.221	(0.216, 0.226)
2004-05	0.012	(0.010, 0.013)	0.054	(0.051, 0.056)	0.246	(0.241, 0.252)
2009-10	0.009	(0.008, 0.010)	0.091	(0.087, 0.095)	0.199	(0.193, 0.204)
Gender						
Male	0.008	(0.007, 0.009)	0.065	(0.064, 0.066)	0.221	(0.219, 0.223)
Female	0.005	(0.004, 0.006)	0.030	(0.029, 0.031)	0.157	(0.154, 0.159)
Social group						
ST	0.003	(0.002, 0.004)	0.024	(0.022, 0.026)	0.178	(0.173, 0.183)
SC	0.003	(0.002, 0.004)	0.035	(0.033, 0.037)	0.246	(0.242, 0.250)
Others	0.009	(0.008, 0.010)	0.065	(0.064, 0.066)	0.192	(0.190, 0.194)
Religion						
Hindu	0.007	(0.006, 0.008)	0.052	(0.051, 0.053)	0.195	(0.193, 0.197)
Muslim	0.006	(0.005, 0.007)	0.058	(0.056, 0.060)	0.320	(0.314, 0.325)
Christian	0.008	(0.007, 0.010)	0.053	(0.048, 0.058)	0.201	(0.193, 0.210)
Others	0.008	(0.007, 0.009)	0.062	(0.057, 0.066)	0.148	(0.141, 0.155)
Sex of HH Head						
Male	0.007	(0.006, 0.008)	0.053	(0.052, 0.054)	0.206	(0.204, 0.207)
Female	0.005	(0.004, 0.006)	0.052	(0.049, 0.055)	0.210	(0.204, 0.216)
Sector						
Rural	0.004	(0.003, 0.005)	0.033	(0.032, 0.034)	0.137	(0.136, 0.138)
Urban	0.024	(0.023, 0.025)	0.115	(0.113, 0.118)	0.341	(0.338, 0.344)
Region						
North	0.011	(0.010, 0.012)	0.058	(0.055, 0.060)	0.264	(0.259, 0.269)
Central	0.004	(0.003, 0.004)	0.050	(0.048, 0.051)	0.187	(0.183, 0.190)
East	0.006	(0.006, 0.007)	0.060	(0.059, 0.062)	0.195	(0.192, 0.199)
West	0.010	(0.009, 0.011)	0.046	(0.044, 0.048)	0.195	(0.191, 0.199)
South	0.009	(0.008, 0.010)	0.050	(0.048, 0.051)	0.217	(0.214, 0.220)
Northeast	0.006	(0.005, 0.007)	0.083	(0.079, 0.086)	0.145	(0.140, 0.151)
Other UTs	0.011	(0.008, 0.013)	0.066	(0.059, 0.074)	0.291	(0.275, 0.307)
Total	0.007	(0.006, 0.008)	0.053	(0.052, 0.054)	0.206	(0.204, 0.208)

CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, age squared, and the variables listed in the table. All the predicted probabilities are significant at $p<0.001$ level.

Table 3.3c. Predicted probability (with 95% CI) for population engaged in different occupational groups (Services) by background characteristics, India, 1983-2010

Background characteristics	Services Grade 1		Services Grade 2		Services Grade 3	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Survey period						
1983	0.005	(0.004, 0.006)	0.047	(0.045, 0.048)	0.078	(0.077, 0.080)
1987-88	0.007	(0.006, 0.007)	0.050	(0.049, 0.051)	0.082	(0.080, 0.084)
1993-94	0.008	(0.007, 0.009)	0.051	(0.049, 0.052)	0.080	(0.078, 0.081)
1999-00	0.012	(0.011, 0.013)	0.062	(0.059, 0.065)	0.095	(0.092, 0.098)
2004-05	0.016	(0.015, 0.018)	0.075	(0.072, 0.079)	0.124	(0.120, 0.128)
2009-10	0.012	(0.010, 0.013)	0.073	(0.070, 0.077)	0.156	(0.152, 0.161)
Gender						
Male	0.010	(0.009, 0.011)	0.063	(0.062, 0.064)	0.106	(0.104, 0.107)
Female	0.006	(0.005, 0.007)	0.043	(0.041, 0.044)	0.073	(0.071, 0.075)
Social group						
ST	0.004	(0.003, 0.005)	0.028	(0.027, 0.030)	0.051	(0.048, 0.054)
SC	0.004	(0.003, 0.005)	0.033	(0.032, 0.035)	0.103	(0.101, 0.106)
Others	0.012	(0.011, 0.013)	0.072	(0.071, 0.073)	0.102	(0.101, 0.104)
Religion						
Hindu	0.009	(0.008, 0.010)	0.059	(0.058, 0.060)	0.094	(0.092, 0.095)
Muslim	0.006	(0.005, 0.007)	0.036	(0.034, 0.038)	0.124	(0.121, 0.128)
Christian	0.012	(0.010, 0.014)	0.116	(0.110, 0.123)	0.120	(0.113, 0.127)
Others	0.012	(0.010, 0.014)	0.062	(0.058, 0.065)	0.091	(0.086, 0.097)
Sex of HH Head						
Male	0.009	(0.008, 0.010)	0.007	(0.006, 0.008)	0.096	(0.094, 0.097)
Female	0.007	(0.006, 0.008)	0.005	(0.004, 0.006)	0.133	(0.128, 0.138)
Sector						
Rural	0.005	(0.004, 0.006)	0.033	(0.032, 0.034)	0.059	(0.058, 0.060)
Urban	0.031	(0.030, 0.033)	0.157	(0.154, 0.160)	0.233	(0.231, 0.236)
Region						
North	0.011	(0.010, 0.012)	0.067	(0.065, 0.069)	0.109	(0.106, 0.112)
Central	0.006	(0.005, 0.007)	0.047	(0.045, 0.048)	0.078	(0.076, 0.080)
East	0.008	(0.007, 0.009)	0.059	(0.057, 0.061)	0.097	(0.094, 0.099)
West	0.009	(0.008, 0.010)	0.060	(0.058, 0.062)	0.095	(0.092, 0.098)
South	0.010	(0.009, 0.011)	0.058	(0.057, 0.060)	0.115	(0.113, 0.117)
Northeast	0.008	(0.007, 0.009)	0.083	(0.080, 0.087)	0.085	(0.081, 0.090)
Other UTs	0.014	(0.012, 0.017)	0.104	(0.095, 0.112)	0.162	(0.149, 0.176)
Total	0.009	(0.008, 0.010)	0.058	(0.057, 0.059)	0.098	(0.097, 0.099)

CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, age squared, and the variables listed in the table. All the predicted probabilities are significant at $p<0.001$ level.

Almost similar pattern of changes in probabilities of working age population being engaged in different occupation grades and sectors can be observed in Fig. 3.1 comparing probabilities for rural and urban areas over the period. While in urban areas, the probabilities in all three occupational grades in Agriculture sector appear to be catching up by 2009-10, the probabilities for Agriculture Grade 1 occupation group was observed increasing over the period, at the cost of obvious decline in probabilities for Agriculture Grade 3 occupation group in rural areas. In Industry and Services sectors, the pattern of adjusted probabilities across rural and urban areas was almost similar at varying levels.

3.3.2. Occupational Structure by Gender

Table 3.4 presents estimates for population engaged in different occupational grades and sectors by gender during 1983-2010. Although, the male-female difference in occupational engagement has been persisting over the period, the increasing engagement of female work force in Services and Industrial sectors was important phenomenon during this period. The female engagement in overall agricultural occupation declined from 78% in 1983 to 52% in 2009-10. On the other hand, the proportion of female population engaged in industrial and services occupations increased from 13% to 25% and 9% to 23% during the same period, respectively. A phenomenal rise in the female involvement in Agriculture Grade 1 occupation group has emerged during the period. The proportion of working age women engaged in Agriculture Grade 1 occupation group was less than 1% in 1983, which surged to 7% during 2009-10, while the proportion was estimated to be nearly 4% during 2004-05. This implies that there was a great leap in the proportion during the second half of 2000s. A drastic change in female proportion engaged in Services Grade 3 occupation group was also observed between 2004-05 and 2009-10. During this period, the female proportion registered impressive escalation from 6% to 15% in comparison to male proportion from 13% to 15%. In fact, female domination over male was observed in all the occupational grades in Services sector during 2009-10. Moreover, between 2004-05 and 2009-10, the female proportion engaged in Industry Grade 3 occupation group experienced a modest increase, while the male proportion in the same occupation group registered a decline of about 5 percentage points. In Industry Grade 2 occupation group, female involvement increased from nearly 2% in 2004-05

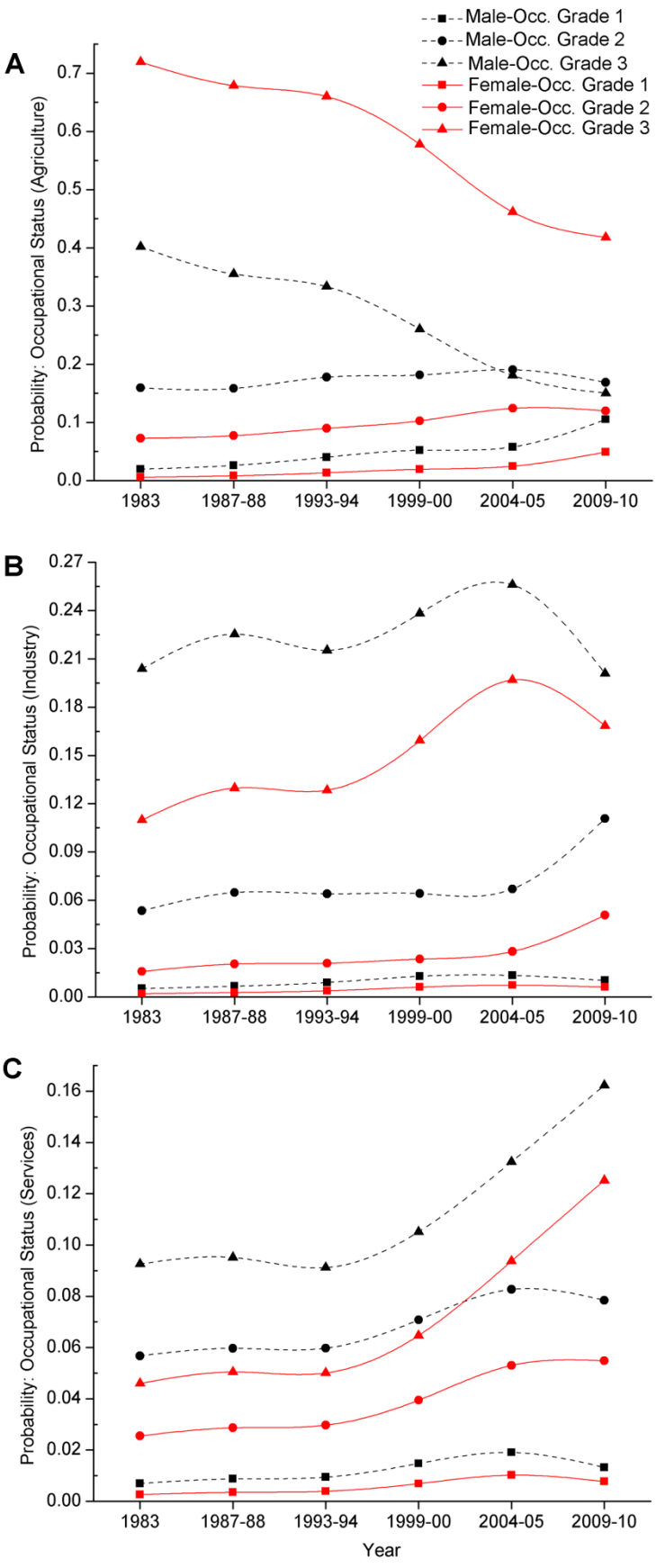


Fig. 3.2. Probability of population being engaged in different occupational groups by gender: (A) Agriculture (B) Industry (C) Services

to 6% in 2009-10, in comparison to the male involvement that grew from 6% to 9% during the same period. Similarly, the multivariate result also indicates that except for Agriculture Grade 3 occupation group, male engagement in all the occupational grades in all three sectors has been higher than female (see Table 3.3a, 3.3b, and 3.3c). Fig. 3.2 presents the temporal changes in the probability of male and female working age population being engaged in different occupation groups in Agriculture (Fig. 3.2: A), Industry (Fig. 3.2: B), and Services (Fig. 3.2: C) sectors. The figure clearly shows that except for AG3 occupation group, female engagement in all the occupation group has been lower

Table 3.4. Occupational status of population (%) by gender, India, 1983-2010

Gender	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
SG-1	1.33	(1.23,1.45)	1.49	(1.40,1.58)	1.77	(1.64,1.91)	1.50	(1.35,1.67)	1.70	(1.51,1.92)	0.80	(0.64,1.01)
SG-2	7.89	(7.56,8.24)	7.73	(7.50,7.96)	8.08	(7.82,8.34)	5.87	(5.55,6.21)	6.13	(5.79,6.48)	5.36	(4.95,5.80)
SG-3	8.67	(8.30,9.05)	8.54	(8.29,8.80)	8.70	(8.43,8.98)	10.37	(9.94,10.82)	13.33	(12.76,13.92)	14.78	(14.09,15.49)
IG-1	0.86	(0.77,0.96)	0.99	(0.92,1.08)	1.29	(1.19,1.40)	1.35	(1.17,1.56)	1.19	(1.04,1.36)	1.01	(0.79,1.29)
IG-2	5.27	(5.03,5.53)	6.10	(5.89,6.31)	6.20	(5.99,6.43)	5.67	(5.31,6.05)	5.74	(5.40,6.11)	8.67	(8.07,9.30)
IG-3	16.01	(15.47,16.57)	17.00	(16.53,17.48)	16.99	(16.52,17.48)	22.63	(21.86,23.42)	24.98	(24.15,25.82)	19.73	(18.90,20.58)
AG-1	2.51	(2.38,2.64)	3.24	(3.11,3.38)	4.55	(4.38,4.74)	6.80	(6.45,7.17)	6.85	(6.47,7.26)	10.18	(9.51,10.89)
AG-2	17.03	(16.56,17.50)	17.13	(16.77,17.50)	17.84	(17.44,18.24)	20.18	(19.54,20.83)	20.85	(20.14,21.59)	18.24	(17.30,19.22)
AG-3	40.43	(39.46,41.40)	37.78	(37.14,38.42)	34.57	(33.93,35.21)	25.63	(24.73,26.55)	19.23	(18.50,19.98)	21.24	(20.14,22.38)
Female												
SG-1	0.40	(0.34,0.47)	0.66	(0.57,0.75)	0.63	(0.54,0.74)	0.70	(0.56,0.88)	1.08	(0.87,1.33)	1.46	(1.19,1.78)
SG-2	3.04	(2.79,3.31)	3.52	(3.30,3.76)	4.31	(3.99,4.65)	4.78	(4.34,5.30)	6.26	(5.71,6.86)	7.12	(6.69,7.58)
SG-3	6.05	(5.67,6.45)	5.90	(5.56,6.25)	5.68	(5.35,6.03)	5.04	(4.55,5.57)	5.92	(5.37,6.53)	14.91	(14.27,15.57)
IG-1	0.21	(0.15,0.28)	0.31	(0.25,0.39)	0.77	(0.58,1.01)	0.77	(0.58,1.02)	1.17	(0.89,1.54)	0.90	(0.72,1.13)
IG-2	2.07	(1.89,2.27)	2.37	(2.17,2.59)	2.20	(2.01,2.40)	1.36	(1.14,1.61)	1.66	(1.41,1.95)	6.02	(5.61,6.46)
IG-3	10.20	(9.65,10.79)	11.77	(11.16,12.40)	10.80	(10.20,11.44)	13.89	(12.91,14.93)	16.54	(15.47,17.68)	18.07	(17.32,18.84)
AG-1	0.27	(0.23,0.33)	0.45	(0.39,0.52)	0.65	(0.55,0.76)	2.01	(1.71,2.35)	3.97	(3.53,4.46)	7.01	(6.51,7.56)
AG-2	5.70	(5.38,6.05)	6.28	(5.97,6.61)	7.91	(7.52,8.33)	13.56	(12.74,14.42)	19.31	(18.29,20.38)	12.64	(11.86,13.46)
AG-3	72.06	(71.10,73.00)	68.75	(67.91,69.57)	67.06	(66.13,67.97)	57.90	(56.54,59.25)	44.09	(42.69,45.49)	31.86	(30.71,33.04)

SG-1=Service Grade 1; SG-2=Service Grade 2; SG-3=Service Grade 3; IG-1=Industry Grade 1; IG-2=Industry Grade 2; IG-3=Industry Grade 3; AG-1=Agriculture Grade 1; AG-2=Agriculture Grade 2; AG-3=Agriculture Grade 3

compared to their male counterparts.The changes in occupational probability for male and female during 1983-2010 appear to follow the same trajectory in all the grades and sectors of occupation, but at varying levels. Female engagement in Agriculture Grade 3 occupation group appears to plummet sharply since 1993-94, so does for the male. During the same period, the increase in the probability for both male and female involvement in Industry Grade 3 and Services Grade 3 occupation groups appeared taking off. Figure 3.2: B also appears to suggest a decline in probability of both male and female involvement in Industry Grade 3 occupation group between 2004-05 and 2009-10.

3.3.3. Occupational Structure by Social Group

One of the distinct characteristics of the occupational pattern across different social groups in India, as can be observed in Table 3.5, is that the proportionate engagement of population in all three occupation groups has been persisting in hierarchical order of their affiliation to Scheduled Tribes (STs), Scheduled Castes (SCs), and Other social groups (in ascending order). Table 3.5 presents information on the proportion (%) of population belonging to different social groups engaged in different occupational grades and sectors during 1983-2010. In total, the proportion of working age ST population engaged in agricultural occupation dropped by 10% from 1983 to 2009-10, compared to a reduction of 29% and 22% among population from SC and Other social groups. On the other hand, the proportionate engagement of population in overall Industrial occupation increased by 54% among STs, 96% among SCs, and 24% among Other social groups from 1983 to 2009-10. Similarly, the increase in proportionate involvement of population in overall Services occupation from 1983 to 2009-10 was recorded to be 56% for STs, 27% for SCs, and 47% for Other social groups. Despite such progress experienced by all social groups in terms of engagement in Industrial and Services occupations, the share of ST population in overall Industrial occupation was 16% in 2009-10, compared to 34% of SCs and 27% of Other social groups. In 2009-10, the share of ST population in overall Services occupation was recorded as 9%, compared to 16% of SCs and 26% of Other social groups.

Among different grades of occupation, the ST population recorded a phenomenal increase in Agriculture Grade 1 occupation group from less than 0.4% in

Table 3.5. Occupational status of population (%) by social group, India, 1983-2010

Social Group	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
SG-1	0.21	(0.15,0.30)	0.25	(0.18,0.34)	0.48	(0.34,0.66)	0.41	(0.26,0.63)	0.34	(0.22,0.51)	0.32	(0.14,0.70)
SG-2	2.48	(1.96,3.12)	2.61	(2.33,2.93)	2.80	(2.43,3.21)	2.31	(1.88,2.82)	2.69	(2.15,3.36)	2.48	(2.02,3.05)
SG-3	2.95	(2.57,3.39)	3.54	(3.10,4.03)	2.84	(2.47,3.25)	3.07	(2.59,3.62)	4.08	(3.39,4.89)	6.00	(5.04,7.14)
IG-1	0.13	(0.08,0.20)	0.15	(0.10,0.24)	0.33	(0.20,0.55)	0.47	(0.30,0.73)	0.50	(0.25,0.99)	0.35	(0.11,1.11)
IG-2	1.32	(1.05,1.66)	1.89	(1.46,2.46)	1.81	(1.41,2.33)	1.23	(0.90,1.68)	1.53	(1.10,2.12)	2.68	(1.97,3.63)
IG-3	8.92	(7.91,10.03)	12.88	(11.53,14.36)	10.12	(9.06,11.29)	13.35	(11.64,15.28)	14.62	(12.87,16.57)	12.94	(11.27,14.81)
AG-1	0.38	(0.29,0.50)	0.71	(0.59,0.86)	1.28	(1.06,1.53)	2.62	(2.15,3.20)	3.69	(2.98,4.57)	7.41	(6.21,8.83)
AG-2	10.42	(9.58,11.33)	10.56	(9.85,11.31)	12.79	(11.91,13.72)	19.10	(17.68,20.60)	25.38	(23.56,27.28)	20.05	(17.82,22.48)
AG-3	73.20	(71.53,74.80)	67.41	(65.72,69.05)	67.56	(65.92,69.16)	57.44	(55.17,59.69)	47.19	(44.76,49.63)	47.78	(44.81,50.76)
Scheduled Castes												
SG-1	0.31	(0.23,0.43)	0.39	(0.30,0.49)	0.44	(0.34,0.55)	0.59	(0.446,0.79)	0.70	(0.52,0.95)	0.39	(0.28,0.54)
SG-2	3.17	(2.89,3.48)	3.09	(2.85,3.36)	3.42	(3.12,3.75)	3.33	(2.95,3.76)	4.39	(3.77,5.10)	3.54	(3.05,4.10)
SG-3	9.26	(8.52,10.05)	8.38	(7.85,8.93)	7.79	(7.25,8.36)	8.36	(7.64,9.15)	10.72	(9.83,11.68)	12.28	(11.09,13.58)
IG-1	0.35	(0.16,0.75)	0.33	(0.24,0.47)	0.46	(0.33,0.65)	0.41	(0.29,0.59)	0.68	(0.48,0.97)	0.31	(0.18,0.52)
IG-2	1.89	(1.66,2.15)	2.57	(2.30,2.88)	2.87	(2.58,3.20)	2.53	(2.00,3.19)	2.40	(2.02,2.85)	6.22	(5.56,6.96)
IG-3	14.96	(14.01,15.96)	16.14	(15.30,17.02)	16.18	(15.28,17.13)	21.88	(20.57,23.24)	27.59	(25.99,29.25)	27.18	(25.49,28.94)
AG-1	0.45	(0.37,0.54)	0.65	(0.55,0.77)	1.14	(1.00,1.31)	2.18	(1.85,2.56)	2.70	(2.27,3.21)	3.15	(2.61,3.80)
AG-2	6.91	(6.42,7.43)	7.89	(7.42,8.40)	9.75	(9.23,10.29)	15.32	(14.39,16.30)	17.48	(16.28,18.74)	16.34	(14.84,17.97)
AG-3	62.70	(61.26,64.12)	60.56	(59.39,61.71)	57.95	(56.68,59.21)	45.40	(43.81,47.00)	33.34	(31.68,35.04)	30.59	(28.50,32.77)
Others												
SG-1	1.39	(1.28,1.51)	1.63	(1.54,1.74)	1.90	(1.75,2.06)	1.67	(1.50,1.86)	1.99	(1.77,2.24)	1.49	(1.23,1.81)
SG-2	8.00	(7.64,8.37)	8.06	(7.80,8.33)	8.71	(8.41,9.02)	6.86	(6.47,7.27)	7.26	(6.87,7.66)	7.66	(7.20,8.14)
SG-3	8.34	(7.98,8.72)	8.32	(8.05,8.61)	8.68	(8.40,9.00)	10.19	(9.73,10.68)	12.84	(12.25,13.45)	16.89	(16.18,17.62)
IG-1	0.84	(0.76,0.93)	1.03	(0.95,1.12)	1.46	(1.34,1.60)	1.57	(1.36,1.82)	1.44	(1.26,1.66)	1.24	(1.03,1.50)
IG-2	5.47	(5.21,5.74)	6.20	(5.97,6.43)	6.26	(6.03,6.49)	5.75	(5.40,6.12)	5.90	(5.53,6.28)	8.29	(7.76,8.85)
IG-3	15.06	(14.51,15.63)	15.82	(15.33,16.33)	15.92	(15.41,16.43)	21.08	(20.28,21.91)	22.71	(21.84,23.60)	17.08	(16.33,17.86)
AG-1	2.47	(2.35,2.61)	3.21	(3.07,3.35)	4.50	(4.32,4.70)	7.12	(6.73,7.53)	7.53	(7.11,7.98)	10.40	(9.76,11.08)
AG-2	16.15	(15.70,16.61)	16.30	(15.94,16.67)	17.07	(16.66,17.49)	19.33	(18.63,20.05)	20.56	(19.79,21.35)	14.38	(13.60,15.21)
AG-3	42.27	(41.24,43.30)	39.43	(38.70,40.17)	35.51	(34.78,36.25)	26.42	(25.40,27.47)	19.77	(18.98,20.60)	22.57	(21.47,23.70)

SG-1=Service Grade 1; SG-2=Service Grade 2; SG-3=Service Grade 3; IG-1=Industry Grade 1; IG-2=Industry Grade 2; IG-3=Industry Grade 3; AG-1=Agriculture Grade 1; AG-2=Agriculture Grade 2; AG-3=Agriculture Grade 3

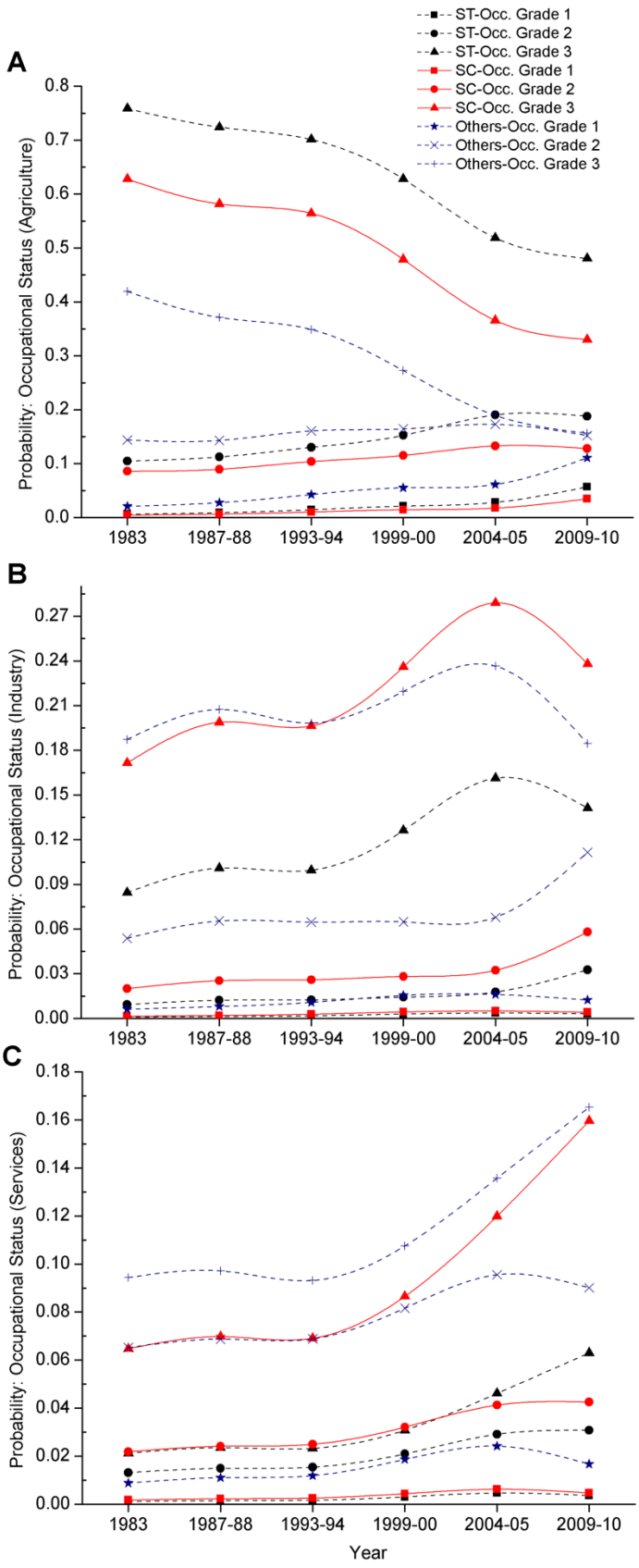


Fig. 3.3. Probability of population being engaged in different occupational groups by social group:
(A) Agriculture (B) Industry (C) Services

1983 to about 7% in 2009-10, while the major change in the proportion was observed between 2004-05 (4%) and 2009-10 (7%). Similarly, the proportion of SCs in Agriculture Grade 1 occupation group increased from 0.5% in 1983 to 3% in 2009-10, while the proportion of Other social groups increased from 3% (1983) to 10% (2009-10). A considerable rise in proportion of working age population belonging to STs and Other social groups engaged in Services Grade 3 occupation group was also observed from 3% (1983) to 6% (2009-10) and from 8% (1983) to 17% (2009-10), respectively. In Industry Grade 2 occupation group, the highest increase in proportion from 1983 to 2009-10 was recorded among SCs (2% to 6%), compared to STs (1% to 3%) and Other social groups (5% to 8%). On the other hand, the SC

population also recorded a decline in proportion engaged in Industry Grade 1 occupation group from 1983 to 2009-10; however, such a drop in proportion was evidently higher between 2004-05 and 2009-10. The proportion of population engaged in Services Grade 1 occupation group increased by 52% among STs (from 0.2% in 1983 to 0.3% in 2009-10), by 24% among SCs (0.3% to 0.4%), and by 7% among Other social groups (1.3% to 1.5%).

Fig. 3.3 demonstrates the adjusted probabilities of population being engaged in different grades and groups of occupation across STs, SCs and Other social groups from 1983 to 2009-10. It is clearly reflected by the trajectories of the probabilities over the period, that since 1993-94, there has been a sharp decline in the Agriculture Grade 3 occupation group and a considerable increase in Industry Grade 3 and Services Grade 3 occupation groups across all social groups, but at varying levels. Interestingly, there appears to be a phenomenal rise in the probabilities for SCs to be engaged in Services Grade 3 occupation group since 1993-94, and very close to Other social groups by 2009-10. On the other hand, the probabilities among STs to be engaged in Services Grade 3 occupation group made a modest growth between 1993-94 and 2009-10, and were still far behind from the level of SCs and Other social groups. The probabilities among population to be engaged in Industry Grade 1 and Grade 2 occupation groups were observed almost constant across all social groups until 2004-05.

3.3.4. Occupational Structure by Religion

Table 3.6 presents information on the proportion of population engaged in different occupational grades and sectors by their affiliation to various religious groups. Hindu is the largest religious group in India, which constituted more than 80% of the total sample population, followed by Muslims (see Appendix 3: Table A3.1). The Christian population stands as the smallest proportion in the overall sample. The proportion of working age population engaged in overall agricultural occupation was around 67% among Hindus, 47% among Muslims, 54% among Christians, and 63% among Other religious groups in 1983, which declined to the level of 53%, 37%, 47%, and 48% in 2009-10, respectively. On the other hand, the participation in overall industrial occupation increased from 18% to 26% among Hindus, 34% to 36% among Muslims, 20% to 25% among Christians, and 20% to 26% among Other religious groups while

comparing estimates from 1983 to 2009-10. Similarly, the share of occupational engagement in overall Services sector was estimated at 15% among Hindus, 19% among Muslims, 26% among Christians, and 18% among Other religious groups in 1983, which appears to increase to the level of 21% among Hindus, 26% among Muslims, 28% among Christians, and 27% among Other religious groups in 2009-10. The assessment of these statistics reveals that there has been a predominance of agricultural occupations among Hindus, industrial occupations among Muslims, and occupations in services among Christians during 1983-2010.

Within agricultural occupation, the Grade 1 occupation group got a considerable upsurge in terms of proportion of population engaged during 1983-2010, with obvious decline in proportion engaged in Agriculture Grade 3 and Grade 2 occupation groups. The proportion engaged in Agriculture Grade 1 occupation group was estimated around 9% for Hindus, 4% for Muslims, 10% for Christians, and 13% for Other religious groups during 2009-10. Although, the Muslim population was appeared to be predominantly engaged in industrial occupations over the period, but the (unadjusted) estimates suggest that the proportion of Muslim population engaged in Industry Grade 1 and Grade 2 occupation groups has apparently declined from 1983 to 2009-10, with an obvious increase in Industry Grade 3 occupation groups. However, the proportion of Christian population engaged in Industry Grade 3 occupation group has declined considerably from the level of 1983, especially between 2004-05 and 2009-10. The proportion of Christian population engaged in Industry Grade 3 occupation group appears to decline from 21% in 2004-05 to 12% in 2009-10, while the proportion engaged in Grade 2 occupation group tends to increase from 3% to 12% between 2004-05 and 2009-10. The estimates also suggest that Muslim population has been predominantly engaged in Services Grade 3 occupation group during 1983-2010. In 2009-10, the proportion of population engaged in Services Grade 3 occupation group was recorded nearly 14% among Hindus and Christians each, 22% among Muslims, and 16% among Other religious groups.

Fig. 3.4 demonstrates graphically the changes in the probabilities of population engaged in different occupational grades and sectors across four religious groups. The adjusted predicted probabilities also show the same pattern of occupational engagement across various religious groups discussed above.

Table 3.6. Occupational status of population (%) by religion, India, 1983-2010

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
SG-1	1.04	(0.95,1.14)	1.25	(1.17,1.33)	1.42	(1.31,1.55)	1.22	(1.10,1.36)	1.48	(1.32,1.68)	1.15	(0.94,1.39)
SG-2	6.33	(6.03,6.65)	6.46	(6.24,6.69)	6.95	(6.69,7.23)	5.40	(5.09,5.73)	6.13	(5.79,6.50)	6.51	(6.12,6.93)
SG-3	7.46	(7.12,7.82)	7.39	(7.13,7.65)	7.40	(7.14,7.66)	8.20	(7.82,8.59)	10.72	(10.23,11.23)	13.62	(13.02,14.25)
IG-1	0.65	(0.57,0.74)	0.75	(0.68,0.82)	1.08	(0.98,1.19)	1.17	(1.00,1.37)	1.13	(0.97,1.32)	1.04	(0.85,1.27)
IG-2	3.95	(3.75,4.17)	4.58	(4.39,4.77)	4.64	(4.45,4.83)	4.13	(3.83,4.45)	4.38	(4.09,4.69)	7.23	(6.77,7.72)
IG-3	13.36	(12.86,13.87)	14.58	(14.14,15.04)	14.36	(13.90,14.84)	18.73	(18.03,19.45)	21.23	(20.44,22.03)	17.32	(16.60,18.05)
AG-1	1.91	(1.81,2.02)	2.55	(2.44,2.67)	3.66	(3.51,3.82)	5.94	(5.62,6.28)	6.61	(6.24,7.00)	9.20	(8.64,9.80)
AG-2	14.15	(13.78,14.53)	14.54	(14.21,14.87)	15.63	(15.26,16.00)	19.27	(18.67,19.88)	21.38	(20.68,22.10)	16.64	(15.86,17.46)
AG-3	51.14	(50.16,52.13)	47.92	(47.23,48.60)	44.86	(44.13,45.60)	35.94	(35.01,36.89)	26.93	(26.08,27.80)	27.29	(26.23,28.38)
Muslim												
SG-1	1.18	(0.98,1.42)	1.15	(0.96,1.37)	1.61	(1.31,1.98)	1.37	(1.06,1.77)	1.57	(1.19,2.07)	0.75	(0.41,1.37)
SG-2	5.91	(5.43,6.43)	5.48	(5.04,5.95)	6.00	(5.49,6.56)	5.76	(4.97,6.67)	5.12	(4.43,5.91)	3.82	(3.11,4.67)
SG-3	11.78	(10.86,12.77)	11.14	(10.37,11.95)	12.25	(11.44,13.11)	13.75	(12.41,15.21)	16.34	(14.85,17.95)	21.69	(19.90,23.59)
IG-1	0.77	(0.61,0.97)	1.03	(0.84,1.25)	1.43	(1.13,1.81)	1.39	(1.05,1.84)	1.52	(1.13,2.05)	0.48	(0.27,0.84)
IG-2	8.17	(7.56,8.83)	9.41	(8.77,10.09)	10.05	(9.36,10.79)	8.08	(7.04,9.27)	6.96	(6.14,7.88)	7.06	(6.15,8.10)
IG-3	24.89	(23.49,26.33)	24.91	(23.48,26.39)	26.28	(24.83,27.78)	34.51	(31.86,37.26)	35.74	(33.48,38.06)	28.86	(26.71,31.10)
AG-1	1.08	(0.91,1.29)	1.30	(1.12,1.51)	1.79	(1.52,2.11)	2.32	(1.86,2.88)	2.31	(1.73,3.07)	3.86	(3.15,4.72)
AG-2	9.56	(8.86,10.31)	10.03	(9.34,10.77)	10.31	(9.51,11.18)	11.21	(9.87,12.70)	12.00	(10.62,13.53)	7.94	(6.70,9.37)
AG-3	36.65	(34.82,38.53)	35.56	(33.65,37.52)	30.28	(28.69,31.92)	21.60	(18.16,25.50)	18.44	(16.60,20.44)	25.56	(22.92,28.38)
Christian												
SG-1	1.45	(1.09,1.93)	1.83	(1.43,2.34)	1.96	(1.43,2.67)	1.43	(0.84,2.42)	1.69	(0.96,2.95)	2.03	(1.21,3.38)
SG-2	14.63	(12.36,17.23)	13.72	(12.20,15.40)	14.05	(12.53,15.71)	11.03	(8.83,13.71)	12.00	(9.74,14.68)	11.60	(9.09,14.70)
SG-3	10.37	(9.15,11.74)	10.28	(9.05,11.66)	8.82	(7.70,10.09)	13.75	(11.08,16.95)	14.49	(11.71,17.80)	14.43	(12.09,17.12)
IG-1	0.81	(0.54,1.21)	1.00	(0.74,1.35)	1.72	(1.09,2.72)	0.40	(0.22,0.72)	1.11	(0.62,1.98)	0.99	(0.52,1.86)
IG-2	3.22	(2.52,4.11)	3.52	(2.81,4.39)	4.18	(3.40,5.12)	2.07	(1.39,3.07)	2.75	(1.79,4.20)	11.88	(9.41,14.88)
IG-3	15.53	(13.68,17.58)	14.92	(13.21,16.80)	13.56	(12.01,15.29)	20.01	(16.77,23.70)	20.74	(17.51,24.38)	12.34	(9.76,15.48)
AG-1	1.90	(1.45,2.49)	2.31	(1.88,2.85)	3.02	(2.48,3.66)	2.91	(2.11,4.02)	4.39	(3.18,6.03)	9.50	(7.46,12.04)
AG-2	17.66	(15.96,19.50)	17.40	(15.65,19.32)	20.06	(18.18,22.08)	22.72	(19.76,25.98)	24.45	(21.31,27.89)	16.45	(13.56,19.82)
AG-3	34.43	(31.31,37.69)	35.02	(31.93,38.23)	32.64	(29.28,36.19)	25.68	(21.43,30.45)	18.38	(15.19,22.07)	20.79	(16.86,25.36)

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Others												
SG-1	1.42	(1.11,1.80)	1.52	(1.22,1.89)	2.06	(1.55,2.73)	2.98	(1.65,5.31)	2.99	(2.07,4.29)	2.44	(1.25,4.72)
SG-2	7.92	(6.99,8.96)	8.20	(7.22,9.30)	8.78	(7.79,9.87)	6.16	(5.03,7.52)	6.97	(5.70,8.50)	8.46	(6.48,10.97)
SG-3	8.34	(7.18,9.67)	7.64	(6.64,8.77)	9.22	(7.95,10.66)	10.39	(8.37,12.82)	10.12	(7.78,13.06)	15.63	(12.74,19.04)
IG-1	1.11	(0.81,1.51)	1.66	(1.28,2.15)	1.99	(1.45,2.73)	1.93	(1.19,3.12)	1.36	(0.82,2.25)	0.89	(0.50,1.58)
IG-2	6.55	(5.57,7.68)	6.63	(5.64,7.78)	6.41	(5.38,7.61)	5.71	(4.54,7.16)	6.12	(4.49,8.28)	7.87	(6.27,9.83)
IG-3	12.10	(10.63,13.74)	14.46	(10.97,18.81)	13.78	(12.08,15.68)	15.65	(13.38,18.21)	18.58	(15.88,21.62)	16.93	(14.10,20.18)
AG-1	3.51	(2.95,4.16)	4.25	(3.64,4.97)	5.37	(4.64,6.20)	8.44	(6.97,10.18)	8.16	(6.74,9.84)	12.72	(10.41,15.46)
AG-2	15.75	(14.20,17.43)	14.32	(12.97,15.77)	14.56	(13.25,15.98)	18.15	(15.86,20.69)	24.81	(21.68,28.23)	15.16	(11.97,19.01)
AG-3	43.32	(40.61,46.08)	41.33	(38.03,44.71)	37.84	(35.31,40.44)	30.60	(27.04,34.41)	20.91	(17.79,24.40)	19.90	(16.29,24.08)

SG-1=Service Grade 1; SG-2=Service Grade 2; SG-3=Service Grade 3; IG-1=Industry Grade 1; IG-2=Industry Grade 2; IG-3=Industry Grade 3; AG-1=Agriculture Grade 1; AG-2=Agriculture Grade 2; AG-3=Agriculture Grade 3

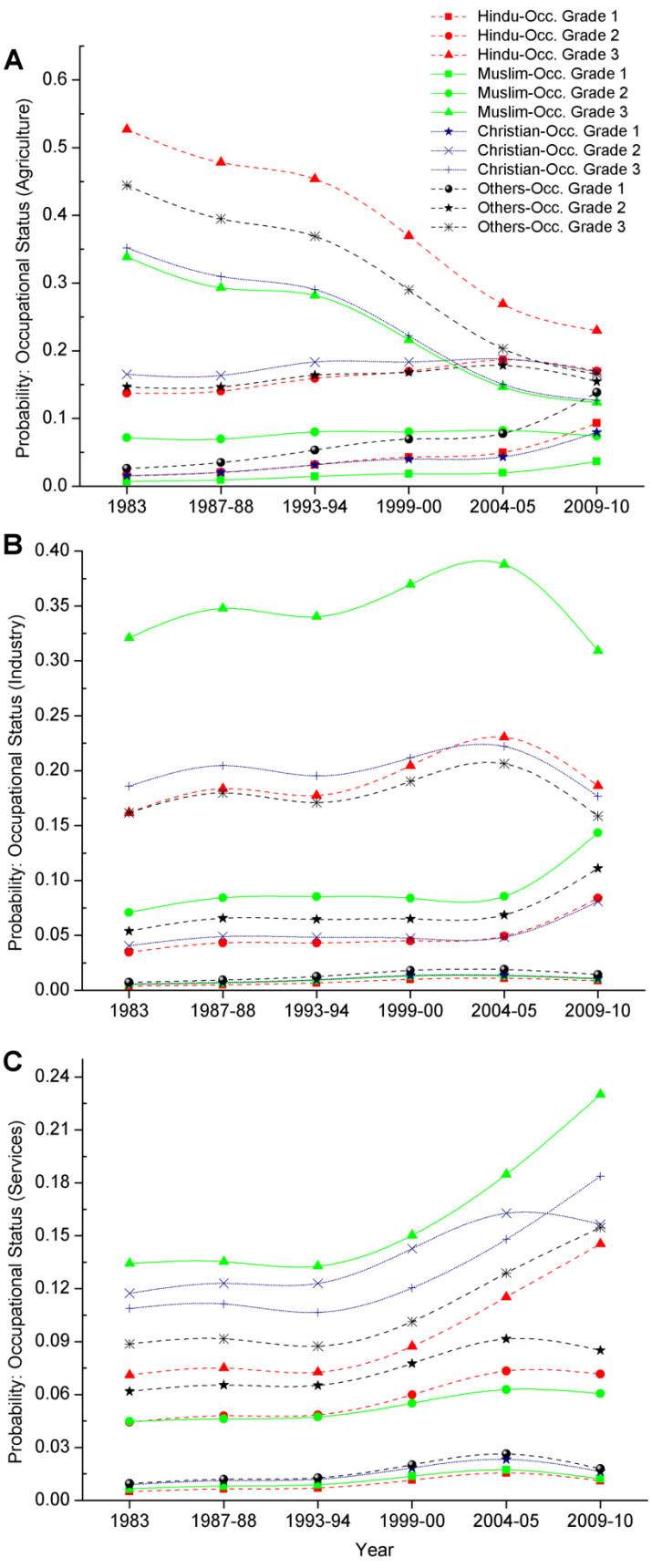


Fig. 3.4. Probability of population being engaged in different occupational groups by religion:
(A) Agriculture (B) Industry (C) Services

Fig.3.4:A highlights that the probability for Agriculture Grade 1 occupation groups across all religious groups tends to increase gradually and constantly since 1983. Agriculture Grade 2 occupational group shows a modest change during the period, while Grade 3 occupation groups appears to register a decline sharply after 1993-94 with Muslim and Christian population following the identical likelihood pattern. The Muslim dominance in Industry Grade 3 and Services Grade 3 occupation groups is clearly evident in Fig 3.4:B and C. The likelihood of Muslim population being engaged in Industry Grade 2 occupation group also appears to have recorded an increase between 2004-05 and 2009-10, with a decline in

Table 3.7. Occupational status of population (%) by region of residence, India, 1983-2010

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
SG-1	1.18	(0.97,1.44)	1.46	(1.26,1.70)	2.11	(1.76,2.52)	2.25	(1.71,2.94)	2.20	(1.73,2.80)	1.22	(0.94,1.60)
SG-2	7.34	(6.61,8.15)	7.82	(7.20,8.48)	8.53	(7.80,9.31)	6.49	(5.66,7.43)	6.33	(5.60,7.14)	7.28	(6.42,8.24)
SG-3	8.39	(7.40,9.50)	7.71	(7.09,8.38)	8.77	(8.01,9.59)	10.09	(8.99,11.31)	14.11	(12.68,15.68)	17.80	(16.27,19.45)
IG-1	1.14	(0.77,1.68)	1.34	(1.10,1.62)	1.61	(1.31,1.97)	2.21	(1.52,3.22)	1.47	(1.12,1.93)	1.29	(0.88,1.87)
IG-2	4.59	(4.07,5.17)	6.02	(5.46,6.64)	6.07	(5.50,6.70)	5.51	(4.59,6.60)	4.94	(4.22,5.76)	8.41	(7.14,9.88)
IG-3	15.50	(14.29,16.79)	21.39	(19.89,22.98)	20.87	(19.36,22.46)	26.73	(24.66,28.90)	28.51	(26.44,30.66)	24.21	(22.44,26.07)
AG-1	2.23	(1.94,2.55)	2.59	(2.23,3.01)	3.91	(3.53,4.34)	6.95	(6.10,7.90)	6.94	(6.23,7.73)	10.49	(9.22,11.92)
AG-2	12.80	(11.89,13.78)	11.90	(11.24,12.58)	12.72	(11.88,13.60)	16.98	(15.28,18.82)	16.65	(15.32,18.06)	8.10	(7.06,9.28)
AG-3	46.83	(44.46,49.21)	39.78	(38.03,41.55)	35.43	(33.48,37.42)	22.80	(20.53,25.25)	18.86	(17.18,20.66)	21.20	(19.16,23.40)
Central												
SG-1	0.72	(0.62,0.84)	0.80	(0.69,0.92)	1.03	(0.89,1.20)	0.56	(0.43,0.74)	0.99	(0.75,1.29)	0.73	(0.45,1.19)
SG-2	4.82	(4.34,5.35)	4.91	(4.54,5.30)	5.19	(4.80,5.62)	4.27	(3.69,4.93)	3.99	(3.48,4.57)	4.36	(3.70,5.14)
SG-3	5.96	(5.53,6.43)	5.63	(5.23,6.05)	5.82	(5.40,6.29)	6.98	(6.33,7.69)	8.69	(7.75,9.73)	11.90	(10.76,13.14)
IG-1	0.36	(0.28,0.46)	0.35	(0.28,0.45)	0.43	(0.34,0.54)	0.39	(0.27,0.56)	0.73	(0.50,1.06)	0.74	(0.44,1.22)
IG-2	4.41	(4.00,4.86)	4.58	(4.25,4.93)	5.02	(4.65,5.42)	5.67	(4.93,6.52)	5.37	(4.72,6.10)	4.95	(4.27,5.75)
IG-3	12.30	(11.47,13.19)	11.70	(10.98,12.46)	12.82	(12.03,13.65)	18.61	(17.23,20.09)	22.06	(20.41,23.80)	20.20	(18.68,21.82)
AG-1	2.35	(2.14,2.56)	3.39	(3.15,3.65)	5.23	(4.87,5.61)	6.52	(5.94,7.16)	7.63	(6.89,8.45)	8.01	(7.11,9.02)
AG-2	15.43	(14.80,16.09)	16.09	(15.48,16.72)	17.53	(16.84,18.24)	21.60	(20.45,22.79)	23.31	(21.91,24.78)	17.53	(16.07,19.08)
AG-3	53.64	(52.22,55.06)	52.55	(51.28,53.82)	46.93	(45.64,48.23)	35.40	(33.69,37.14)	27.23	(25.60,28.92)	31.58	(29.55,33.68)
East												
SG-1	0.98	(0.79,1.23)	0.95	(0.81,1.10)	1.09	(0.93,1.28)	0.98	(0.74,1.31)	0.98	(0.73,1.31)	0.71	(.44,1.14)
SG-2	6.44	(5.93,6.98)	5.97	(5.54,6.43)	6.24	(5.76,6.76)	3.98	(3.48,4.55)	5.19	(4.57,5.90)	4.18	(3.66,4.76)
SG-3	7.12	(6.57,7.72)	7.36	(6.86,7.90)	7.08	(6.54,7.65)	6.60	(5.76,7.55)	8.96	(8.07,9.94)	13.46	(12.28,14.75)
IG-1	0.49	(0.40,0.60)	0.66	(0.55,0.79)	0.81	(0.65,1.00)	0.74	(0.54,1.01)	1.21	(0.83,1.75)	0.33	(0.22,0.50)
IG-2	5.18	(4.75,5.64)	6.22	(5.74,6.74)	6.27	(5.84,6.73)	4.83	(4.27,5.47)	6.19	(5.50,6.97)	3.55	(3.08,4.10)
IG-3	14.07	(13.13,15.06)	14.51	(13.55,15.54)	13.40	(12.54,14.30)	16.94	(15.49,18.50)	21.21	(19.74,22.76)	19.98	(18.42,21.63)
AG-1	2.17	(1.93,2.43)	2.77	(2.54,3.02)	3.84	(3.52,4.19)	6.26	(5.56,7.05)	5.88	(5.14,6.73)	7.42	(6.40,8.60)
AG-2	13.97	(13.27,14.69)	14.81	(14.08,15.57)	15.51	(14.79,16.27)	17.34	(16.17,18.58)	18.98	(17.69,20.34)	12.64	(11.36,14.03)
AG-3	49.59	(48.06,51.13)	46.75	(45.30,48.21)	45.76	(44.34,47.20)	42.32	(39.94,44.74)	31.39	(29.59,33.25)	37.73	(35.42,40.10)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
West												
SG-1	1.25	(1.06,1.47)	1.52	(1.32,1.75)	1.99	(1.69,2.35)	2.09	(1.72,2.54)	2.13	(1.74,2.60)	1.50	(0.88,2.56)
SG-2	7.84	(7.23,8.51)	7.77	(7.17,8.41)	8.60	(7.94,9.30)	6.57	(5.81,7.43)	8.30	(7.35,9.35)	8.94	(7.83,10.18)
SG-3	7.75	(7.09,8.46)	7.87	(7.24,8.55)	8.81	(8.11,9.57)	10.74	(9.65,11.94)	12.71	(11.50,14.04)	16.78	(15.26,18.41)
IG-1	0.94	(0.78,1.15)	1.03	(0.84,1.25)	1.78	(1.50,2.10)	2.23	(1.80,2.76)	1.52	(1.16,1.98)	1.94	(1.30,2.891)
IG-2	3.90	(3.53,4.31)	4.50	(4.06,4.99)	4.54	(4.10,5.03)	3.85	(3.30,4.48)	3.85	(3.26,4.54)	10.52	(9.25,11.93)
IG-3	14.93	(13.80,16.14)	17.04	(15.80,18.35)	16.44	(15.10,17.88)	19.55	(17.78,21.46)	20.93	(18.84,23.17)	14.14	(12.67,15.74)
AG-1	1.53	(1.33,1.75)	1.94	(1.72,2.17)	2.64	(2.34,2.98)	5.27	(4.57,6.07)	7.09	(6.16,8.15)	9.00	(7.72,10.46)
AG-2	14.69	(13.80,15.62)	14.52	(13.72,15.35)	15.82	(14.91,16.78)	21.20	(19.62,22.87)	23.96	(22.11,25.92)	18.97	(16.94,21.19)
AG-3	47.18	(45.35,49.01)	43.83	(42.07,45.60)	39.37	(37.50,41.28)	28.49	(26.43,30.64)	19.52	(17.76,21.40)	18.23	(16.03,20.65)
South												
SG-1	1.28	(1.14,1.45)	1.67	(1.50,1.86)	1.58	(1.32,1.89)	1.29	(1.10,1.52)	1.85	(1.47,2.33)	1.80	(1.36,2.38)
SG-2	6.67	(6.26,7.12)	6.88	(6.49,7.30)	7.59	(7.05,8.17)	6.69	(6.11,7.33)	7.41	(6.78,8.09)	8.02	(7.26,8.86)
SG-3	10.30	(9.72,10.92)	10.25	(9.72,10.82)	9.63	(9.13,10.15)	10.85	(10.12,11.63)	13.84	(12.86,14.89)	16.90	(15.70,18.18)
IG-1	0.73	(0.63,0.85)	0.98	(0.84,1.14)	1.49	(1.25,1.77)	1.23	(0.97,1.57)	1.33	(1.05,1.68)	0.96	(0.74,1.25)
IG-2	3.81	(3.53,4.12)	4.48	(4.18,4.80)	4.16	(3.86,4.48)	3.11	(2.76,3.50)	3.26	(2.85,3.73)	10.86	(9.92,11.88)
IG-3	15.98	(15.13,16.87)	16.90	(16.08,17.77)	16.62	(15.78,17.49)	22.34	(21.01,23.74)	24.00	(22.66,25.40)	17.33	(16.10,18.63)
AG-1	1.38	(1.25,1.53)	1.76	(1.62,1.92)	2.36	(2.17,2.57)	3.90	(3.41,4.44)	3.83	(3.34,4.38)	8.53	(7.51,9.67)
AG-2	11.25	(10.73,11.79)	11.45	(10.96,11.96)	12.34	(11.74,12.96)	14.05	(13.15,15.00)	16.14	(14.96,17.39)	15.88	(14.39,17.50)
AG-3	48.59	(47.13,50.06)	45.63	(44.32,46.94)	44.24	(42.84,45.66)	36.54	(34.84,38.27)	28.34	(26.74,30.00)	19.71	(17.92,21.64)
Northeast												
SG-1	1.07	(0.82,1.39)	0.94	(0.75,1.18)	1.07	(0.84,1.35)	0.77	(0.48,1.25)	0.38	(0.27,0.56)	0.45	(0.30,0.68)
SG-2	8.67	(7.63,9.83)	9.83	(8.81,10.96)	8.75	(7.87,9.72)	5.98	(5.03,7.10)	4.18	(3.38,5.16)	5.47	(4.47,6.67)
SG-3	5.01	(4.31,5.82)	5.81	(5.03,6.69)	5.23	(4.50,6.07)	6.73	(5.57,8.11)	7.22	(5.94,8.76)	11.03	(9.51,12.75)
IG-1	0.49	(0.36,0.66)	0.71	(0.47,1.06)	0.92	(0.68,1.25)	0.20	(0.10,0.42)	0.19	(0.12,0.31)	0.52	(0.33,0.84)
IG-2	6.25	(5.16,7.55)	6.61	(5.88,7.42)	7.84	(6.89,8.91)	7.25	(5.99,8.75)	6.82	(5.60,8.29)	5.37	(4.34,6.62)
IG-3	9.55	(8.48,10.75)	10.71	(9.39,12.19)	10.26	(9.15,11.48)	14.31	(12.36,16.50)	14.10	(12.09,16.39)	12.43	(10.41,14.76)
AG-1	1.73	(1.38,2.16)	2.13	(1.76,2.57)	2.70	(2.22,3.28)	5.25	(4.25,6.47)	6.89	(5.49,8.61)	9.99	(7.98,12.44)
AG-2	28.56	(26.44,30.77)	27.47	(25.57,29.45)	27.96	(25.58,30.48)	33.13	(30.12,36.27)	41.19	(38.10,44.34)	24.63	(21.69,27.81)
AG-3	38.68	(35.89,41.54)	35.80	(33.12,38.56)	35.27	(31.66,39.05)	26.39	(21.84,31.50)	19.02	(16.19,22.21)	30.12	(26.66,33.82)

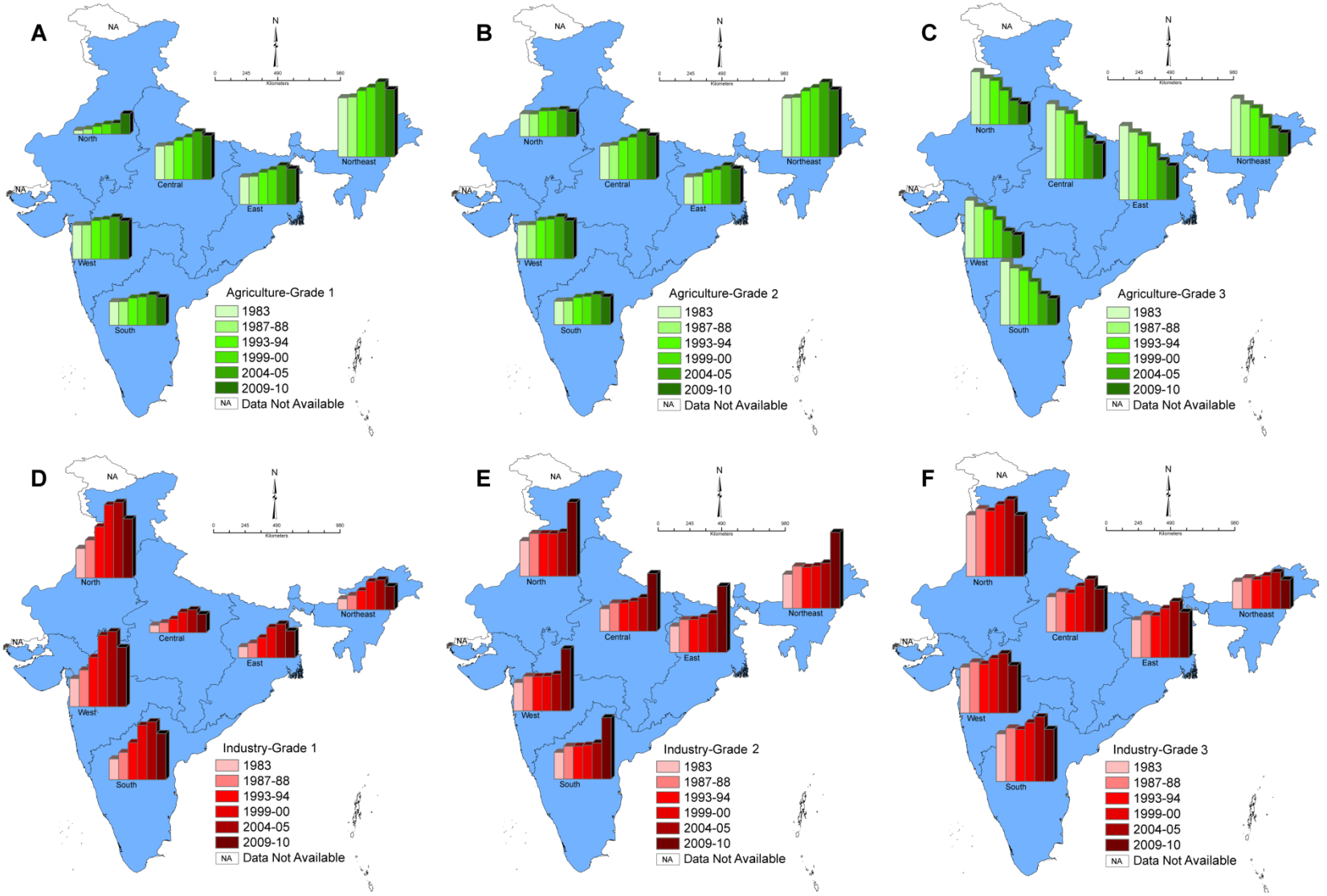
Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Other UTs												
SG-1	1.75	(1.03,2.94)	4.06	(2.72,6.03)	3.48	(2.33,5.16)	1.96	(1.29,2.96)	2.99	(1.27,6.88)	2.98	(1.61,5.45)
SG-2	18.65	(14.16,24.15)	16.93	(13.12,21.58)	14.88	(12.33,17.85)	12.63	(10.13,15.63)	19.17	(14.62,24.73)	13.21	(9.52,18.06)
SG-3	16.18	(12.83,20.20)	15.85	(13.14,18.99)	16.19	(12.79,20.28)	19.74	(16.60,23.32)	23.40	(18.81,28.72)	24.23	(19.00,30.35)
IG-1	1.82	(1.07,3.07)	1.39	(0.76,2.53)	2.30	(1.17,4.48)	2.71	(1.65,4.42)	0.84	(0.33,2.11)	1.80	(0.71,4.52)
IG-2	4.96	(3.56,6.88)	5.36	(3.75,7.61)	8.78	(6.67,11.48)	6.79	(4.97,9.21)	2.25	(1.09,4.58)	13.40	(9.89,17.91)
IG-3	19.06	(15.66,23.01)	21.54	(17.79,25.82)	28.81	(23.38,34.92)	30.42	(26.40,34.76)	35.72	(29.32,42.68)	23.44	(18.45,29.30)
AG-1	0.59	(0.26,1.32)	1.35	(0.78,2.33)	0.91	(0.52,1.58)	2.75	(1.09,6.76)	0.63	(0.32,1.24)	5.85	(4.26,7.98)
AG-2	7.16	(4.59,11.01)	6.43	(4.89,8.40)	7.72	(5.53,10.67)	11.46	(8.21,15.78)	7.81	(5.39,11.18)	9.93	(7.11,13.70)
AG-3	29.83	(22.02,39.02)	27.10	(22.08,32.78)	16.94	(11.84,23.66)	11.55	(8.83,14.98)	7.19	(4.75,10.76)	5.17	(3.22,8.19)

SG-1=Service Grade 1; SG-2=Service Grade 2; SG-3=Service Grade 3; IG-1=Industry Grade 1; IG-2=Industry Grade 2; IG-3=Industry Grade 3; AG-1=Agriculture Grade 1; AG-2=Agriculture Grade 2; AG-3=Agriculture Grade 3

probability to engage in Industry Grade 3 occupation group during the same period. Unlike the unadjusted proportion, which indicated that the engagement of Muslim population in SG1, SG2, IG1 and IG2 occupation groups declined from 1983 to 2009-10, the adjusted probabilities suggest that the likelihood of Muslim population engaging in all the occupational grades except for IG3 and AG3 occupation groups has consistently increased from 1983 to 2009-10 (see Appendix 3, Table A3.5). Similarly, contrary to the unadjusted proportion, which indicated that the proportional engagement of Christian population in SG3 occupation group declined from 1983 (15%) to 2009-10 (12%), the adjusted result suggests a consistent increase in the probabilities from 1983 (PP=0.117) to 2009-10 (PP=0.156) except for a trivial drop from 2004-05.

3.3.5. Occupational Structure across Geographical Regions

India underscores considerable regional variation in occupational structure of population, and even the temporal progress has been uneven during 1983-2010. Table 3.7 provides information on the proportion of population engaged in different occupational grades and sectors during 1983-2010. In 1983, almost 60–70% population in all the regions excluding the group of union territories were engaged in agricultural occupation, with the highest proportion recorded in Central (71%) region, and then followed by Northeast (69%), East (66%), West (63%), North (62%), and South (61%) regions. After 26 years, in 2009-10, the proportion engaged in agricultural occupation appeared to decline by 6% to 36% across various regions. The largest drop in the proportion was estimated in North region, where nearly 40% population was reported to be engaged in agricultural occupation in 2009-10, compared to 57% in Central, 58% in East, 46% in West, 44% in South, and 65% in Northeast. The proportion of population engaged in industrial and services occupations shows an increasing trend across all the regions during 1983-2010. The proportion engaged in industrial occupation appeared to increase from 21% to 34% in North, 17% to 26% in Central, 20% to 24% in East, 20% to 27% in West, 21% to 29% in South, 16% to 18% in Northeast, and 26% to 39% in group of UTs between 1983 and 2009-10. On the other hand, in Services sector, the highest increase in occupational engagement was reported in the West region, where the proportion increased from the level of 17% in 1983 to 27% in 2009-10. During this period, the


A
NA
N
0 245 490 980
Kilometers
North
Central
East
Northeast
West
South
Agriculture-Grade 1
1983
1987-88
1993-94
1999-00
2004-05
2009-10
NA Data Not Available
B
Agriculture-Grade 2
C
Agriculture-Grade 3
D
Industry-Grade 1
E
Industry-Grade 2
F
Industry-Grade 3

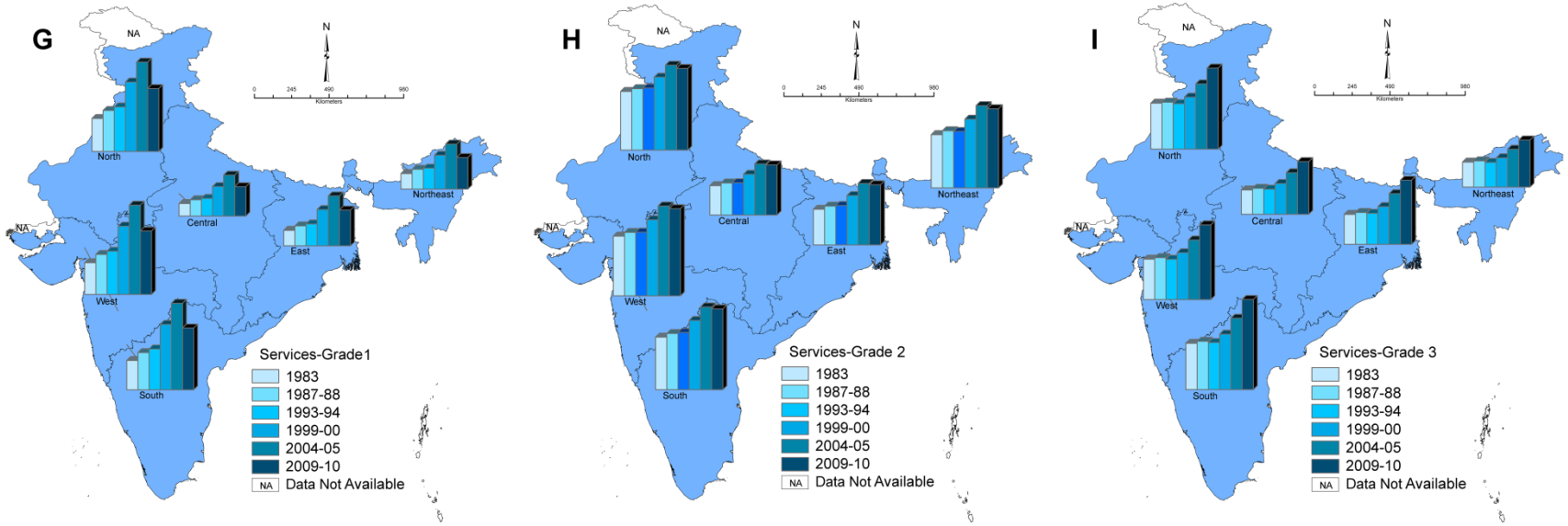


Fig. 3.5. Probability of population being engaged in different occupational groups by geographical regions: (A) Agriculture Grade 1 (B) Agriculture Grade 2 (C) Agriculture Grade 3 (D) Industry Grade 1 (E) Industry Grade 2 (F) Industry Grade 3 (G) Services Grade 1 (H) Services Grade 2 (I) Services Grade 3

proportion in Services sector grew from 17% to 26% in North, 12% to 17% in Central, 15% to 18% in East, 18% to 27% in South, and 15% to 17% in Northeast region. In the industrial occupation groups, the recent trend between 2004-05 and 2009-10 suggests a drop in the proportion engaged in Industry Grade 3 occupation group across all regions, while a considerable increase in Industry Grade 2 occupation group was observed in North, West, and South regions during this period. In Services Grade 3 occupation group, which has also experienced a noticeable growth across all regions, the highest proportion of population engaged was reported nearly 18% in North and 17% in South and West regions each during 2009-10. The population engaged in Services Grade 2 occupation group also appeared to decline in Northeast, East, Central and North regions. Fig. 3.5 illustrates the adjusted predicted probabilities of population being engaged in different occupational grades and sectors across geographical regions during 1983 to 2009-10. The multivariate result also supports the unadjusted estimates discussed above. The changes in probabilities over the period are very much evident through graphs. The increasing likelihood of population being engaged in Agriculture Grade 1, Industry Grade 2, and Services Grade 3 occupation groups; declining probabilities in Agriculture Grade 3 occupation group; and the modest changes in other occupation groups over the period are well illustrated across all geographical regions at varying degrees in Fig. 3.5. A clear East-West divide can be observed in the figure illustrating that the regions in the West (which apparently comprises North, West, and South regions) appears to have registered higher probabilities for population engagement in all occupational grades of Industry and Services sectors, while the East (visually comprising East, Central, and Northeast regions) tends to have higher engagement probabilities in agricultural occupations.

3.3.6. Occupational Structure by Birth Cohort

Along with assessing changes in occupational structure across various periods, one important dimension is to trace the development in the outcome is to follow the trend over generation. To sketch the trend or pattern of occupational engagement of population over the generation, one best option (that is often used by social scientists in absence of longitudinal data set) is to estimate the statistics by birth cohort of the individual. The birth cohort, which is defined here as a group of people that experience the same phenomenon, represents a summative experience of exposure to

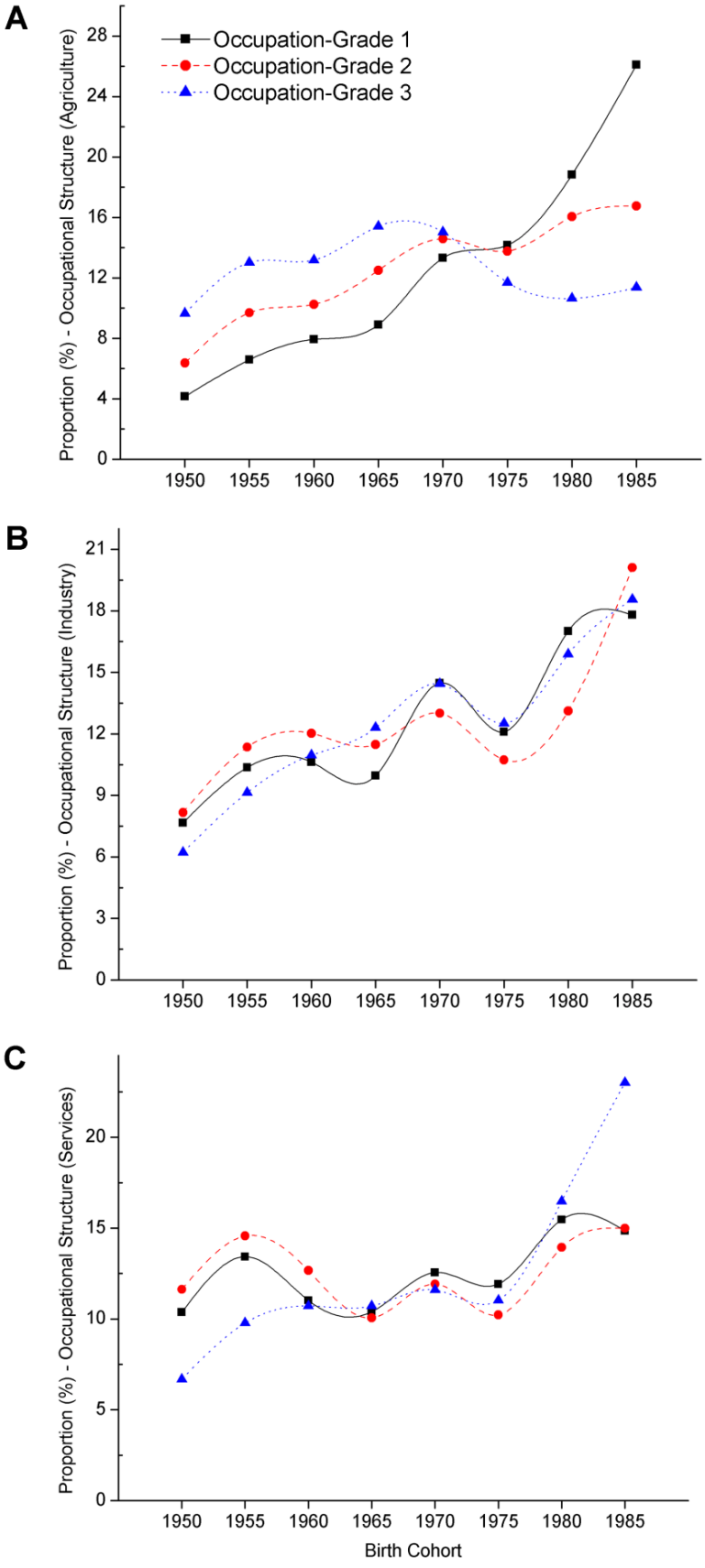


Fig. 3.6. Probability of population being engaged in different occupational groups by birth cohort:
(A) Agriculture (B) Industry (C) Services

different environments (e.g., socioeconomic or political) that may shape their occupational pattern. Fig. 3.6 presents a summative experience of eight birth cohorts from 1950 to 1985 at five-year intervals who were engaged in different occupational grades and sectors during a collective period of 1983-2010. Fig. 3.6, A, B, and C represent the trajectories of changes in proportion engaged in different grades of agricultural, industrial, and services occupations, respectively. The figure tells us the story of different generations of people participat-

ing in the work force (i.e. agriculture, industry, and services) during 1983-2010, a period of almost 27 years. Although, in all three separate graphs in Fig. 3.6, there are crests and troughs in proportion representing population group belonging to different birth cohort, however, a specific pattern is clearly exhibited (see Appendix 3: Table A3.11a to Table A3.11c for estimates with 95% CI). During 1983-2010, only 4% of population who were born in 1950 (the older generation) formed the Agriculture Grade 1 occupation group, which rose to almost 26% of population for the birth cohort of 1985 (the younger generation). Similarly, the Agriculture Grade 2 occupation group experienced a modest increase in the share with participation of the younger generations compared to their preceding generations (or birth cohort). On the other hand, with a modest improvement in participation to Agriculture Grade 3 occupation group from 1950 birth cohort to 1965 birth cohort, the share of participation appears to have declined with each successive birth cohort (after 1965 birth cohort). In case of industrial occupation groups, all the three grades of occupation tend to follow the same pattern, in which the share of successive birth cohorts appeared to be increasing with a few modest crests and troughs. In regard of Services Grade 1 and Grade 2, almost similar proportion of the population was observed, with not much difference in the participation from population belonging to different birth cohorts. The participation of population belonging to 1980 and 1985 birth cohorts was found to have been considerably higher in Services Grade 3 occupation group as compared to their preceding birth cohorts.

Such estimates are also available for birth cohorts belonging to different social groups, gender, and religious groups in Appendix 3 (Table A3.12a to Table A3.14c). The estimates suggest that the 1980 and 1985 birth cohorts of female recorded considerably higher share than their preceding birth cohorts did, as compared to the 1980 and 1985 male birth cohorts in almost all the grades of occupation in Agriculture, Industry, and Services sectors (see Appendix 3: Table A3.12a to Table A3.12c). Among different social groups, the younger generation (1980 and 1985 birth cohorts) belonging to the Scheduled Tribes recorded considerably higher share in work force engaged in all the three grades of agricultural occupation than their preceding generations did, compared to the younger generations belonging to Scheduled Castes and Other social groups. On the other hand, the younger generations belonging to the Scheduled Castes appeared to have higher share in all three grades of

industrial occupation than their predecessors had, compared to the younger generations belonging to the Scheduled Tribes and Other social groups. Similarly, almost the same pattern appeared in Services sector, except for Services Grade 3 occupation group, in which the 1985 birth cohort belonging to the Scheduled Tribes recorded the highest share than their predecessors did. This was followed by the same birth cohort belonging to Other social group and the Scheduled Castes, in order (see Appendix 3: Table A3.13a to Table A3.13c for further estimates).

While comparing among birth cohorts belonging to different religious groups, it was found that the 1985 birth cohort (the youngest generation in the sample) among Muslims had the highest share in all the grades of occupation in Agriculture sector, Industry Grade 3, and Services Grade 3 occupation groups than their predecessors had, as compared to other religious groups. Similarly, the youngest generation among Hindus recorded the highest share only in Industry Grade 1 occupation group in comparison to other religious groups. The 1985 birth cohort among Christians had the highest share in Industry Grade 2 and Services Grade 1 occupation groups, while the same birth cohort in Other religious groups recorded the highest share in Services Grade 2 occupation group, when compared to all other religious groups. For further estimates, see Appendix 3: Table A3.14a to Table A3.14c.

3.4. Discussion

A retrospective trace of the occupational structure of Indian population during 1983-2010 displays the very characteristics of a developing economy wherein the relative share of the Agricultural sector of the economy in both national income and labour force declines, while that of Industrial and Services sectors register a rise (Staatz & Eicher 1984). In early post-Independence era, more than 70% of the labour force was engaged in the Agriculture sector, which reduced to little more than 50% around 2010. This reduction in the share of Agriculture sector was complemented by gradual and steady increase in the shares of Industrial and Services sectors. However, as the focus of this study is to trace the development in grades of occupation, for the fact that each of the economic sectors offers different set of rewards and opportunities to the occupants in terms of income and class status, it is imperative to examine the case across these sectors separately. The engagement in particular grades of occupation in

all the sectors was determined by their occupational status, and then was stratified by the level of education. This means that even if the individual engaged in particular grade in Agriculture sector, he/she might not be in similar income status of the individual engaged in non-Agriculture sector, but would be identical in terms of education and skill. Thus, it can provide an insight into the development process in a surrogate class status of different sub-groups of population across different periods at macro level.

The overall trend in the changes of occupational grades suggests that the lowest grade of occupation in Agriculture sector experienced a considerable decline, which was complemented by the tremendous increase in the grade-2 and grade-1 level occupations in the Agriculture sector. Such an increase in the upper level of agricultural occupation should be viewed in consonance with the increasing level of education in the country, as the classification of agricultural farmers or cultivators was also based on the level of skills or education. Another factor, which seems to be responsible for the decline in the lowest level of agricultural occupation, is the transfer of labour force towards non-agricultural sectors, especially the Services sector. One important trend that is being displayed in respect of all the sub-groups of population is the major changes in the share of population in various occupational grades after the period 1993-94. Incidentally, this was the time when the new economic policy (1991), popularly known as 'the economic liberalisation', was initiated, as a radical departure from the past[23].

Since the early 1990s, services have emerged as the economy's 'leading sector', registering a rise in their share from 42% in 1991-92 to around 55% in 2006-07 in domestic output (Nagaraj 2008). During 1993-94 to 2009-10, the share of services and manufacturing sectors to growth of employment in the country was

[23]There are three broad objectives that the process of economic liberalisation serves: (i) it opens the country to new forms and larger volumes of international financial flows, in order to attract a part of the substantially increased flows of capital to the so-called "emerging markets"; (ii) to facilitate these inflows, it liberalises to differing degree, the terms governing outflows of foreign exchange in the form of current account investment income payments and in the form of capital account transfers for permitted transactions; and (iii) it transforms the structure of the financial sector and the nature and operations of financial firms in a manner that makes the financial system resemble that in countries like the US and the UK (Chandrasekhar & Pal 2006).

registered around 92% and 11% respectively, while the share of Agriculture and allied activities was found to be negative (Thomas 2012). With the increasing profitability in non-agricultural sectors of economy, the shift from the under-sustaining agricultural activities may be taken as an inevitable course in the long-run occupational structure of the population. However, such a massive shift of labour force from the agriculture sector to the services and manufacturing sectors was also forced by the increased distress in the agrarian sector. More than 100,000 farmer suicides occurred between 1998 and 2009. The poor performance and the declining profitability of agriculture due to one or more reasons have resulted in widespread household indebtedness, which is often identified as the main reason for the farmers' suicides (Singh & Reddy 2009). Agricultural growth lagged far behind the growth in other sectors. This is attributed to policies of economic liberalisation as well as a slowdown caused by a decline in the returns from green revolution technologies (Vakulabharanam & Motiram 2011). Policies of economic liberalisation followed a reduction in public investment in agriculture, as well as partial withdrawal of state support to various small farming groups. Especially before 2004-05, the cutback in subsidies and the slow growth of subsidised agricultural credit on the one hand, and the introduction of trade liberalisation on the other, which caused agricultural output prices to fall for some key agricultural commodities, caused a "double squeeze" of the farming community (Vakulabharanam 2010). This led to an increased dependence of the small farmers on informal moneylenders (Reddy & Mishra 2009), followed by the increasing burden of the interest rates, deteriorating living standards, and also sometimes losing control over the cropping pattern decision and so forth (Vakulabharanam 2004).

Further, the massive surge in the grade-3 occupations in Services sector has been emerged, especially in the recent decade probably for the fact that the construction became the major source of employment generation in the country since 2000. For instance, the number of persons employed in construction services amplified to 18.1 million during 2004-2010 from only 5.3 million during the 10 years between 1983 and 1993-94 (Thomas 2012). The trend also reveals that the probability of population being engaged in grade-3 occupation groups in Industrial sector has received a setback in recent periods. This outcome is consistent with a considerable decline (by 3.7 million) in India's manufacturing employment during the second half

of the 2000s. Export-oriented industries such as textiles, garments and diamond-cutting were the ones to suffer massive job losses during this period (Thomas 2012). Manufacturing jobs were lost in most Indian states. The global recession affected exports that remained sluggish. There are evidences to show that the job losses were far more higher in the export-oriented sectors in the economy in 2008-09 and 2009-10 (Rangarajan et al. 2011). However, the declining share of the workforce in Agriculture was, to some extent, compensated by the Industrial sector between 2004-05 and 2009-10, making a slight lift in the grade-2 occupations in the Industrial sector. Moreover, some radical patterns exhibited in the overall trend of different occupation groups across all the economic sectors between 2004-05 and 2009-10 might be attributed to the fact that the 2009-10 survey encompassed the period of economic slowdown in the county.

These major trends are displayed, more or less, across all socio-religious subgroups of population at differing degrees. The agricultural occupations have been predominantly rural in contrast to the development of occupations in Industrial and Services sectors, which was bred and matured primarily in urban areas. The connection between industry and the urban centre is, perhaps, too obvious to require further elucidation. The economic development of underdeveloped countries has been contingent upon the introduction of industry; industrialisation, in turn, is associated with urban growth (Hoselitz 1951). The urban centres make their own peculiar contribution to the process of economic development, or in asserting the existence of a direct relationship between urbanisation and industrialisation, in which the former indicates and stimulates the latter (Davis & Golden 1955). The urban explosion was seen to stem directly from improvements in communications, which served to concentrate economic opportunities in locations that offered the greatest cost advantages in the procurement, processing and distribution of goods (Lampard 1955)[24]. The public sector investment in infrastructure development (power

[24]Lampard (1955) argued that in a culture of economic competition, producers always tend to scatter or concentrate according to the principle of minimum cost. Producers prefer urban sites in order to have access to better transfer facilities, broader and more flexible labour markets, and numerous auxiliary business services like banking, insurance, brokerage, utilities, or fire and police protection. Conventional production theory has led many to suppose that economies of scale and mobility of factors would eventually bring all activities into great centres, but the persistence of small-scale plants and widely dispersed towns is not necessarily a token of irrationality (Lampard 1955).

generation, water treatment, or transportation systems) is concentrated in the urban centres in order to exploit economies of scale (Oberai 1993). Industrial firms located in cities thus reap substantial cost benefits because of their access both to infrastructure and to large and diversified markets for labour and other inputs (Dutta 2002).

Despite these advancements and opportunities in urban centres, there is a growing recognition that non-agricultural activities in rural areas also play a crucial role in providing simple consumer goods and services to the rural households. Such activities also provide a humble but critical income to the landless labour (Kilby & Liedholm 1986). However, in terms of economic growth, the urban sector has grown more rapidly than the rural sector during the period with the growth path skewed in favour of the organised Services sector. It is now well recognized fact that the Indian economy is primarily driven by Services sector such as information technology, biotechnology, finance, insurance, real estate, transport, hotels and so forth. These and other similar sectors have, thus, received adequate infrastructural support, as well as have benefited from easier legislation. In the era of globalization, the main beneficiaries have been the upper end of formal workers (professionals) employed in these services. These sectors have typically been export-led, skill-intensive and dependent on overseas demand for their sustenance (Vakulabharanam 2010). This is the reason, the migrating workforce from the Agriculture sector in rural areas get shelter only in low-grade jobs in Services sector due to lack of required skills. The new employment opportunities created in India during the second half of the 2000s were predominantly in construction services in rural areas, and were also largely casual in nature. A significant part of these new jobs was in Uttar Pradesh, Rajasthan and Bihar, states that are generally considered development laggards (Thomas 2012). Thus, the grade-3 occupations in Services sector in rural areas also got a slight lift in the previous decade. Substantial changes in rural India have been taking place since the 1990s – ‘epochal’ according to Mohan (2006), wherein, ‘rural’ no longer implies agricultural and includes a wide range of non-agricultural yet rural professions (Kamath et al. 2010).

According to Lewis (1954: p. 404), “the transfer of women’s work from the household to commercial employment is one of the most notable features of economic

development" (quoted in Amsden 1989: p. 203; Thomas 2012: p. 47). However, this is one of the aspects of labour market modernization, in which India's record has been strikingly dismal. The probability of female occupying jobs in all the grades of occupation except for the lowest grade in Agriculture sector has been considerably lower as compared to their male counterparts. The lower level of labour-force participation rate (LPR) among females is indeed the factor that pushes India's overall LPR to the bottom ranks[25]. The low participation of female in labour-force is due to a substantially high proportion of females reporting their activity status as homemakers. This phenomenon is not restricted to the rural uneducated females, even the urban females tend to be out of labour-force. In 2009-10, around 35% of all rural females and 47% of all urban females in India reported their status as homemakers[26]. Moreover, women's role in reproduction and in a range of activities within their own households such as rearing the young and nursing the old, cooking, and sometimes even engaged in household industry do not find recognition in the National Income Accounting (NIA) or other economic statistics (Mazumdar & Neetha 2011).

Studies often argue about the low empowerment among women including restrictions imposed on their movement outside the household by the husband and in-laws as important reasons for women's lower engagement in any sort of formal occupations. However, the statistics demonstrate that the labour-force participation even among urban women is relatively low, while they are supposed to face less social constraints. There are dominant economic factors too, that tend to reduce female LPR. For instance, in India as elsewhere, women face various forms of discrimination at the workplace, particularly in terms of wages (Srivastava & Srivastava 2010). A study by Bardhan (1989b) found significant differences between female and male wages in India during the late 1970s, even after accounting for variations in factors such as age, education, skill and caste. A survey (India Human Development Survey) estimate

[25]Out of 184 countries, India ranked 42nd in male LPR (in descending order of LPR) in 2008, but 165th and 143rd in female LPR and overall LPR respectively. A plot of female LPR against per capita incomes across these 184 countries shows that India's female LPR is considerably lower than what is predicted by the per capita income in the country (Thomas 2012).

[26]During 2009-10, among the urban females with graduate degrees, who were reported to be attending to domestic duties was close to 60%, which was almost twice the corresponding proportion for rural females with primary or middle-school education (Thomas 2012).

showed that the ratio of female to male wage earnings in India was 73% in the public sector and 53% in the private sector during 2004-05. Moreover, an analysis of women's work participation trend shows that when there are no compelling economic reasons to earn (especially in rural areas), social taboos on women's mobility and participation in labour force exercise a strong influence (Srivastava & Srivastava 2010).

It may be noted that the females account for only a small share of the relatively high quality jobs in India, even in recent years. For instance, only 20% of the new jobs (900,000 out of 5.2 million) created in financing, real estate and business services in India during the 2000s went to females. In the case of computer and related activities, the females' share of new jobs created during the second half of the 2000s was only 10% (see Thomas 2012). However, the trend indicates that the probability of female working age population increased in the grade-3 of services occupation in 2000s. In Industrial sector, women find employment increasingly as temporary or contract workers, and women workers constituted the majority of manufacturing workers who lost jobs in India since the mid-2000s (Thomas 2012).

As per the report of the Committee on the Status of Women in India (CSWI), the reason behind the low female labour-force participation in non-Agriculture sector lies in the nature of development process itself (GOI 1974). The CSWI postulated that nemesis of domestic industry (deindustrialization) from the colonial period onwards (with relatively greater ruin in the female labour-intensive sectors) had eroded the non-agricultural occupations of women, while the externally induced process of limited modernization had excluded them from the limited opportunities in the modern sector. This is resulted into a permanent shift of women to the periphery of the economy (GOI 1974; Banerjee 1998). It has been observed that the policies of liberalization have had deteriorating effects on the employment of urban females in terms of the increasing tendencies of a particular regressive form of feminization. Apart from the minuscule portion of the software services, i. e., the ITES and BPO operations, the tendencies of feminization (Standing 1999; Mehra & Gammage 1999) have developed mainly for the work at the lower end of the value chain, which involves low paid, inferior working conditions (Mitra 2006). The statistics also suggest that recent economic changes appear to have enlarged work opportunities for

women in urban areas, but have had a limited impact in rural areas (Srivastava & Srivastava 2010). Moreover, in recent years, women's employment goes up at higher educational levels and suggests a pattern similar to that for men, indicating the narrowing of gender gaps in urban areas (Srivastava & Srivastava 2010).

The higher probability of occupational engagement of population belonging to Scheduled Tribes (ST) in Agriculture sector and the lowest engagement in non-Agriculture sector, compared to population belonging to the Scheduled Castes (SC) and Other social groups throughout the period are well evident in the analysis. SC population appeared to be doing even better in Services sector, where their engagement in garde-3 occupation group is closely catching up that of population belonging to Other social groups in recent years. Such considerable disparities in the occupational engagements across social groups viewed as persisting over a long time have the underpinnings of the past. The caste system – a system of elaborately stratified social hierarchy – distinguishes India from most other societies (Bayly 1999). Among the most distinctive factors of the caste system is the close link between castes and occupations, especially in rural India. The traditional village economy revolved around a hereditary caste hierarchy that prescribed individuals' occupations (Anderson 2011). Upper castes were land owners, middle ranked castes were farmers and artisans and the lowest ranked castes, the *Dalits* (or SCs) were the labourers and performers of menial tasks (Béteille 1996). In fact, the whole system of castes (i.e., known as *Varna Vyavastha*) in ancient Indian culture is based on their engagement in different types of occupation in ancient society. Literatures on these issues are available in profusion, and it is also discussed in Chapter 1, thus, a separate discussion here would be redundant. The position of castes in the social hierarchy had a clear relationship with their economic status and wellbeing, with SCs clustered in occupations that were the least well paid and most degrading in terms of manual labour (Mendelsohn & Vicziany 1998; Shah et al. 2006). Similarly, the STs were also found to stand as largely deprived of the benefits of the mainstream development. Several studies have reported and commented on the issues of these vulnerable sub-groups of population and their engagement in lower-grade occupations as compared to the other mainstream social groups (Deshpande 2001; Borooah 2005; Kijima 2006; Gang et al. 2008).

After Independence, recognizing the vulnerable status of some of such castes and tribes, which was already scheduled during the British period, were provided reservations in several social and economic benefits by the government of India. The Indian government has initiated radical affirmative action policies by providing a prescribed quota to SCs and STs in state and central legislatures, village bodies, the civil services and government-sponsored educational institutions (Revankar 1971; Galanter 1984). Beginning in the 1960s, there has been increasing assertiveness of these castes and tribes in the local, state and national political arenas (Jaffrelot 2003). Corresponding to these advancements in policies, and due to the process of urbanization, industrialization, and rising level of education, these castes and tribes are gradually assimilating in the mainstream development, especially in urban areas, and taking up occupations in Industrial and Services sectors. In villages (rural areas) too, the process of *Sanskritisation* – a process by which a low caste takes over the customs, rituals, beliefs, ideology and life-style of the high caste (Srinivas 1966, 1989) – has been observed that may have led to increasing access to better occupations by the SCs and STs. At the same time, modernization of agriculture brought about by the Green Revolution in the 1960s, along with rapid economic growth fuelled by Industrial and Services sectors' growth in the 1980s and 1990s, appeared to have lead the SCs in occupations of Industrial and Services sectors. Moreover, the employment quota provided by the Government to SCs positively affected the probability of the Scheduled Castes choosing high-skill occupations, while such influence of affirmative policies of the Government on ST population was found to have been missing (Howard & Prakash 2011). The trend in the present analysis confirms that the concentrations of SC/ST population in non-Agriculture sectors have mainly been in grade-3 occupation groups, while the engagement of both SCs and STs in grade-2 and grade-1 occupation groups has been limited and steady throughout the period of assessment.

Similar to the occupational differences across different social groups (castes), the religious affiliation of individuals has also been found to have exercised considerable impact on their engagement in different groups of occupation, emphasizing the importance of socioeconomic underpinnings. Several other studies have also suggested the existence of relationship between religion and economic

performance or endeavors to achieve material advancement (McCleary & Barro 2006; Guisa et al. 2006; Barro & McCleary 2003; Uppal 2001; Iannaccone 1998).

The analysis in this study demonstrates that the Muslim and Christian populations tend to have higher probability of occupational engagement in Industrial and Services sectors as compared to Hindus and population belonging to Other religious groups. Moreover, while majority of Muslims appeared to be engaged in the lowest grade (grade-3) of occupation in non-Agriculture sector, the Christian population tends to be engaged more in grade-2 and grade-3 occupation groups. Hindu population, which is the largest population group (i.e. four-fifth of the total population) in the country, appeared to be primarily engaged in Agriculture sector, with higher probability of engagement in grade-3 occupation group, and only in recent decade, they are appeared to be engaged in grade-2 occupation group in Services sector. However, that too presents a very low probability in comparison to the population belonging to Christian and Other religious groups. The Other religious group mainly constitutes Buddhism, Sikhism, Jainism, Zoroastrians etc. The chances of Christian population being engaged in high profile jobs or getting access to regular employment can be attributed to the prevalence and widespread reach of education amongst the Christians (Thorat 2010). The Jains are a small and closed religious group. They have, however, been a very successful trading community, and have attained both education and expertise in trading for long. Marriages within the community have ensured that both occupational skill and accumulated wealth remained within the community over generations, acting as a multiplier over time. The Sikhs have benefited from the success, which they attained in farming and dairying initially, subsequently diversifying the incomes from these into all forms of ventures. The money from their primary occupations combined with their risk- taking and entrepreneurial abilities have seen the community attain economic prosperity over a short period of time in history (Thorat 2010). Muslims' engagement in non-agricultural occupations is attributed to their concentration in urban areas. Moreover, studies also argue that in comparison to the other main religions of India, Hinduism provides little encouragement to change one's situation in terms of material wellbeing (Singer 1966; Audretsch & Meyer 2009). It is also important to note that Buddhism and Sikhism have historical links to Hinduism, and therefore have similar belief systems. The prevailing caste-system among Hindus and other socioeconomic factors

including access to education seem responsible factors of their lower engagement in high profile jobs or in occupations as a whole in non-Agriculture sector.

Further, the regional disparities in the concentration of certain occupational groups display a clear East-West divide, as the populations in East, Central, and Northeast regions are predominantly occupied in Agriculture sector, while the populations in North, West, and South regions appear to be engaged in non-Agriculture sector as compared to that in East, Central, and Northeast regions. Moreover, the probabilities of population being engaged in grade-1 and grade-2 occupation groups in East, Central, and Northeast regions were found to be relatively lower as compared to the North, West, and South regions. The research studies have reported that the regional and rural–urban disparities in India were institutionalized long before 1980, which became worse since 1990 (Ludden 2012). Deaton & Dreze (2002) have also indicated that recent growth favoured states in the South and West. To some extent, the vulnerability of the North and Northeast states in regard of the development might be attributed to the lack of political will, which in recent decades appear to be coming on track gradually. However, the poverty and backwardness of regions in the eastern Gangetic basin compared to the West and Punjab goes back to the 19th century, when the East-West divergence in North India became a feature of imperial politics that moved the capital to New Delhi (Ludden 2012). The same spatial divergence continued after Independence with disproportionate state and private investments in the West. Regions more dependent upon agriculture had started experiencing declining economic returns in the 1990s, as annual growth in agriculture and allied services dipped to less than half (3.2%) of the rate of growth of India at 6.7%, along with the rapidly rising ratio of rural-to-urban poverty (Datt & Ravallion 2002). The productivity response of various industries (organized sector) and states to liberalization process suggests that the policy reforms did not improve situation for most of the industries, as the total factor productivity growth (TFPG) registered deceleration during the post-reform period. States such as Bihar and West Bengal (in the East region) have witnessed low growth rates, severe job-losses and low levels of TFP (Trivedi 2004). The high value-adding urban jobs were also found to have concentrated in some of the states of North, West and South regions. More than 20% of all new urban jobs generated in India between 2004-05 and 2009-10 were in the state of Maharashtra. Six states – Maharashtra, Karnataka, Delhi, Gujarat, Kerala and

Andhra Pradesh – accounted for 91% of the 2.3 million new jobs generated in the country under the category of finance and business services (including software services) during the second half of the 2000s (Thomas 2012).

The analysis also presented the pattern of change in occupational structure of population from different birth cohort during 1983-2010. Taking a cohort approach has the advantage of accounting for differential exposure of population to certain occupation groups and various socioeconomic policies that may be instituted in the course of their lifetime. For example, it is reasonable to expect that as countries experience different stages of socioeconomic development, the youth are more likely to benefit from improved services than the elderly, which represent broadly the inter-generational change in particular outcome in a crude sense. Worldwide, countries have undergone different stages of socioeconomic development that have shaped the lifetime experiences of many people (Freedman 1979; Henry et al. 2003; Kaufman 1998). Effects of time periods are different from those of birth cohorts. A period effect leads to the engagement in different groups of occupation within a subset of the population enumerated at a common point in time, but born across different time periods and enumerated at various ages. In contrast, a cohort effect leads to the engagement in different occupation groups within a subset of a population born at a common point in time, but enumerated during various periods and at various ages. A cohort effect results from an external event that affects people born in the same time period who ultimately share a common history that modifies their exposure to particular outcome of interest (e.g., policy). However, whether an event leads to period or cohort effects in practice often depends on the extent to which it affects persons of all ages uniformly (that is, a period effect) as opposed to primarily persons of all age groups (that is, a cohort effect). The same event can, in principle, produce both period and cohort effects.

However, since the present study does not follow a particular birth cohort over the period, as is done in longitudinal studies, the birth cohort presented in this study represent the population, for example, enumerated in 1983 at particular age and those were followed up to the period 2009-10, assuming an increase of 5 years in their age at each quinquennial survey period. The sample only represented the population within 16 and 65 years of age, and those crossed the age of 65 years were removed

from accumulating in the next survey period. Hence, in a crude sense, the sample of population who were gathered during the six survey periods between 1983 and 2009-10 represented the population of different birth cohorts who were engaged in the particular occupation group during 1983-2010 (and who were not counted twice in the population), assuming the constant age-specific mortality rate in the population. Thus, the proportion of engagement of these birth cohorts would display the opportunities experienced by the population in that year as a whole to be engaged in the particular occupation group. So, as it is revealed from the analysis, that the proportion of population engaged in grade-1 occupation group in Agriculture and grade-3 occupation group in Services sector has grown tremendously from the 1950 birth cohort to the 1985 birth cohort (engaged in the work force during 1983-2010), it implies that the opportunity to be engaged in these occupation groups has increased among population of later generation. This could be ascribed to, as mentioned earlier, the increasing educational opportunities and the economic policies of early 1990s. Such proportional growth in Industrial sector has been gradual across all occupation grades. The study takes the detailed discussion on such intergenerational mobility of occupational structure to the next chapter (Chapter 4).

3.5. Summing up

Using six consecutive quinquennial NSS datasets, this chapter analyzed the trends and patterns of occupational structure in India during 1983-2010. The overall trend shows that the engagement of population in agricultural occupations declined with gradual and steady increase in the industrial and services occupations. In all the sub-groups of population, the probability of population's engagement in grade-3 occupations in Agriculture sector tend to decline, while in grade-2 and grade-1 occupations, it appeared to have increased. This is in congruence with the increasing level of education among population over period, as even the farmers and cultivators could be considered more skilled and aware in modern agricultural practices with the time. However, it would be hard to infer from this trend that the shift of population from lower grade to upper grade agricultural occupations would have actually helped them to avail better economic rewards over the period of time. The impact of the economic liberalization policy was well observed in the occupational structure, as since then the engagement of population in Services and Industrial sectors increased tremendously.

However, the grade-2 and grade-1 occupations in these sectors being highly skill and education intensive (mainly technical skills), were limited to a few eligible groups of population. On the other hand, the grade-3 occupations in these sectors have been engaging an increasing proportion of population since mid-1990s from all sections of the society, which primarily constituted the migrated agricultural population from rural to urban areas. With decreasing profitability in agricultural occupations, mere the shift from agricultural to non-agricultural (regular wage) activities provides favourable economic transition *per se* to the population. However, the probabilities to make a shift from agriculture to non-agricultural activities as well as across different grades of occupations in non-agricultural sectors were observed to be heterogeneous in nature across gender, type of locality, social groups, religious groups, and regions. The females, Muslims and ST/SC population, and population living in rural areas, as well as those concentrated in East, Central and Northeast regions of the country were found to have the higher probabilities to be engaged in lower grade occupations in non-agricultural sectors.

CHAPTER- 4

Intergenerational Occupational Mobility: *Assessment across Time-Periods & Population Groups*

4.1. Introduction

This chapter assesses the occupational mobility across generations during 1983-2010, after developing understanding on the trends and patterns of occupational structure among different subgroups of Indian working age population through Chapter 3. Occupational mobility here refers to the changes in occupational status from one generation to the other, and thus, it is termed as intergenerational occupational mobility. In general, this chapter discusses the trend in the intergenerational occupational mobility among different subgroups of population in India. A brief description of the data and methodology is mentioned in section 4.2, followed by the bivariate and multivariate results in section 4.3. The nature and pattern of results with plausible explanations are discussed in section 4.4. Finally, section 4.5 sums up the discussion.

4.2. Data and Methods

The analyses in this chapter are based on Schedule 10: "Employment and Unemployment" of six consecutive quinquennial rounds of National Sample Survey (NSS) data set. These survey rounds were canvassed during January–December 1983 (38th Round), July 1987–June 1988 (43rd Round), July 1993–June 1994 (50th Round), July 1999–June 2000 (55th Round), July 2004–June 2005 (61st Round), and July 2009–June 2010 (66th Round). The details about these surveys and data set are described in Chapter 2. Analytical sample size by outcome and exposure variables including survey periods is presented in Appendix 4 (Table A4.1).

An outcome variable termed as "Intergenerational Occupational Mobility", which compares the occupational status of the two generations (i.e. father and son/grandson), was constructed determining the direction of mobility and the

immobility of the occupational status between two generations. The condition, in which the later generation (son/grandson) upgraded their occupational status to that of their previous generation (father), is termed as “upward mobility”. In contrast, the condition, in which the later generation (son/grandson) degraded their occupational status to that of their previous generation (father), is termed as “downward mobility”. In situation of no mobility from the older to younger generation, the intergenerational association in terms of occupational status is termed as “no mobility”. These three categories of intergenerational mobility status, i.e. upward, downward, and no mobility (constant/static) is then analyzed adjusting select demographic, socio-religious and regional predictors. Detailed information on the construction of the outcome variable has already been presented in section 2.3.2 (Chapter 2).

The key socio-religious predictors include parent’s (father’s and mother’s separately) education level (not literate/below primary/primary/middle/secondary & higher), individual’s (son’s/grandson’s) education level (not literate/below primary/primary/ middle/ secondary & higher), social group (Scheduled Tribes (ST)/Scheduled Castes (SC)/Others), religion (Hindu/Muslim/Christian/Others) and type of household (male headed/female headed). Regional factors include the type of locality/sector (rural/urban), and the region of residence (broad geographical regions of India). Detailed information on these variables has already been presented in section 3.2.2 (Chapter 3).

The analytical approach includes the construction of mobility/transition matrix for selected socio-religious groups by each survey period separately to measure the extent of mobility by each occupation status from one generation to another. These mobility matrices are presented in Appendix 4 (Table A4.2a to Table A4.10f). Further, at aggregate level (based on the mobility matrices), the share of each kind of occupational mobility by socio-religious groups and regions were estimated with 95% confidence intervals (CI) using appropriate sampling weights accounting for survey design. The bivariate association between the outcome variable and the independent predictors were assessed using chi-squared tests. Moreover, since the nature of the outcome variable (occupational mobility) was nominal and classified into three categories (i.e. polytomous), the multivariate analysis used the pooled multinomial logistic regression model. The model is described in section 2.3.3.1 (Chapter 2) in

detail. The multinomial model was also tested for its possible violation of the IIA assumption using appropriate tests (discussed in Chapter 3). Individual's age and household size were used as continuous covariates in the model. Age was examined having a non-linear relationship with the outcome variable in the lowess curve, and thus, age squared was included in the multivariate model. The final multivariate model included age, age squared, father's education, mother's education, individual's education, social group, religion, household size, sex of the household head, sector (rural/urban), region of residence, and survey period as potential predictors/covariates.

To avoid any complexity in the interpretation and for easier dissemination of results obtained from the regression model, the model-based predicted probabilities (PP) with 95% CI are presented. These predicted probabilities can be converted to percentage form and are easily interpreted. The general formulation of the model in probability form is also specified in Chapter 2.

4.3. Results

This section presents the bivariate (unadjusted) and multivariate (adjusted) results for the intergenerational occupational mobility among different socio-religious sub-groups of population and by the educational characteristics.

4.3.1. Bivariate Result

Table 4.1 presents estimates of intergenerational occupational mobility in proportion (%) with 95% CI by survey periods, and other selected background characteristics of individual including the previous and successive generations. Table 4.2 presents these estimates by occupational sectors for different survey periods. One of the striking features of the mobility pattern over period, as presented in Table 4.1 is that there was sudden increase in the proportion of the population experiencing downward intergenerational mobility, with obvious decline in the proportion of upward mobility between 2004-05 and 2009-10. The proportion of working age male population experiencing upward intergenerational mobility increased constantly from 9% in 1983 to 13% until 2004-05, which reduced to 4% during 2009-10. On the other hand, the proportion experiencing downward mobility increased steadily from 21% in 1983 to 26% during 1993-94, which was then recorded a decline in successive survey periods

Table 4.1. Intergenerational Occupational Mobility (%) by background characteristics, India, 1983-2010

Background characteristics	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Survey Period						
1983	9.13	(8.66,9.63)	20.94	(20.22,21.67)	69.93	(69.12,70.73)
1987-88	9.74	(9.28,10.21)	21.14	(20.50,21.80)	69.12	(68.40,69.83)
1993-94	10.04	(9.55,10.56)	25.51	(24.75,26.28)	64.45	(63.63,65.27)
1999-00	11.69	(11.07,12.34)	25.20	(24.31,26.13)	63.11	(62.09,64.11)
2004-05	12.68	(12.00,13.40)	24.80	(23.88,25.75)	62.51	(61.50,63.52)
2009-10	4.20	(3.70,4.76)	36.40	(35.01,37.81)	59.41	(57.99,60.80)
Father's education						
Not literate	1.87	(1.73,2.02)	31.46	(30.85,32.08)	66.67	(66.05,67.28)
Literate & below primary	14.79	(14.16,15.45)	20.29	(19.36,21.25)	64.92	(63.91,65.91)
Primary	12.66	(12.01,13.35)	26.65	(25.47,27.87)	60.69	(59.49,61.87)
Middle	16.14	(15.12,17.21)	26.02	(24.68,27.40)	57.84	(56.44,59.23)
Secondary	28.01	(26.68,29.37)	10.88	(9.926,11.91)	61.11	(59.65,62.56)
Graduate & above	24.47	(22.17,26.92)	13.77	(11.96,15.80)	61.77	(59.00,64.46)
Mother's education						
Not literate	8.05	(7.78,8.33)	27.20	(26.70,27.70)	64.75	(64.23,65.27)
Literate & below primary	12.93	(12.09,13.83)	24.91	(23.42,26.47)	62.16	(60.61,63.68)
Primary	15.09	(14.08,16.16)	24.36	(22.83,25.96)	60.55	(58.94,62.14)
Middle	15.02	(13.66,16.49)	24.73	(22.41,27.21)	60.25	(57.88,62.57)
Secondary	16.67	(14.93,18.57)	17.32	(15.14,19.75)	66.01	(63.41,68.51)
Graduate & above	18.08	(14.14,22.82)	14.03	(9.93,19.44)	67.90	(62.03,73.25)
Individual's education						
Not literate	9.41	(8.96,9.87)	0.98	(0.87,1.11)	89.61	(89.13,90.07)
Literate & below primary	7.60	(7.02,8.23)	20.57	(19.66,21.51)	71.83	(70.74,72.9)
Primary	9.95	(9.38,10.55)	18.72	(18.02,19.43)	71.33	(70.46,72.18)
Middle	10.21	(9.74,10.70)	36.40	(35.45,37.36)	53.39	(52.45,54.32)
Secondary	8.72	(8.30,9.16)	52.20	(51.20,53.20)	39.08	(38.14,40.03)
Graduate & above	9.65	(8.85,10.52)	39.73	(37.90,41.60)	50.61	(48.77,52.45)
Social group						
ST	5.31	(4.77,5.91)	26.51	(25.08,27.98)	68.18	(66.70,69.63)
SC	6.71	(6.23,7.22)	22.85	(21.87,23.87)	70.44	(69.39,71.46)
Others	10.56	(10.27,10.86)	27.41	(26.92,27.90)	62.03	(61.52,62.54)
Religion						
Hindu	9.12	(8.86,9.38)	27.73	(27.26,28.22)	63.15	(62.66,63.64)
Muslim	10.73	(10.03,11.47)	17.04	(16.07,18.07)	72.23	(71.07,73.36)
Christian	10.77	(9.41,12.31)	26.89	(24.72,29.16)	62.34	(59.97,64.65)
Others	9.87	(8.79,11.06)	29.34	(27.46,31.29)	60.79	(58.77,62.77)

Background characteristics	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Sector						
Rural	8.40	(8.14,8.67)	29.49	(28.99,29.99)	62.11	(61.60,62.62)
Urban	13.19	(12.66,13.74)	14.50	(13.85,15.18)	72.31	(71.52,73.08)
Sex of HH head						
Male	9.36	(9.13,9.60)	26.46	(26.04,26.89)	64.17	(63.73,64.61)
Female	11.43	(7.26,17.55)	28.76	(19.87,39.67)	59.80	(50.10,68.79)
Region						
North	9.41	(8.824,10.03)	27.47	(26.43,28.53)	63.13	(62.00,64.24)
Central	8.68	(8.206,9.169)	27.77	(26.93,28.62)	63.55	(62.68,64.42)
East	8.82	(8.284,9.379)	21.93	(21.05,22.83)	69.26	(68.29,70.21)
West[b]	10.66	(10.03,11.33)	28.86	(27.69,30.05)	60.48	(59.30,61.65)
South	10.14	(9.659,10.65)	26.05	(25.10,27.02)	63.80	(62.84,64.76)
Northeast	6.84	(6.078,7.681)	32.74	(30.82,34.72)	60.42	(58.46,62.34)
Other UTs	12.65	(10.46,15.22)	25.25	(21.19,29.80)	62.10	(57.69,66.31)
Total	9.37	(9.13,9.61)	26.47	(26.04,26.89)	64.17	(63.72,64.61)

% represents proportion in percentage, CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

[a] Refers to mobility across two generations

[b] Includes the union territory of Daman & Diu

Note: Upward and Downward mobility refer to the circumstance when son's occupational status upgrades that of father's, and when son's status degrades that of father's, respectively. No mobility represents the stagnation of occupational status across two generations.

of 1999-00 and 2004-05, but experienced an increase of almost 11 percentage points during 2009-10 from the level of 2004-05. Apparently, such an increase in the proportion of downward mobility between 2004-05 and 2009-10 seems to be contributed mostly by the Agriculture sector, which recorded an increase of around 10 percentage points in downward mobility during this period, followed by Services (8 percentage points) and Industrial (around 1 percentage point) sectors (see Table 4.2). During 1983-2010, the proportion of male working age population who were observed immobile in succession of occupational pattern or grade from their previous generation was recorded almost 60–70% (Table 4.1). Such immobility was recorded around 81% in 1983 to 78% during 2009-10 in Services sector, 91% (1983) to 89% (2004-05) and 96% (2009-10) in Industrial sector, and 68% (1983) to 47% (2009-10) in Agricultural sector (see Table 4.2).

During 1983-2010, the trend in the level of upward occupational mobility of an individual appeared to be increasing with the rise in the level of education of his

father and mother, while no such constant trend was observed in correspondence with individual's own education level. For instance, only 2% of male working age population whose father was not literate experienced upward occupational mobility during 1983-2010, compared to 24% male population, whose father had graduation and above level of education. Similarly, only 8% male population experienced upward occupational mobility during 1983-2010, whose mother was not literate, compared to 18% of population, whose mother was graduate and had obtained above level of education.

Table 4.2. Intergenerational Occupational Mobility (%) by occupation sectors, India, 1983-2010

	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
Occupation Sector	%	(95% CI)	%	(95% CI)	%	(95% CI)
Services (Tertiary)						
1983	10.81	(9.29,12.53)	7.78	(6.55,9.21)	81.42	(79.26,83.39)
1987-88	13.52	(11.84,15.39)	7.03	(5.80,8.49)	79.45	(77.23,81.51)
1993-94	12.27	(10.51,14.28)	7.93	(6.53,9.59)	79.80	(77.13,82.23)
1999-00	17.50	(15.25,20.01)	9.24	(7.79,10.93)	73.26	(70.45,75.89)
2004-05	14.46	(12.48,16.69)	9.32	(7.74,11.19)	76.22	(73.51,78.73)
2009-10	5.55	(4.79,6.43)	16.57	(15.03,18.24)	77.88	(76.11,79.54)
Industry (Secondary)						
1983	6.36	(5.41,7.48)	2.15	(1.71,2.70)	91.49	(90.28,92.55)
1987-88	5.70	(4.89,6.65)	3.21	(2.61,3.95)	91.08	(89.98,92.08)
1993-94	6.77	(5.79,7.90)	2.86	(2.31,3.54)	90.37	(89.11,91.50)
1999-00	7.82	(6.65,9.18)	3.23	(1.93,5.35)	88.95	(86.77,90.82)
2004-05	9.24	(7.78,10.94)	2.12	(1.62,2.76)	88.64	(86.86,90.20)
2009-10	0.64	(0.40,1.01)	3.53	(2.74,4.54)	95.83	(94.67,96.74)
Agriculture (Primary)						
1983	5.26	(4.82,5.75)	26.81	(25.83,27.81)	67.93	(66.88,68.95)
1987-88	5.73	(5.28,6.22)	28.01	(27.07,28.97)	66.26	(65.27,67.23)
1993-94	5.32	(4.85,5.85)	34.67	(33.59,35.77)	60.01	(58.89,61.11)
1999-00	5.92	(5.32,6.58)	36.17	(34.85,37.51)	57.91	(56.54,59.28)
2004-05	5.60	(4.92,6.36)	38.87	(37.33,40.43)	55.53	(54.00,57.05)
2009-10	3.60	(2.86,4.53)	49.06	(46.77,51.36)	47.34	(45.07,49.61)

% represents proportion in percentage, CI= Confidence Interval
[a]Refers to mobility across two generations
Note: As given in Table 4.1

Among different social groups, the ST population recorded the lowest proportion (5%) of male working age population that experienced upward occupational mobility during 1983-2010, followed by SC population (7%) and the population belonging to Other social groups (11%). The non-SC/ST population also recorded relatively higher

proportion of male working age population, which had experienced downward occupational mobility, as compared to the ST and SC population. The SC population (70%) reported the highest immobility in occupational pattern, compared to the ST (68%) and Other social groups (62%) during 1983-2010.

The Christian population (11%) recorded the highest upward occupational mobility among all religious groups during 1983-2010, followed by Muslims (11%) and Other religious groups (10%), and the least was recorded among Hindus (9%). On the other hand, 28% male working age population belonging to Hindu religion experienced downward occupational mobility during 1983-2010, compared to 17% among Muslims, 27% among Christians, and 29% among Other religious groups. The Muslim population was found apparently less immobile in the occupational pattern across generation during 1983-2010, as compared to other religious groups.

During 1983-2010, only 8% male working age population in rural areas experienced upward occupational mobility, compared to 13% of population in urban areas. Rural population also recorded higher immobility in occupational pattern as compared to urban population. Almost 29% of rural population experienced downward occupational mobility compared to around 15% of urban population. Similarly, the estimate suggests that the female-headed households had higher proportion of population experiencing upward occupational mobility compared to the male-headed households; however, the 95% CI around estimates for female-headed households appear to be adequately large. These issues will be further examined with the help of multivariate model.

The lowest proportion of male working age population, which experienced upward occupational mobility, was recorded in the Northeast region (7%) of the country. The latter also recorded the highest proportion of population (33%) experiencing downward occupational mobility and the least immobility (60%) in occupational pattern as compared to all other regions. North, Central, and East regions had almost identical estimates for upward occupational mobility, while the East region recorded relatively higher proportion of occupationally immobile population across generation during 1983-2010. West (11%), South (10%), and Other UTs (13%) had relatively higher proportion of male working age population experiencing upward occupational mobility during 1983-2010.

These bivariate estimates are further examined using multivariate model, which adjust all selected variables in tandem, and present more robust trend and pattern using appropriate statistical tests. The multivariate result is presented in the next section.

4.3.2. Multivariate Result

Table 4.3 presents adjusted predicted probabilities with 95% CI for intergenerational occupational mobility among male working age population across different survey periods, and by selected background characteristics of previous and successive generations. Table 4.4 presents these predicted probabilities across different survey periods by occupational sectors. The result of multivariate analysis suggests that all the selected predictors of occupational mobility were significant at 1% significance level ($p<0.001$), except for the association between the sex of head of the household ($p=0.627$) and the outcome variable. The multivariate result also indicates that there was a decline in the probability of male working age population experiencing upward intergenerational occupational mobility between 2004-05 and 2009-10. The intergenerational immobility in occupational structure was as high as 79% to 82% (based on adjusted predicted probability) during 1983-2010.

Unlike the bivariate association, we observed in the previous section, the multivariate result shows that there was, in fact, a slight decline in probability of individual experiencing downward occupational mobility in Agriculture sector between 2004-05 (PP=0.069) and 2009-10 (PP=0.066), in contrast to Services and Industrial sectors (see Table 4.4). The increase in the probability of downward occupational mobility was the highest in Services sector between 2004-05 (PP=0.057) and 2009-10 (PP=0.085), while the probability in Industrial sector was estimated to be at 0.014 during 2004-05 and 0.023 during 2009-10. The probabilities for upward occupational mobility in Agriculture sector are not presented in Table 4.4, due to minimal estimates (beyond the 3 digits after decimal). The adjusted probabilities also indicate that the occupational structure across generation has been constantly immobile in Agriculture sector during 1983-2010, although, such immobility was also apparent in Industrial sector during this period. During 2009-10, the probability of being immobile in occupational structure across generation was recorded to be the highest in Industrial sector (PP=0.971), compared to Agriculture (PP=0.934) and

Table 4.3. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by background characteristics, India, 1983-2010

Background characteristics	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Survey Period	$p<0.001$					
1983	0.054	(0.051, 0.057)	0.158	(0.150, 0.166)	0.788	(0.780, 0.796)
1987-88	0.056	(0.053, 0.060)	0.136	(0.130, 0.142)	0.807	(0.801, 0.814)
1993-94	0.060	(0.057, 0.064)	0.141	(0.135, 0.148)	0.798	(0.791, 0.805)
1999-00	0.065	(0.061, 0.069)	0.127	(0.120, 0.133)	0.808	(0.800, 0.815)
2004-05	0.070	(0.065, 0.075)	0.113	(0.107, 0.119)	0.817	(0.810, 0.824)
2009-10	0.020	(0.018, 0.022)	0.175	(0.166, 0.184)	0.805	(0.796, 0.814)
Father's education	$p<0.001$					
Not literate	0.008	(0.007, 0.009)	0.324	(0.315, 0.333)	0.668	(0.659, 0.677)
Literate & below primary	0.143	(0.137, 0.149)	0.072	(0.067, 0.076)	0.785	(0.778, 0.792)
Primary	0.147	(0.140, 0.154)	0.082	(0.077, 0.087)	0.771	(0.763, 0.779)
Middle	0.239	(0.225, 0.253)	0.049	(0.045, 0.052)	0.712	(0.698, 0.762)
Secondary	0.458	(0.436, 0.480)	0.009	(0.008, 0.010)	0.533	(0.511, 0.555)
Graduate & above	0.498	(0.456, 0.541)	0.010	(0.008, 0.012)	0.491	(0.449, 0.534)
Mother's education	$p<0.001$					
Not literate	0.050	(0.047, 0.052)	0.143	(0.138, 0.148)	0.807	(0.802, 0.812)
Literate & below primary	0.047	(0.043, 0.050)	0.134	(0.125, 0.143)	0.819	(0.810, 0.829)
Primary	0.048	(0.044, 0.052)	0.129	(0.119, 0.139)	0.823	(0.812, 0.833)
Middle	0.040	(0.035, 0.044)	0.151	(0.135, 0.166)	0.810	(0.794, 0.826)
Secondary	0.036	(0.031, 0.041)	0.151	(0.127, 0.175)	0.813	(0.789, 0.837)
Graduate & above	0.044	(0.031, 0.058)	0.138	(0.090, 0.186)	0.818	(0.769, 0.867)
Individual's education	$p<0.001$					
Not literate	0.146	(0.139, 0.152)	0.003	(0.002, 0.004)	0.851	(0.845, 0.858)
Literate & below primary	0.047	(0.043, 0.052)	0.114	(0.108, 0.121)	0.838	(0.831, 0.846)
Primary	0.049	(0.045, 0.053)	0.119	(0.113, 0.124)	0.832	(0.825, 0.838)
Middle	0.029	(0.027, 0.032)	0.367	(0.358, 0.377)	0.603	(0.594, 0.613)
Secondary	0.009	(0.008, 0.010)	0.701	(0.690, 0.711)	0.290	(0.280, 0.300)
Graduate & above	0.004	(0.004, 0.005)	0.764	(0.747, 0.782)	0.231	(0.214, 0.248)
Social group	$p<0.001$					
ST	0.039	(0.035, 0.043)	0.158	(0.147, 0.169)	0.803	(0.791, 0.814)
SC	0.045	(0.042, 0.049)	0.111	(0.104, 0.118)	0.844	(0.837, 0.851)
Others	0.051	(0.048, 0.053)	0.149	(0.144, 0.153)	0.801	(0.796, 0.806)
Religion	$p<0.001$					
Hindu	0.047	(0.045, 0.049)	0.149	(0.145, 0.154)	0.803	(0.798, 0.808)
Muslim	0.057	(0.053, 0.062)	0.098	(0.093, 0.105)	0.845	(0.837, 0.853)
Christian	0.054	(0.046, 0.062)	0.133	(0.118, 0.148)	0.813	(0.796, 0.830)
Others	0.045	(0.039, 0.050)	0.151	(0.137, 0.165)	0.804	(0.790, 0.819)

Background characteristics	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Sector	p<0.001					
Rural	0.048	(0.046, 0.050)	0.176	(0.171, 0.181)	0.776	(0.771, 0.782)
Urban	0.048	(0.044, 0.051)	0.057	(0.054, 0.061)	0.895	(0.890, 0.900)
Sex of HH head	p=0.627					
Male	0.048	(0.046, 0.051)	0.142	(0.137, 0.146)	0.810	(0.805, 0.814)
Female	0.055	(0.033, 0.076)	0.159	(0.108, 0.211)	0.786	(0.732, 0.840)
Region	p<0.001					
North	0.053	(0.049, 0.057)	0.132	(0.125, 0.140)	0.814	(0.806, 0.823)
Central	0.044	(0.041, 0.047)	0.168	(0.160, 0.175)	0.788	(0.781, 0.796)
East	0.042	(0.039, 0.045)	0.134	(0.127, 0.140)	0.824	(0.817, 0.832)
West	0.053	(0.049, 0.057)	0.145	(0.138, 0.153)	0.801	(0.793, 0.810)
South	0.057	(0.054, 0.061)	0.119	(0.113, 0.125)	0.824	(0.817, 0.831)
Northeast	0.035	(0.031, 0.039)	0.197	(0.183, 0.212)	0.768	(0.752, 0.783)
Other UTs	0.063	(0.050, 0.075)	0.123	(0.098, 0.148)	0.814	(0.787, 0.842)
Total	0.048	(0.046, 0.051)	0.142	(0.137, 0.146)	0.810	(0.805, 0.814)

PP= Predicted Probability, CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

[a]Refers to mobility across two generations

[b]Includes the union territory of Daman & Diu

Note: As given in Table 4.1

Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, age squared, household size, and the variables listed in the table. *p* value refers to the Wald test.

Services (PP=0.875) sectors. The probability of individuals experiencing upward occupational mobility in Industrial sector appeared to be constantly increasing since 1987-88 (PP=0.054) to 2004-05 (PP=0.084), before experiencing a decline during 2009-10 (PP=0.006). On the other hand, such a clear pattern was not observed in probability of upward occupational mobility in Services sector (see Table 4.4).

Table 4.3 also presents the probabilities of individuals experiencing upward and downward intergenerational occupational mobility as well as immobility (or no mobility) as per the level of education of their father, mother and of themselves. Such probabilities of occupational mobility are also presented for different social groups, religious groups, type of residence (sector), and region of residence. These probabilities across different survey periods separately for all sub-groups of population can be found in Appendix 4 (Table 4.11a to Table 4.11g).

Table 4.4. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by occupation sector, India, 1983-2010

	Intergenerational[a] Occupational Mobility					
	Upward		Downward		No mobility	
Occupation sector	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Services (Tertiary)	$p<0.001$					
1983	0.113	(0.093, 0.132)	0.050	(0.038, 0.062)	0.838	(0.816, 0.859)
1987-88	0.130	(0.111, 0.149)	0.044	(0.033, 0.054)	0.826	(0.805, 0.847)
1993-94	0.106	(0.088, 0.124)	0.046	(0.035, 0.058)	0.848	(0.827, 0.868)
1999-00	0.147	(0.125, 0.170)	0.053	(0.041, 0.065)	0.800	(0.775, 0.824)
2004-05	0.117	(0.098, 0.136)	0.057	(0.043, 0.070)	0.826	(0.804, 0.848)
2009-10	0.039	(0.034, 0.044)	0.085	(0.077, 0.094)	0.875	(0.865, 0.886)
Industry (Secondary)	$p<0.001$					
1983	0.056	(0.048, 0.065)	0.015	(0.011, 0.019)	0.928	(0.919, 0.938)
1987-88	0.054	(0.046, 0.061)	0.025	(0.019, 0.030)	0.922	(0.913, 0.931)
1993-94	0.061	(0.053, 0.070)	0.019	(0.014, 0.023)	0.920	(0.911, 0.930)
1999-00	0.068	(0.058, 0.078)	0.022	(0.015, 0.029)	0.909	(0.897, 0.921)
2004-05	0.084	(0.072, 0.095)	0.014	(0.010, 0.017)	0.902	(0.891, 0.914)
2009-10	0.006	(0.004, 0.009)	0.023	(0.018, 0.028)	0.971	(0.965, 0.976)
Agriculture (Primary)[c]	$p<0.001$					
1983			0.098	(0.073, 0.123)	0.902	(0.877, 0.927)
1987-88			0.083	(0.062, 0.105)	0.917	(0.895, 0.938)
1993-94			0.085	(0.063, 0.107)	0.915	(0.893, 0.937)
1999-00			0.076	(0.056, 0.096)	0.924	(0.904, 0.944)
2004-05			0.069	(0.051, 0.088)	0.930	(0.912, 0.949)
2009-10			0.066	(0.047, 0.085)	0.934	(0.915, 0.953)

PP= Predicted Probability, CI= Confidence Interval,
[a]Refers to mobility across two generations
[b]Includes the union territory of Daman & Diu
[c]PP for Upward mobility are not presented because they were negligible, and beyond the three digits after decimal.
Note: As given in Table 4.1
Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, age square, individual's education, father's and mother's education, social group, religion, sex of the household head, household size, sector, region, and survey period.
p value refers to the Wald test.

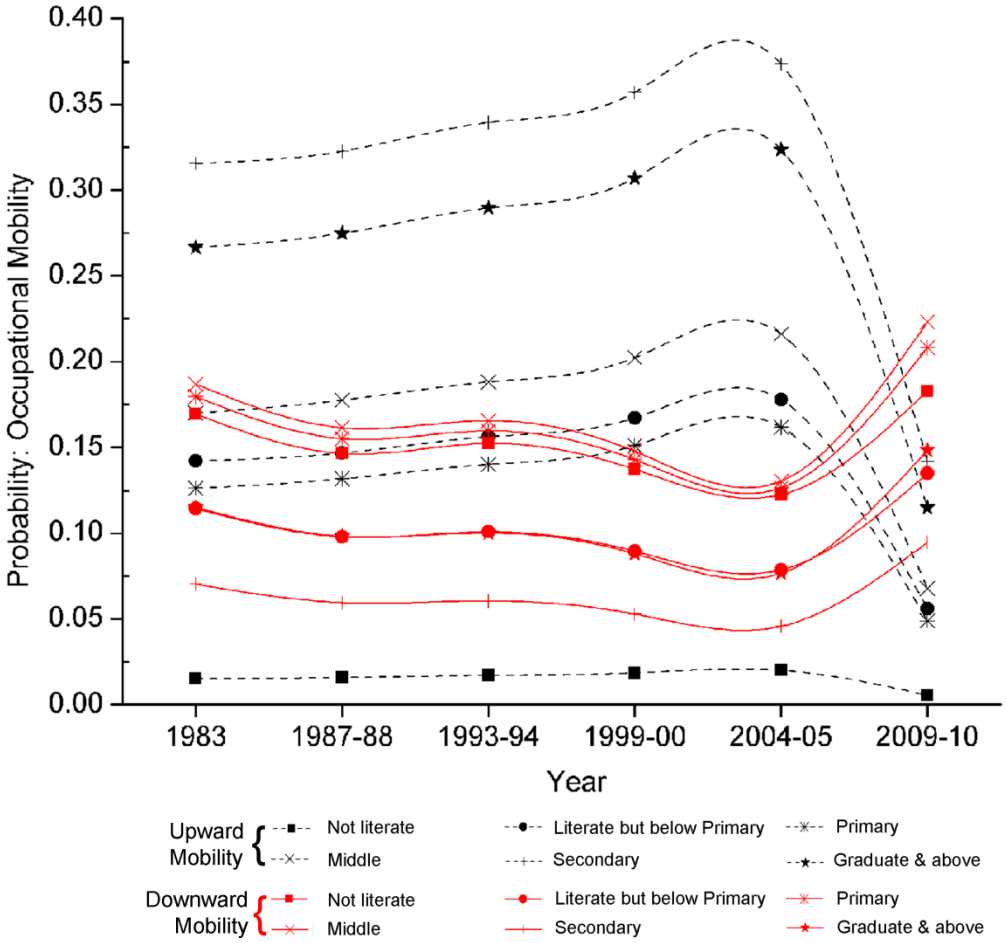


Fig. 4.1. Predicted probabilities for intergenerational occupational mobility of individuals by fathers' level of education, 1983-2010

Fig. 4.1 illustrates the predicted probabilities for intergenerational occupational mobility of individual by father's level of education during 1983-2010. The figure presents a clear evidence of differences in individuals' probability to experience upward occupational mobility at different levels of their father's education. These probabilities were gradually increasing until 2004-05, and then experienced a decline during 2009-10, however, the difference in probability across different levels of education remained intact. Similar trend and pattern can be observed in respect of the association between mother's level of education and individuals' probability to experience upward and downward intergenerational occupational mobility, as is shown in Fig. 4.2. In contrast, the impact of individuals' own level of education on their upward occupational mobility was negligible compared to their parents' level of education (see Fig. 4.3). This finding is contrary to our hypothesis that individuals'

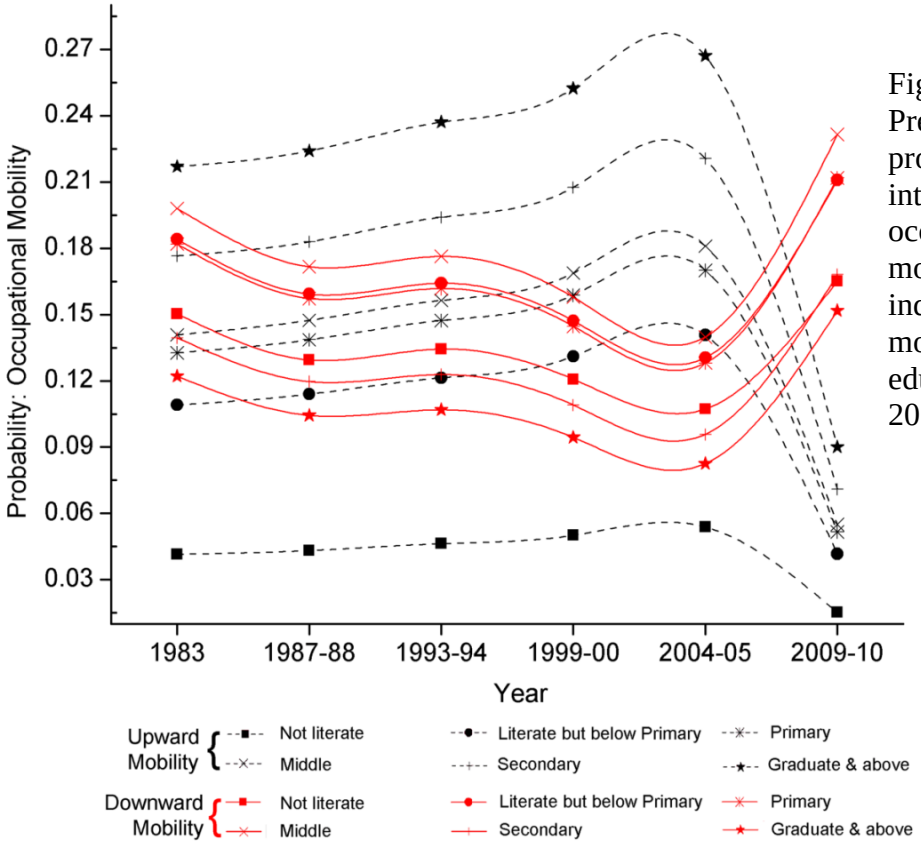


Fig. 4.2. Predicted probabilities for intergenerational occupational mobility of individuals by mothers' level of education, 1983-2010

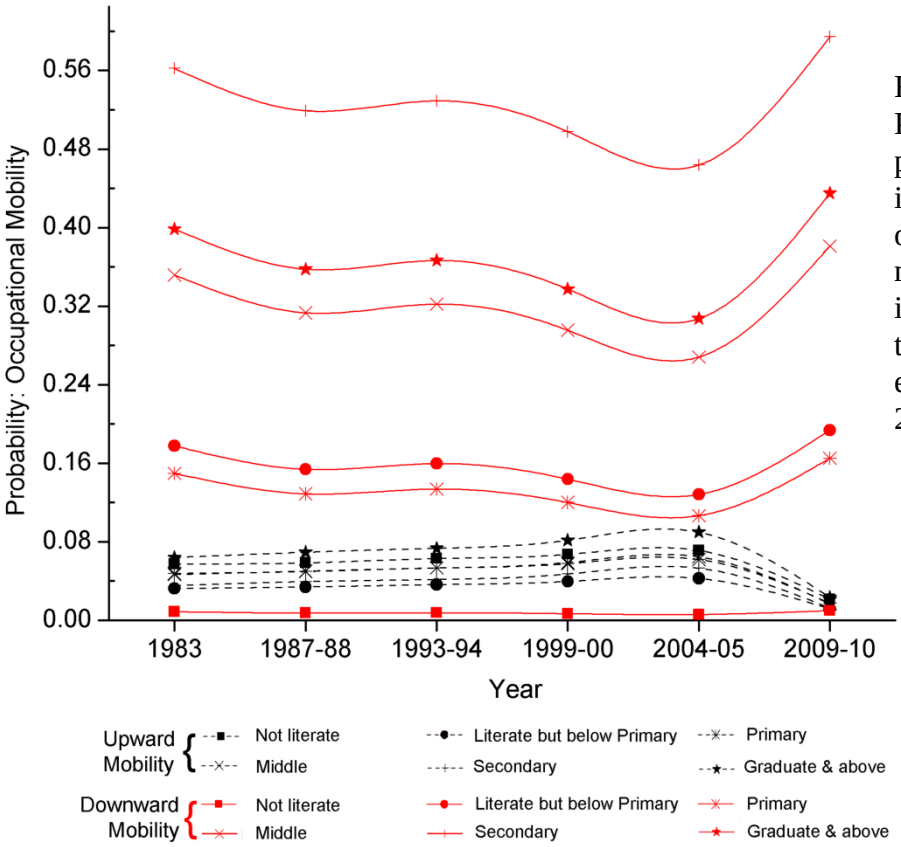


Fig. 4.3. Predicted probabilities for intergenerational occupational mobility of individuals by their level of education, 1983-2010

occupational status would be more influenced by their own education level than that of their parents'. The adjusted probabilities suggest that the chances of individuals' downward occupational mobility increases with their level of education (see Table 4.3). For instance, the probability of downward occupational mobility for individuals, who were not literate, was estimated to be 0.003 during 1983-2010, as compared to the individuals, who had received education up to primary (PP=0.119), middle (PP=0.367), secondary (PP=0.701), and graduate & above (PP=0.764) level.

The adjusted probabilities for the period 1983-2010 demonstrate that the individuals belonging to the ST (PP=0.039) social group had the least chance to experience upward intergenerational occupational mobility, compared to individuals belonging to the SC (PP=0.045) and Other (PP=0.051) social groups (see Table 4.3). During the period, the probability for the downward occupational mobility was also estimated to be the highest among the ST male working age population (PP=0.158), followed by the Other social groups (PP=0.149), and among the SCs (PP=0.111). Fig. 4.4 presents these probabilities of upward and downward occupational mobility for all the social groups across different survey periods.

After adjusting for a set of socio-religious and regional variables in tandem, the probability of male working age population from the Muslim religion (PP=0.057) to experience upward intergenerational occupational mobility was found to be the highest among all the religious groups during 1983-2010 (see Table 4.3). These probabilities of upward occupational mobility were estimated to be 0.047 for the Hindus, 0.054 for the Christians, and 0.045 for Other religious groups. The Muslim male working age population (PP=0.098) also experienced the least probability for downward intergenerational occupational mobility compared to the population of all other religious groups, which was, in fact, in correspondence with the higher probability of immobility among Muslims (PP=0.845) in occupational structure across generations. These probabilities of downward occupational mobility were estimated to be at 0.149 for Hindus, 0.133 for Christians, and 0.151 for Other religious groups during the period 1983-2010. The corresponding probabilities for immobility in occupational structure across generations were found to be 0.803, 0.813, and 0.804 for Hindus, Christians, and Other religious groups, respectively. However, when these cumulative probabilities for upward and downward occupational mobility were

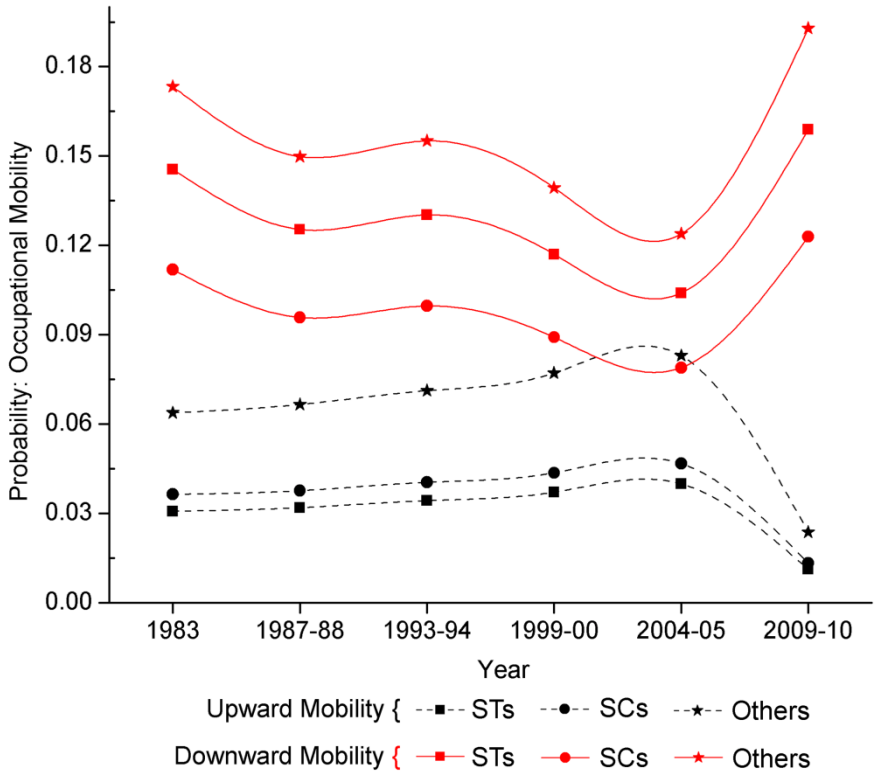


Fig. 4.4. Predicted probabilities for intergenerational occupational mobility of individuals by social group, 1983-2010

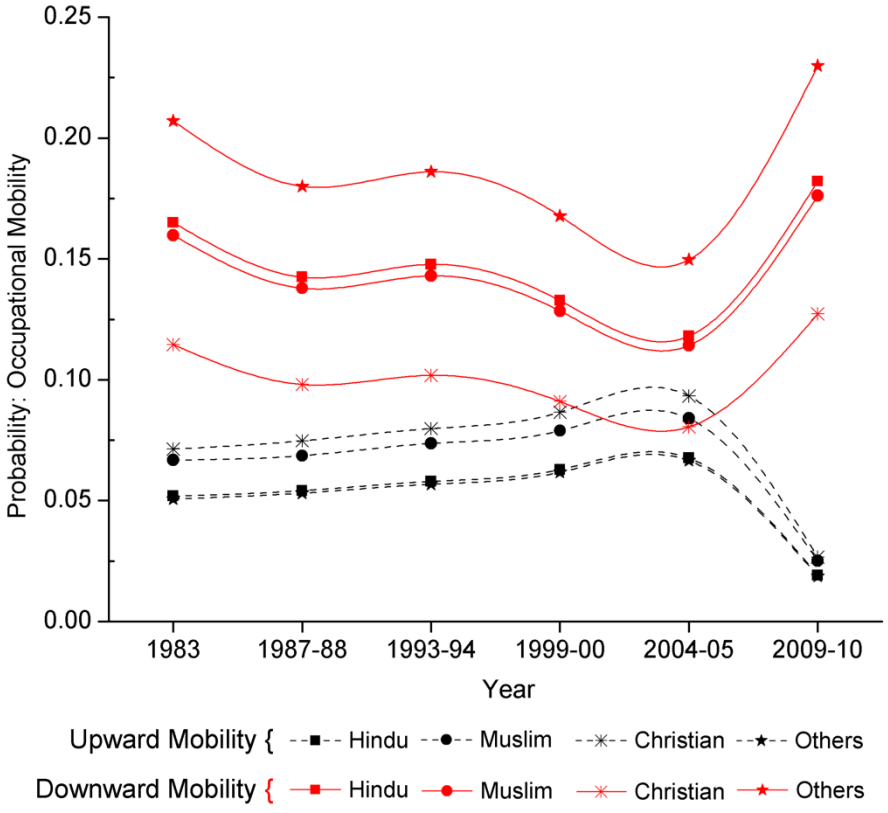


Fig. 4.5. Predicted probabilities for intergenerational occupational mobility of individuals by religious group, 1983-2010

examined across each survey period, the Christian population appeared to have experienced higher probability in each survey period compared to the Muslims and population from other religious groups (see Fig. 4.5). The probability of upward occupational mobility for the Christians appeared to be closer to the Muslims during 2009-10.

Surprisingly, the aggregate probability of upward occupational mobility in rural and urban areas was estimated to be similar for the period 1983-2010 (see Table 4.3). However, the adjusted estimates across each survey period present considerable differences in the probability of upward and downward occupational mobility in rural and urban areas (see Fig. 4.6). Fig. 4.6 indicates a steep decline in probability of upward occupational mobility in urban areas between 2004-05 and 2009-10, leading to near convergence of the urban and rural estimates during 2009-10. The figure also demonstrates a wide gap between the probabilities of downward occupational mobility in rural and urban areas across survey periods. This is supplemented by the higher immobility in occupational structure across generations in urban areas (PP=0.895) compared to rural areas (PP=0.776).

Across geographical regions, the least probability of upward intergenerational occupational mobility was estimated in the Northeast region (PP=0.035) during 1983-2010, followed by the East (PP=0.042), and Central (PP=0.044) regions (see Table 4.3). The North and West regions indicated the identical probabilities (PP=0.053) for upward occupational mobility among male working age population. These probabilities were comparatively higher in the South region (PP=0.057) and the other union territories (PP=0.063). The Northeast (PP=0.197) and East (PP=0.168) regions also had relatively higher probabilities for downward intergenerational occupational mobility, and the lower probabilities of immobility in occupational structure across generations. Fig. 4.7 presents the probabilities of upward and downward intergenerational occupational mobility across geographical regions for each survey period. The trend clearly suggests the lowest upward occupational mobility and the highest downward occupational mobility in the Northeast region of the country during all survey periods.

The multivariate estimates, to some extent, follow the bivariate association; however, higher probabilities for immobility in occupational structure across

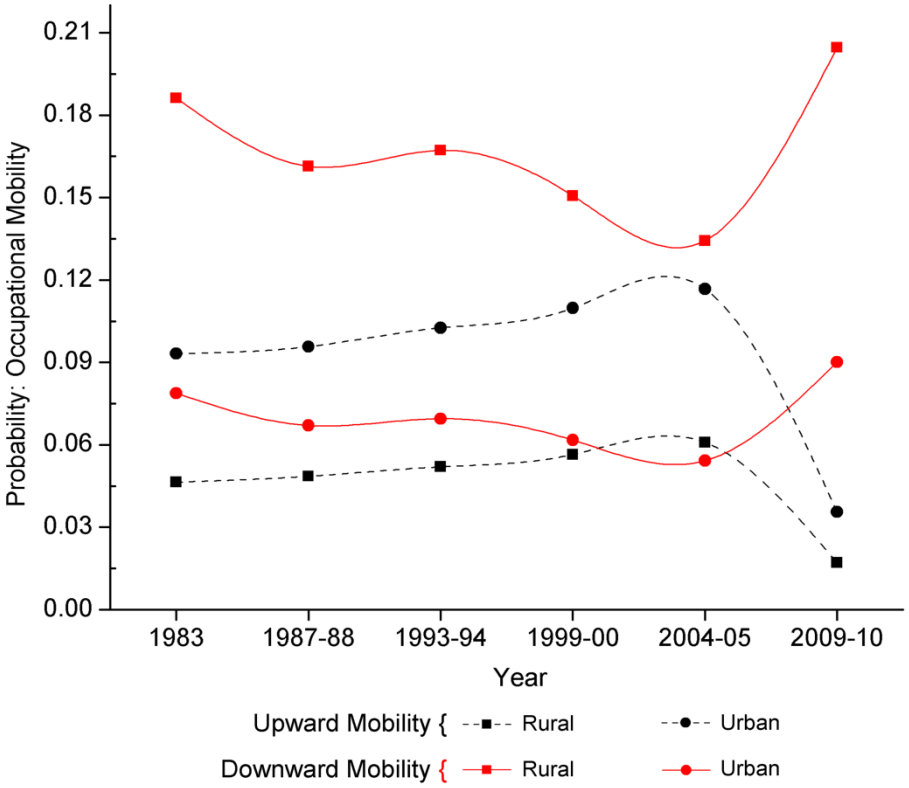


Fig. 4.6. Predicted probabilities for intergenerational occupational mobility of individuals by sector, 1983-2010

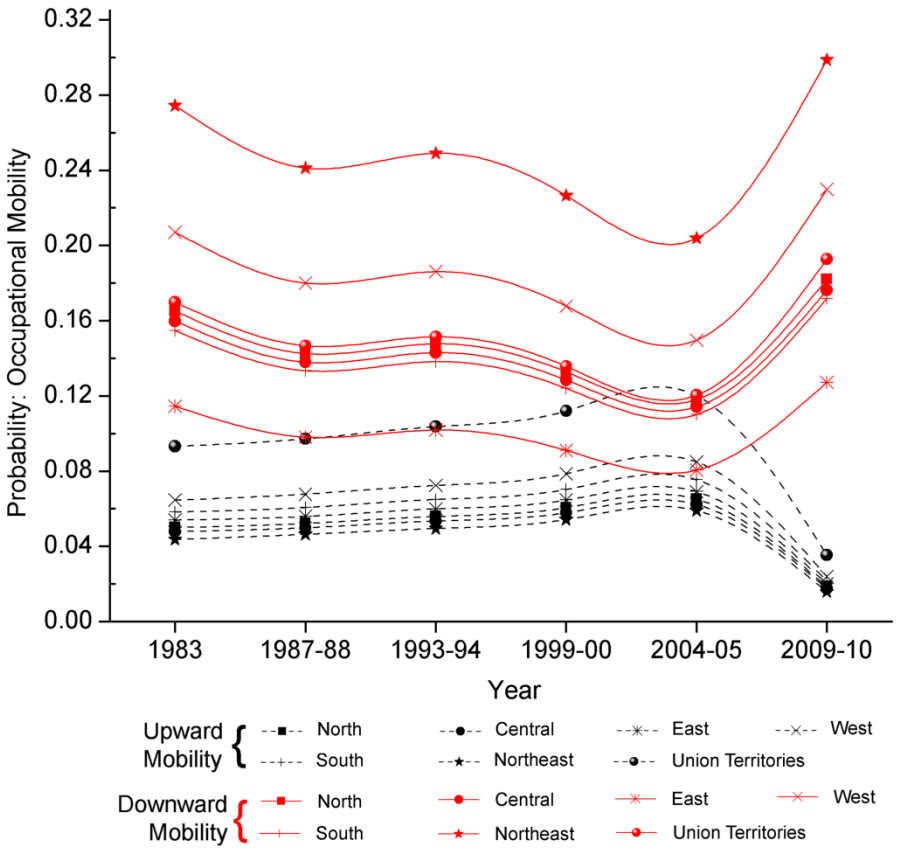


Fig. 4.7. Predicted probabilities for intergenerational occupational mobility of individuals by geographical region, 1983-2010

generations were evident for most of the population groups. These estimates were adjusted for possible selected socio-religious and regional predictors (which were supposed to be responsible for the variation in overall estimates), and thus, these are more robust in comparison to the bivariate estimates, which did not take into account other factors. Possible reasons of particular trend shown by various predictors are discussed in the next section.

4.4. Discussion

Moving ahead with the progress in occupational structure through generation, what was briefly discussed in Chapter 3 using a birth cohort approach, this Chapter discusses the mobility pattern in occupational grade from one generation to another within households. The analysis showed after adjusting a range of possible individual, household and regional characteristics, that almost four-fifth of the working age population in India has been occupationally immobile across generation during 1983-2010. In other words, the probability of sons engaging themselves in the same occupational grades as that of their fathers was estimated as high as almost 80% in the population aged 16-65 years. The upward intergenerational occupational mobility ranged between 5% and 7% during 1983-2010, with consistently declining downward mobility since 1993-94, except for the period 2009-10. Between 2004-05 and 2009-10, the result showed a rise in the downward occupational mobility, consequent upon an obvious decline in the probability of the upward occupational mobility. Such a pattern in the second half of the 2000s might be attributed to several changes in the workforce participation and employment pattern in the country. The period between 2004-05 and 2009-10 witnessed a slowdown in employment growth[27], although new employment opportunities were created predominantly in construction services in rural areas, which were largely casual in nature. Between 2004-05 and 2009-10, casual employment in public works increased by an impressive 5.8 million, including 2.5 million jobs created under Mahatma Gandhi National Rural Guarantee Scheme (MGNREGS)[28]. The positive impact of MGNREGS on the employment opportunities

[27]Recent NSS data indicates a sharp slowdown in the net increase in employment in India – from 59.5 million during the first half of the 2000s to 1.25 million during the second half (Thomas 2012).

[28]The Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) is an Indian job guarantee scheme, enacted by legislation (MGNREGA, earlier it was NREGA) on August 25, 2005.

of deprived social groups is also reported in other studies (Mishra, Behra & Nayak 2010). A sharp rise in the population of students also contributed to the slowdown in employment growth in India during this period (Rangrajan et al. 2011; Thomas 2012). The second half of the 2000s witnessed an expansion of higher education in the country, and a noticeable reduction of disparity in access to education. In 2009-10, the numbers of students aged 15 years and above were 52.5 million in rural and nearly 35 million in urban areas of India (Thomas 2012).

The lower probabilities of upward intergenerational occupational mobility indicate a signal of higher inequality of opportunity (see Behrman 2000; Fields 2000) in Indian society, which appears to be persistent since a long period, over more than two and half decades. This is in contrast to our hypothesis that the share of upward intergenerational occupational mobility would increase substantially over the period. The United States is seen as a mobile society of equal opportunity because of absolute upward mobility[29]—despite a level of relative mobility similar to that of Europe (Lampard 2007). In her monograph on intergenerational mobility in Marion County, Indianapolis (United States), Rogoff (1953: p. 19) stated that 'occupational mobility is studied as an index of the relative "openness" of a social structure.' With higher intergenerational occupational immobility over the period, the Indian society presents a case where the population in lower class has not adequate chance to upgrade their social or economic class. Although, there are possibilities that such a high probability of occupational immobility might be due to the classification of a range of occupational groups in broader categories, however, a few other studies using different data set and different occupational classification have also found high intergenerational immobility in occupational structure in India, especially in agricultural occupations (Kumar et al. 2000a, 2000b). Treiman & Yip (1989) also estimated a high correlation in father's and son's occupations for India (0.547) while comparing an elementary occupational status attainment model for 21 countries, starting with unit record data and standardizing education (years of school completed)

The scheme provides a legal guarantee for at least one hundred days of employment in every financial year to adult members of any rural household willing to do public work-related unskilled manual work at the statutory minimum wage of ₹120 (US$2.18) per day. If they fail to get a job, the Govt. is liable to pay the wages at their homes. (http://nrega.nic.in/circular/WageRate_1jan2011.pdf)

[29]Thanks to faster average growth over the last two centuries and constant infusions of immigrants with initially low levels of education.

and occupational status (Treiman's international occupational prestige scale).

In their model based on utility maximization behaviour, Becker & Tomes (1986) argue that the degree of intergenerational mobility, or the rise and fall of families, is determined by the interaction of utility-maximizing behavior with investment and consumption opportunities in different generations and with different kinds of luck. They assume that cultural and genetic endowments are automatically transmitted from parents to children, with the relation between the endowments of parents and children determined by the degree of "inheritability". The intergenerational mobility of earnings depends on the inheritability of endowments. Indeed, if all parents can readily borrow to finance the optimal investments in children, the degree of intergenerational mobility in earnings essentially would equal the inheritability of endowments (Becker & Tomes 1986). These endowments can be in the form of cultural capital or economic assets. Parental education is sometimes viewed as an acceptable proxy for parental cultural capital (Halsey et al. 1980; Egerton 1997), however, other researchers interpret it as constituting "human capital" (Chevalier et al. 2003). Although, parents' educations have not received the same degree of attention in studies of occupational attainment, however, they have frequently been linked conceptually to the idea of cultural capital, and have been shown to have an impact on children's educational attainment. As such, parental education can be viewed as an important component of the cultural element of the process of class reproduction (Lampard 2007). While parental education may not be an appropriate proxy for cultural capital, cultural capital and human capital are arguably both transmitted and created by education (Halsey et al. 1980; Goldthorpe 1996; Gunn, 2005; Becker & Tomes 1986). However, the possibility that the intergenerational transmission of occupational status or socio-economic position is driven by the ability of children to capitalize in some way upon their parents' "educational capital" has often been neglected in the literature (Lampard 2007), especially in the context of developing countries. This study presents the findings of the impact of parental education (separately for father's and mother's education) on the intergenerational occupational mobility, adjusting for individual's own education and other potential factors in Indian context.

The analysis in this chapter suggests a strong role of parental education, especially that of father's education in the opportunities of an individual experiencing upward occupational mobility. In Indian context, one's own educational status did not appear to be the dominant factor in determining individual's upward occupational mobility over generation. It has been observed that with rise in the level of individual's education, the probability of him experiencing downward mobility increases. However, in the context of several industrial nations, despite the class reproduction being determined by parents' economic resources, or as reflecting successor's cultural capital, or as linked to both of these, children's education has been shown to be (and is widely accepted as being) a key aspect of the mechanism via which the intergenerational transmission of advantageous class positions operates (e.g. Marshall et al. 1997; Devine 2004). This suggests a clear possibility of children from poor families getting less opportunity to educate themselves up to a higher level and avail themselves the higher occupational positions than that of their fathers'. The children from the affluent families enjoy the parental ascription and market connections most of the time, and even possessing a higher level of education, they might not be able to surpass the already higher occupational positions enjoyed by their fathers, resulting into the downward occupational mobility. Moreover, there are chances of individuals, possessing relatively higher education, ending up with getting jobs of lower status in comparison to their education status. This might be the plausible reason for individuals experiencing downward occupational mobility while even possessing higher level of education. The analysis also shows a considerable impact of mother's education on the children's upward occupational mobility.

These aspects of opportunity in educational attainment among different sub-groups of population would be interesting to look at, for these opportunities appear to be playing important role in individual's upward occupational mobility. These features will be discussed in further chapters. As we can assume that the disadvantaged social groups would have lesser probabilities of experiencing upward occupational mobility, as India has strong social underpinnings for economic exclusion and perpetuation of poverty among the poor communities such as the SCs and STs (Jayadev et al. 2007). The analysis also shows that despite a gradual improvement in the probabilities of working age population belonging to the SCs and STs experiencing upward occupational mobility over the period (see Appendix 4, Table 4.11d), these

probabilities are considerably lower among the STs and SCs compared to non-SC/ST population, even though the differences have not been much wider. Similar results have been observed in a few studies undertaken in Indian context (Kumar et al. 2000a, 2000b; Majumder 2010, Motiram & Singh 2012), although these studies have had different approaches to assess the occupational mobility among social groups (and have used different data sets too) in India. However, Kumar et al. (2000b) portend that the class inequalities cannot be explained by the current operation of caste in Indian society. They suspect that similar class inequalities could probably be found in other countries that lack the caste system but are at similar stages of economic development. Kumar et al. (2000b) suggest that the class inequalities described in their paper are to be explained primarily by the resources – financial, educational, and social – that the members of different classes possess and should not be ascribed to caste. In due course, there are evidences that the historical legacy of the caste system is being faded off gradually as an impact of Inclusive Policies provided by the Government of India for quite a long time, although the benefits are still concentrated to limited areas. In a small-scale study comprising 186 respondents in the Kolhapur city of Maharashtra, Karade (2009) studied both inter-generational (three generations of the same family) and intra-generational occupational mobility among the SCs (also called as *Dalit*), and concluded that the second generation of the Scheduled Castes was highly mobile as compared to their fathers' generation. Karade found that, after the religious conversion under the leadership of Dr. Babasaheb Ambedkar, the *Mahars* (one of the SC communities) converted to Buddhism, and they (the Buddhist community) were well ahead in securing higher, professional and technical education compared to the other non-Buddhist SC communities. A similar kind of small-scale study undertaken in Nagpur district of Maharashtra, long back in 1958, showed that mobility had a negligible effect upon the traditional association between positions in the caste and occupational hierarchies (Driver 1962). This study concluded that intergenerational mobility is frequent among rural and urban castes but is generally confined to occupations of similar rank (quoted in Majumder 2010).

The analysis further reveals relatively higher upward occupational mobility among the Muslims and Christian population compared to that among the Hindus and Other religious groups. The Muslim population also appeared to have higher immobility in occupational status across generations. Although, there are paucity of

studies exploring the intergenerational occupational mobility among population by their religious affiliation (and hardly any study assessing this aspect in Indian context is available to date), such religious differences in probabilities of upward occupational mobility might be attributed to their socio-economic status, geographical concentration, and to some extent their religious beliefs. These aspects of different religious groups are well documented in Chapter-3 while discussing the probabilities of occupational structure among population belonging to different religious groups in India. In brief, the higher probabilities of upward occupational mobility among the Muslims can be attributed to their concentration in urban areas and higher involvement in Industrial and Services sectors, while the Christian population tends to possess relatively higher level of education.

Although, the working age population in both rural and urban areas appeared to be upwardly mobile in occupational positions across generations, the urban population was found relatively advantageous compared to their rural counterparts in experiencing upward intergenerational occupational mobility. The rural and urban disparity in occupational status in terms of sectoral engagement, wages, stability, and opportunity are well acknowledged in literature (Sundaram & Tendulkar 2004; Sarkar & Mehta 2010; Himanshu 2011). Such inequalities in rural and urban areas are often attributed to the varying levels of infrastructure development and industrialization. The occupational engagement of majority of population in rural areas settles down in Agriculture sector, where the opportunities of upward mobility are negligible (see Table 4.4), while most of the urban population are engaged in non-Agricultural sector with higher opportunities of upward mobility in congruence with increasing level of skills and education. Moreover, earlier studies have also reported the fact that the Indian occupational system has its roots in the rural caste system (Horan 1974; Meerman 2005). The rural caste system is perhaps the archetypical traditional, ascriptive social order, which has for centuries provided the primary basis for the social organization of life in rural India (Horan 1974). On the other hand, the proponents of the modernization perspective in the Indian context observe caste being steadily undermined by socioeconomic factors linked to urban industrial society (Horan 1974). Rosen (1966: pp. 33-35) argues:

> "In urban India caste is increasingly being replaced by individual and class relationships . . . in all urban areas but in the largest especially, class [has]

probably become more important than caste in determining an individual's social position and political influence."

Rosen (1966: p. 75) further maintains that participation by an individual in the westernized sphere of urban life, with its concomitant exposure to new interests, roles, experiences and expectations serves to "override the influence of narrower caste and communal attitudes". Moreover, there is evidence that the caste-based networks are often formed quickly amongst the more disadvantaged groups in order to help them escape low-skill occupation traps (Munshi 2011). A study, in particular, very well document how caste-based labor market networks historically assisted their members in finding well-paying jobs in particular occupations in Mumbai (formerly Bombay) city (Munshi & Rosenzweig 2006). Outside options for the members of these networks improved dramatically with the restructuring of the Indian economy in the 1990s and the availability of new economic opportunities outside of the traditional caste occupations (Munshi & Rosenzweig 2009).

Further, the intergenerational occupational mobility has varied level of experiences and evidences in different geographical regions of India. These spatial differences are result of multiple factors working in Indian context from the historical advantages to certain regions, followed by level of industrialization and urbanization, geographical settings (e.g., availability of natural resources, geographical terrain or other favourable or unfavourable circumstances), concentration of disadvantaged social groups in some of the pockets, and to some extent, the political laggard in congruence with lack of awareness of and participation by people. There are evidences of differential progress, development, occupational structure, level of inequality and poverty across states in India (Dev & Ravi 2007; Himanshu 2007). All these factors are responsible for the differential intergenerational occupational mobility across the geographical regions displayed in the analysis.

4.5. Summing up

This chapter focused on measurement of the extent of shift in occupational grades of the sons/grandsons' generation in the context of fathers'/grandfathers' generation (in terms of upward and downward occupational mobility as well as the immobility in occupational grades over generation) across different survey periods. The analysis

shows after adjusting a range of possible individual, household and regional characteristics, that almost four-fifth of the working age population in India has been occupationally immobile across generations during 1983-2010. The lower probabilities of upward intergenerational occupational mobility indicate higher inequality of opportunities in Indian society, which appears to be persistent since a long period, i.e. for over more than two and half decades. The analysis also suggests a strong role of parental education, especially father's education strengthening the likelihood of an individual experiencing upward occupational mobility. In Indian context, one's own educational status did not appear as dominant factor in determining individual's upward occupational mobility over generation. The upward occupational mobility was observed to be lower in rural areas, among the ST/SC population, and in Northeast, East and Central regions. The Christian and Muslim population, as compared to other religious groups appeared to have experienced higher upward occupational mobility over generation. The development of education and the urban concentration seem to be important driving factors of differentials in mobility pattern across various population groups.

CHAPTER- 5

Transition in Educational Attainment:
Levels, Trends, and Differentials

5.1. Introduction

This chapter discusses the educational status of working age population (aged 16-65 years) in India during 1983 to 2009-10. The educational status is considered as the highest level of education attained by the individual. Hence, the sample includes the individuals (aged 16-65 years), who had completed their education, discontinued, or dropped out, and excludes those who were continuing their education at the time of survey. The trend and pattern of the educational status (categorized into six classes) are assessed among Indian population by select socio-religious groups and by geographical regions. A brief description of data and methodology to examine changes in educational status is provided in section 5.2. This is followed by the bivariate and multivariate results in section 5.3. The nature and pattern of results with plausible interpretations are discussed in section 5.4. Finally, the section 5.5 sums up.

5.2. Data and Methods

The analyses in this chapter are based on Schedule 10: "Employment and Unemployment" of six consecutive quinquennial rounds of National Sample Survey (NSS) data set. These survey rounds were canvassed during January–December 1983 (38th Round), July 1987–June 1988 (43rd Round), July 1993–June 1994 (50th Round), July 1999–June 2000 (55th Round), July 2004–June 2005 (61st Round), and July 2009–June 2010 (66th Round). The details about these surveys and data-set have already been discussed in Chapter 2. Analytical sample size for all survey periods is presented in Appendix 3 (Table A3.1).

The educational status of the individual is the main outcome variable to be discussed in this chapter. Detailed information on the outcome variable (educational status) is presented in section 2.3.2 (Chapter 2). The key demographic and socio-religious groups (i.e. predictors) include gender (male/female), social group

(Scheduled Tribes (ST)/Scheduled Castes (SC)/Others) and religion (Hindu/Muslim/Christian/Others). Regional factors comprise the type of locality/sector (rural/urban), and the region of residence (broad geographical regions of India). The educational status of the population was also assessed across male- and female- headed households and over survey periods. The detailed information on these variables is provided in section 3.2.2 (Chapter 3).

The proportions of population with their highest level of education across different socio-religious groups and regions were estimated with 95% confidence intervals (CI) using appropriate sampling weights accounting for survey design. The bivariate association between the outcome variable and the independent predictors were assessed using chi-squared test. Moreover, since the outcome variable (educational status) was an ordered variable in nature, the probabilistic model needed to examine the ordered logit model first. The parallel regression assumption for the ordered logit model was tested using Brant's (1990) test. However, realizing the violation of parallel regression assumption for the ordered logit model, other regression models for the ordered outcome variable such as continuation ratio logistic model (CRM)[30] and generalized ordered logit model (GOLM) were examined. Finally, the generalized ordered logit model was considered as the best fit. Further, in order to trace the trend in the outcome variable over period, adjusting for selected demographic, socio-religious and regional variables, it was required to pool the data from various rounds (survey periods). Thus, the final multivariate model performed was the pooled generalized logit regression model. The model is described in section 2.3.3.2 (Chapter 2) in detail. Individual's age and household size was used as continuous covariates in the model. Since the age was found to have a non-linear relationship with the outcome variable in the lowess curve, the age squared was included in the multivariate model. The final multivariate model included age, age squared, gender (sex of the individual), social group, religion, household size, sex of

[30]Feinberg (1980) proposed the continuation ratio logistic model (CRM), which compares the probability of a response equal to a given category, say $Y = j$, to the probability of a higher response, $Y > j$. For each category (j = 1,...k), the model's intercept is α_j and the coefficients of the co-variables are the beta coefficients (β). This model has different constants and specific coefficients for each comparison. An advantage is that the CRM can be adjusted according to *k* binary logistic regression models (see Ananth & Kleinbaum 1997; Abreu et al. 2008).

the household head, sector (rural/urban), region of residence, and survey period as potential predictors/covariates.

To avoid any complexity in the interpretation and for easier dissemination of results obtained from the regression model, the model-based predicted probabilities (PP) with 95% CI are presented. The general formulation of the model in probability form is specified in Chapter 2.

5.3. Results

The bivariate and multivariate results are presented together for different socio-religious, demographic and regional variables in separate sub-sections. This may help understand the variation across groups in absolute and probabilistic terms along with their differences or changes, if any.

5.3.1. Educational Status by Type of Residence

Table 5.1 presents proportions (%) of population (aged 16-65) possessing the highest level of education in rural and urban areas along with the overall estimates for India during 1983-2010. The overall estimates suggest that the proportion in population who were not literate, and those who were literate but below primary level declined by 64% and 14% from the level of 1983 to 2009-10, respectively. Proportions in primary and middle level education registered a gradual increase over the period. There was only 12% working age population, having had primary level education in 1983, recording a 16% rise in 2009-10. Similarly, the proportion of population having up to middle level (or elementary level) of education improved from 9% (1983) to 22% (2009-10). However, proportions in educational categories of secondary/higher secondary level, and the graduate and above level grew tremendously (registering an increase of more than 200% each) from the level of 1983 to 2009-10. The proportion of population, which had reported their highest level of education up to secondary/higher secondary level, was estimated to be around 7% in 1983, which rose to almost 24% by 2009-10. However, although, the proportion of population reporting their education up to graduate and above level has shown the highest increase during 1983-2010, the level of absolute proportion was reported considerably minimal.

Table 5.1. Educational status of population (%) aged 16-65 years by type of residence (sector), India, 1983-2010

Sector	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural												
Not literate	66.67	(66.13,67.21)	63.60	(63.04,64.16)	58.34	(57.71,58.97)	42.50	(41.53,43.47)	33.00	(32.24,33.76)	24.48	(23.47,25.52)
Literate (< Primary)	10.06	(9.79,10.33)	10.79	(10.55,11.03)	11.61	(11.32,11.9)	10.70	(10.31,11.1)	11.66	(11.22,12.1)	10.10	(9.487,10.75)
Primary	11.12	(10.88,11.36)	11.25	(11,11.5)	10.94	(10.69,11.2)	13.12	(12.7,13.56)	16.33	(15.88,16.8)	17.50	(16.75,18.28)
Middle	7.26	(7.054,7.474)	7.80	(7.6,8.01)	9.94	(9.686,10.2)	17.61	(17.11,18.12)	20.66	(20.15,21.19)	22.75	(21.94,23.59)
Secondary & HS	4.03	(3.868,4.197)	5.34	(5.153,5.53)	7.49	(7.257,7.719)	13.62	(13.16,14.09)	15.43	(14.96,15.92)	20.98	(20.18,21.81)
Graduate & above	0.86	(.8001,.9295)	1.22	(1.145,1.291)	1.69	(1.556,1.834)	2.46	(2.288,2.636)	2.92	(2.733,3.114)	4.19	(3.846,4.555)
Urban												
Not literate	34.04	(33.13,34.97)	31.46	(30.61,32.32)	28.16	(27.31,29.03)	19.84	(18.79,20.93)	14.68	(13.57,15.87)	11.62	(10.79,12.51)
Literate (< Primary)	11.34	(10.95,11.74)	11.52	(11.14,11.92)	10.61	(10.24,11)	8.14	(7.639,8.671)	7.50	(6.981,8.052)	5.64	(5.155,6.159)
Primary	16.30	(15.86,16.75)	16.36	(15.96,16.76)	13.34	(12.95,13.73)	12.89	(12.3,13.5)	14.71	(13.95,15.51)	12.97	(12.24,13.74)
Middle	15.23	(14.81,15.67)	13.89	(13.48,14.31)	15.48	(15.07,15.89)	21.47	(20.78,22.18)	23.92	(22.93,24.94)	20.65	(19.67,21.67)
Secondary & HS	15.78	(15.26,16.33)	17.79	(17.28,18.32)	20.90	(20.35,21.47)	25.72	(24.75,26.71)	25.88	(24.92,26.87)	31.12	(29.98,32.29)
Graduate & above	7.30	(6.894,7.736)	8.98	(8.551,9.425)	11.50	(10.93,12.1)	11.94	(11.22,12.7)	13.31	(12.46,14.21)	18.00	(16.77,19.29)
Total												
Not literate	58.80	(58.06,59.53)	56.24	(55.70,56.78)	50.79	(50.22,51.37)	36.79	(35.96,37.63)	28.27	(27.62,28.94)	21.00	(20.21,21.82)
Literate (< Primary)	10.37	(10.14,10.59)	10.96	(10.76,11.17)	11.36	(11.12,11.60)	10.05	(9.73,10.38)	10.58	(10.23,10.95)	8.89	(8.42,9.39)
Primary	12.37	(12.14,12.60)	12.42	(12.20,12.64)	11.54	(11.33,11.76)	13.06	(12.71,13.42)	15.91	(15.52,16.31)	16.27	(15.69,16.88)
Middle	9.19	(8.95,9.42)	9.20	(9.01,9.39)	11.32	(11.10,11.55)	18.58	(18.17,19.01)	21.50	(21.04,21.98)	22.19	(21.54,22.85)
Secondary & HS	6.87	(6.60,7.15)	8.19	(7.98,8.40)	10.84	(10.60,11.09)	16.67	(16.21,17.13)	18.13	(17.69,18.58)	23.72	(23.04,24.42)
Graduate & above	2.42	(2.26,2.58)	2.99	(2.87,3.12)	4.14	(3.95,4.34)	4.85	(4.62,5.09)	5.60	(5.33,5.88)	7.92	(7.46,8.41)

There was only 2% of the working age population, who had education up to graduate and above level in 1983, which increased to 8% in 2009-10.

Considering the same statistics across rural and urban areas, the differences are far more perceptible. The proportion of illiterate population in rural areas was reported around 67% in 1983, which declined to 24% in 2009-10. The rural India also reported a decline of nearly 13% in proportion of population who were literate but had below primary level education between 2004-05 and 2009-10, however, there was no considerable change in proportion from the level of 1983 to 2009-10. The proportions in the educational categories of primary (11% to 18%), middle (7% to 23%), secondary/higher secondary (4% to 21%), and graduate & above (<1% to 4%) level increased substantially in rural areas from the level of 1983 to 2009-10.

In urban India, a considerable decline was observed in the proportion of population in educational categories: not literate, literate but below primary, primary, and middle level, which was complemented by the increase in the proportion of population with secondary/higher secondary, and graduate & above level education during 1983-2010. The proportion of population who were illiterate, and were literate but below primary level, declined by around 66% and 50% from 1983 to 2009-10, respectively. Similarly, the proportions of population with up to primary level of education were estimated to have declined by 20% during the same period. The proportion of population with up to middle, and secondary/higher secondary level of education was reported 15% and 16% in 1983 (considerably higher compared to rural areas), which grew to 21% and 31% in 2009-10, respectively. Similarly, the proportion of working age population with graduate & above level of education increased from 7% (1983) to 18% (2009-10) in urban India.

Table 5.2 presents the adjusted predicted probabilities (based on multivariate analysis) for population (aged 16-65) having the highest educational status by demographic, socio-religious, and regional characteristics, and by survey periods. The adjusted probabilities for all sub-groups of population across each survey period are also available in Appendix 5 (Table A5.1 to Table A5.5). It is evident from the statistics that there has been a continuous increase in the probabilities of population possessing middle and higher levels of education, and correspondingly the

Table 5.2. Predicted probability (with 95% CI) for population (aged 16-65) having highest educational status by background characteristics, India, 1983-2010

Background characteristics	Not literate		Literate (< Primary)		Primary		Middle		Secondary & HS		Graduate & above	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Year												
1983	0.564	(0.562, 0.566)	0.135	(0.134, 0.137)	0.136	(0.135, 0.138)	0.085	(0.084, 0.086)	0.065	(0.064, 0.066)	0.015	(0.014, 0.015)
1987-88	0.415	(0.412, 0.418)	0.145	(0.143, 0.147)	0.162	(0.160, 0.164)	0.139	(0.137, 0.141)	0.114	(0.112, 0.116)	0.025	(0.024, 0.026)
1993-94	0.368	(0.365, 0.371)	0.144	(0.141, 0.146)	0.150	(0.148, 0.153)	0.164	(0.162, 0.167)	0.142	(0.140, 0.144)	0.031	(0.030, 0.032)
1999-00	0.285	(0.281, 0.289)	0.129	(0.126, 0.132)	0.136	(0.133, 0.140)	0.204	(0.200, 0.208)	0.198	(0.194, 0.202)	0.047	(0.045, 0.050)
2004-05	0.214	(0.210, 0.218)	0.123	(0.120, 0.126)	0.158	(0.154, 0.162)	0.230	(0.225, 0.234)	0.217	(0.212, 0.222)	0.058	(0.055, 0.060)
2009-10	0.146	(0.141, 0.150)	0.095	(0.091, 0.099)	0.153	(0.147, 0.159)	0.237	(0.230, 0.244)	0.290	(0.283, 0.297)	0.079	(0.075, 0.083)
Sector												
Rural	0.520	(0.518, 0.521)	0.137	(0.136, 0.138)	0.145	(0.143, 0.146)	0.112	(0.110, 0.113)	0.074	(0.073, 0.075)	0.014	(0.013, 0.014)
Urban	0.247	(0.245, 0.249)	0.123	(0.121, 0.124)	0.180	(0.178, 0.182)	0.193	(0.191, 0.195)	0.190	(0.188, 0.192)	0.066	(0.065, 0.068)
Gender												
Male	0.302	(0.300, 0.303)	0.155	(0.153, 0.156)	0.194	(0.193, 0.196)	0.187	(0.185, 0.188)	0.136	(0.134, 0.137)	0.027	(0.027, 0.028)
Female	0.596	(0.594, 0.598)	0.109	(0.108, 0.111)	0.121	(0.120, 0.123)	0.091	(0.090, 0.092)	0.067	(0.066, 0.068)	0.015	(0.014, 0.016)
Sex of the HH Head												
Male	0.449	(0.447, 0.450)	0.142	(0.141, 0.143)	0.161	(0.160, 0.162)	0.133	(0.132, 0.134)	0.095	(0.095, 0.096)	0.020	(0.020, 0.021)
Female	0.416	(0.410, 0.421)	0.143	(0.139, 0.147)	0.173	(0.168, 0.177)	0.147	(0.143, 0.151)	0.101	(0.098, 0.104)	0.021	(0.020, 0.022)
Social group												
ST	0.674	(0.670, 0.679)	0.118	(0.115, 0.121)	0.094	(0.091, 0.096)	0.066	(0.063, 0.068)	0.042	(0.040, 0.043)	0.007	(0.007, 0.008)
SC	0.386	(0.381, 0.391)	0.135	(0.131, 0.139)	0.188	(0.183, 0.193)	0.165	(0.160, 0.170)	0.104	(0.099, 0.108)	0.022	(0.020, 0.024)
Others	0.367	(0.365, 0.369)	0.138	(0.136, 0.139)	0.179	(0.177, 0.180)	0.163	(0.161, 0.165)	0.125	(0.123, 0.127)	0.029	(0.028, 0.029)
Religion												
Hindu	0.462	(0.460, 0.464)	0.144	(0.143, 0.145)	0.157	(0.155, 0.158)	0.129	(0.128, 0.130)	0.089	(0.088, 0.090)	0.019	(0.019, 0.020)
Muslim	0.673	(0.666, 0.680)	0.140	(0.135, 0.144)	0.094	(0.090, 0.097)	0.058	(0.056, 0.060)	0.029	(0.028, 0.031)	0.006	(0.005, 0.007)
Christian	0.284	(0.275, 0.294)	0.164	(0.156, 0.171)	0.206	(0.197, 0.215)	0.201	(0.194, 0.209)	0.119	(0.113, 0.125)	0.026	(0.023, 0.028)

Background characteristics	Not literate		Literate (< Primary)		Primary		Middle		Secondary & HS		Graduate & above	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Others	0.355	(0.349, 0.362)	0.106	(0.102, 0.110)	0.189	(0.183, 0.194)	0.154	(0.149, 0.158)	0.166	(0.161, 0.170)	0.030	(0.028, 0.032)
Region												
North	0.641	(0.628, 0.653)	0.073	(0.063, 0.083)	0.107	(0.100, 0.115)	0.086	(0.081, 0.091)	0.075	(0.071, 0.079)	0.018	(0.016, 0.020)
Central	0.643	(0.632, 0.653)	0.085	(0.077, 0.094)	0.101	(0.095, 0.107)	0.090	(0.085, 0.094)	0.063	(0.059, 0.066)	0.018	(0.017, 0.020)
East	0.587	(0.575, 0.598)	0.124	(0.115, 0.133)	0.106	(0.099, 0.113)	0.104	(0.099, 0.109)	0.062	(0.058, 0.065)	0.017	(0.016, 0.019)
West	0.507	(0.493, 0.520)	0.111	(0.100, 0.121)	0.147	(0.138, 0.156)	0.137	(0.130, 0.143)	0.082	(0.078, 0.087)	0.017	(0.015, 0.019)
South	0.535	(0.524, 0.547)	0.111	(0.101, 0.120)	0.134	(0.127, 0.142)	0.124	(0.119, 0.130)	0.080	(0.076, 0.083)	0.016	(0.015, 0.017)
Northeast	0.410	(0.395, 0.425)	0.172	(0.160, 0.185)	0.179	(0.169, 0.190)	0.154	(0.146, 0.162)	0.068	(0.063, 0.073)	0.016	(0.014, 0.018)
Other UTs	0.193	(0.184, 0.203)	0.137	(0.127, 0.146)	0.209	(0.198, 0.219)	0.201	(0.191, 0.211)	0.209	(0.199, 0.220)	0.051	(0.046, 0.056)
Total	0.446	(0.445, 0.448)	0.142	(0.141, 0.143)	0.162	(0.161, 0.163)	0.134	(0.133, 0.135)	0.096	(0.095, 0.097)	0.020	(0.020, 0.021)

CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

Predicted probabilities are based on multivariate generalized ordered logit regression model, which are adjusted for individual's age, age squared, and the variables listed in the table. All the predicted probabilities are significant at $p<0.001$ level.

probabilities of being illiterate and having education below primary level have steadily declined. The adjusted multivariate estimates also suggest that the population in urban areas had the higher probabilities of possessing education in all educational categories (i.e. primary, middle, secondary/higher secondary, and graduate & above) and had lower probabilities of being illiterate or having education below primary level compared to their rural counterparts (see Table 5.2). Fig. 5.1 also depicts the same rural-urban differences in educational probabilities across the period. The overall trend (across rural and urban areas) in the Fig. 5.1 clearly manifests a notable change in the probabilities for all educational categories since 1993-94. Such changes in the probabilities are observed for all other sub-groups of population as well.

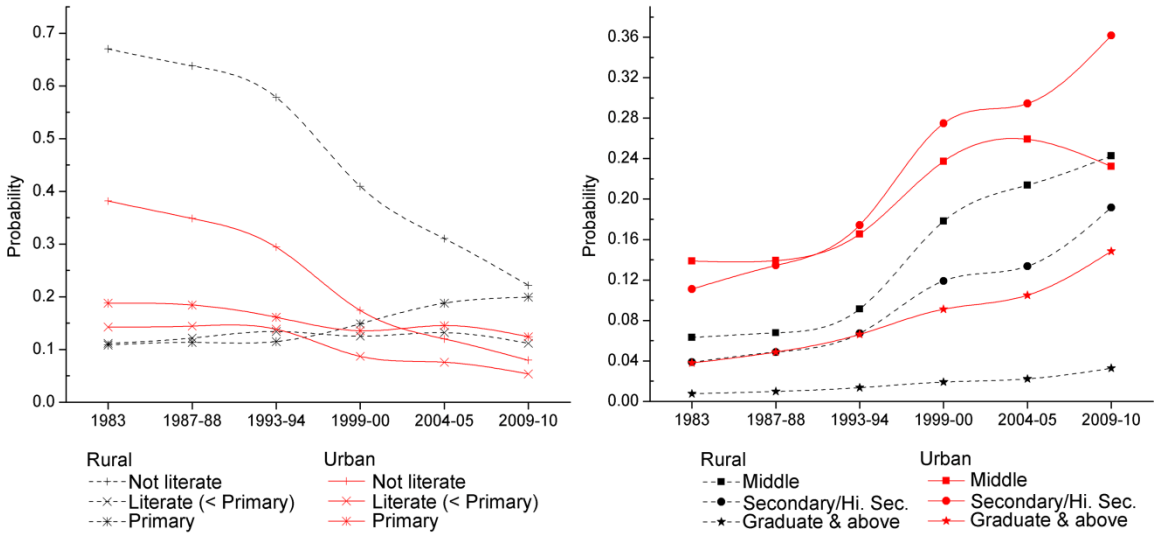


Fig. 5.1. Probability of population (aged 16-65) achieving the level of education by type of residence or sector, 1983-2010.

5.3.2. Educational Status by Gender

Table 5.3 presents proportions (%) of male and female population (aged 16-65) possessing the highest level of education during 1983-2010. The proportion of male population who were not literate, and literate but below primary level declined by 70% and 37% from 1983 to 2009-10, respectively. The proportion of illiterate male population was reported around 44% in 1983, which declined to nearly 14% in 2009-10. Similarly, the proportion of male population, who were literate but had below primary level education, declined from 14% (1983) to 9% (2009-10). The proportion

Table 5.3. Educational status of population (%) aged 16-65 years by gender, India, 1983-2010

Gender	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
Not literate	44.39	(43.63,45.16)	41.98	(41.39,42.57)	37.04	(36.45,37.64)	25.49	(24.67,26.34)	18.86	(18.2,19.53)	13.50	(12.7,14.35)
Literate (< Primary)	13.62	(13.28,13.96)	14.01	(13.72,14.31)	13.88	(13.57,14.19)	10.89	(10.46,11.33)	11.16	(10.68,11.66)	8.63	(7.992,9.317)
Primary	15.62	(15.35,15.9)	15.59	(15.3,15.88)	13.77	(13.49,14.06)	14.33	(13.87,14.8)	17.68	(17.12,18.24)	16.86	(16.07,17.69)
Middle	12.77	(12.47,13.07)	12.51	(12.26,12.77)	14.67	(14.38,14.97)	22.53	(21.96,23.1)	24.99	(24.35,25.65)	25.29	(24.39,26.21)
Secondary & HS	10.00	(9.648,10.37)	11.57	(11.28,11.87)	14.75	(14.43,15.08)	20.90	(20.31,21.51)	21.13	(20.53,21.74)	27.12	(26.16,28.09)
Graduate & above	3.60	(3.38,3.827)	4.34	(4.17,4.507)	5.89	(5.627,6.153)	5.86	(5.559,6.177)	6.18	(5.805,6.58)	8.59	(8.003,9.225)
Female												
Not literate	72.95	(72.18,73.71)	70.18	(69.62,70.75)	64.46	(63.83,65.08)	47.42	(46.44,48.4)	37.28	(36.45,38.12)	27.95	(26.9,29.03)
Literate (< Primary)	7.17	(6.943,7.404)	7.97	(7.766,8.187)	8.85	(8.604,9.11)	9.27	(8.895,9.655)	10.03	(9.622,10.45)	9.14	(8.55,9.756)
Primary	9.17	(8.902,9.451)	9.32	(9.092,9.557)	9.33	(9.088,9.578)	11.87	(11.45,12.31)	14.23	(13.76,14.71)	15.73	(15,16.48)
Middle	5.67	(5.442,5.897)	5.96	(5.766,6.152)	8.00	(7.77,8.227)	14.87	(14.41,15.35)	18.17	(17.63,18.72)	19.31	(18.51,20.13)
Secondary & HS	3.78	(3.561,4.021)	4.88	(4.71,5.062)	6.95	(6.72,7.187)	12.68	(12.2,13.17)	15.26	(14.77,15.76)	20.58	(19.8,21.39)
Graduate & above	1.26	(1.147,1.379)	1.68	(1.578,1.791)	2.41	(2.263,2.572)	3.89	(3.655,4.141)	5.04	(4.741,5.36)	7.30	(6.773,7.854)

of male population with up to primary level of education marginally increased from around 16% in 1983 to 17% in 2009-10. However, there was considerable increase in the proportion of male population, who had up to middle (13% to 25%), secondary/higher secondary (10% to 27%), and graduate & above (4% to 9%) level of education from 1983 to 2009-10.

There was almost 73% of female working age population recorded to be illiterate in 1983, which declined considerably to the level of 28% in 2009-10. In all other educational categories, proportion of female population was recorded to have a rise from the level of 1983 to 2009-10, with tremendous increase in the proportion of female population with up to secondary/higher secondary level, and graduate & above level of education. The proportion of female population, which was literate but had below primary level education increased by 27% from 1983 to 2009-10. Similarly, the female population with up to primary (9% to 16%), middle (6% to 19%), secondary/higher secondary (4% to 21%), and graduate & above (1% to 7%) level of education increased by 71%, 241%, 444%, and 480% from 1983 to 2009-10, respectively.

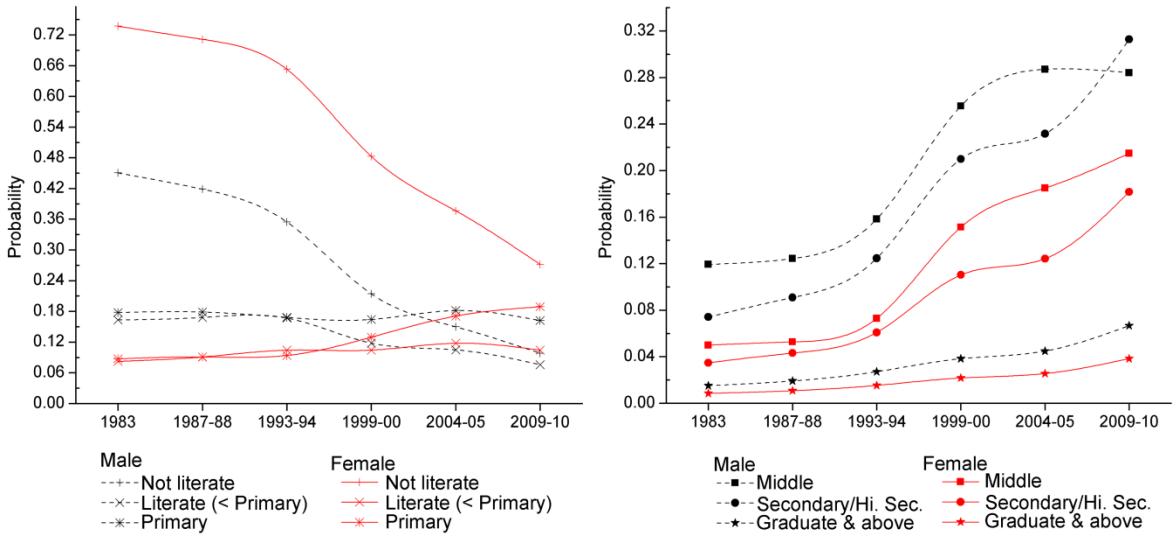


Fig. 5.2. Probability of population (aged 16-65) achieving the level of education by gender, 1983-2010.

The multivariate analysis also indicates the female disadvantage in the educational probability compared to male population. Table 5.2 shows that during the summative

period of 1983-2010, the female working age population had higher probability of being illiterate and the lower probability in all other educational categories compared to male population. However, the trend in the probability over period suggests that there is a steep decline in the probability of female illiteracy since 1993-94, which appears to have been followed by the increase in the probabilities of achieving primary and middle level education in the last decade (see Fig. 5.2). In other educational categories, male-female probabilities followed the same pattern at varying levels.

5.3.3. Educational Status by Social Group

Table 5.4 presents information on proportions of population (aged 16-65) by social groups, which possess the highest level of education during 1983-2010. As is evident, the proportion of illiterate population, declined by 69%, 63%, and 67% from 1983 to 2009-10 among the STs (79% to 32%), SCs (75% to 28%), and Other social groups (53% to 17%), respectively. The proportion of literate population having had education below primary level increased among the STs (9% to 12%) and SCs (9% to 10%) by 30% and 9%, respectively, from 1983 to 2009-10, while the proportion of such population dropped by 24% among Other social groups (11% to 8%) during the same period.

In other educational categories, the proportion of population has increased tremendously over the period, particularly among the STs and SCs, who had initially very less population possessing the higher level of education compared to the population in Other social groups. The proportion of population, belonging to the STs and SCs, who had up to primary level of education increased from 6% and 8% in 1983 to 18% and 19% in 2009-10, respectively, while the proportion of population in Other social groups (14% to 15%), in the same category, grew by only 8% during the same period. Similarly, the proportion of population having up to middle, secondary/higher secondary, graduate & above level of education registered an increase of about 15, 12, and 2 percentage points among the STs, and around 18, 14, and 4 percentage points among the SCs from 1983 to 2009-10, respectively. Such increase in the proportion of population possessing education up to middle, secondary/higher secondary, graduate & above levels among Other social groups was recorded by 11, 19, and 7 percentage points from 1983 to 2009-10.

Table 5.4. Educational status of population (%) aged 16-65 years by social group, India, 1983-2010

Social Group	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
Not literate	78.58	(77.25,79.85)	76.70	(75.58,77.77)	71.35	(69.95,72.71)	55.52	(53.42,57.61)	45.92	(43.85,48)	31.71	(29,34.54)
Literate (< Primary)	8.86	(8.098,9.687)	8.34	(7.806,8.896)	9.76	(9.056,10.52)	11.42	(10.51,12.39)	13.31	(12.08,14.65)	11.52	(9.849,13.44)
Primary	6.49	(5.949,7.078)	6.98	(6.483,7.514)	8.00	(7.352,8.697)	10.61	(9.785,11.5)	15.16	(14.01,16.39)	17.86	(16.02,19.86)
Middle	3.80	(3.461,4.169)	4.47	(4.116,4.848)	6.06	(5.564,6.607)	12.65	(11.66,13.72)	16.38	(15.1,17.74)	19.44	(17.52,21.51)
Secondary & HS	1.85	(1.528,2.228)	2.83	(2.539,3.161)	3.89	(3.534,4.276)	8.35	(7.276,9.565)	7.69	(6.863,8.616)	16.68	(14.76,18.79)
Graduate & above	0.43	(.3348,.5405)	0.69	(.5741,.8205)	0.94	(.7402,1.184)	1.45	(1.185,1.763)	1.54	(1.155,2.055)	2.80	(2.267,3.463)
Scheduled Castes												
Not literate	74.70	(73.86,75.52)	72.83	(72.08,73.56)	67.01	(66.12,67.89)	47.66	(46.35,48.98)	36.03	(34.72,37.36)	28.01	(26.17,29.93)
Literate (< Primary)	8.78	(8.385,9.185)	8.96	(8.584,9.353)	10.33	(9.861,10.81)	10.69	(10,11.41)	11.50	(10.76,12.29)	9.57	(8.641,10.59)
Primary	8.45	(8.012,8.914)	8.84	(8.481,9.214)	9.11	(8.705,9.529)	13.28	(12.61,13.97)	17.34	(16.52,18.2)	19.36	(18.08,20.71)
Middle	5.21	(4.904,5.543)	5.61	(5.316,5.926)	7.50	(7.169,7.851)	16.13	(15.38,16.91)	20.25	(19.31,21.22)	22.79	(21.4,24.26)
Secondary & HS	2.43	(2.212,2.668)	3.02	(2.819,3.24)	5.03	(4.726,5.354)	10.29	(9.68,10.93)	12.40	(11.63,13.21)	16.45	(15.24,17.73)
Graduate & above	0.43	(.3645,.5049)	0.73	(.6489,.832)	1.02	(.9061,1.154)	1.96	(1.719,2.227)	2.47	(2.159,2.832)	3.82	(3.299,4.413)
Others												
Not literate	52.87	(52.08,53.66)	49.91	(49.29,50.53)	44.31	(43.69,44.94)	31.22	(30.2,32.25)	23.83	(23.1,24.58)	17.34	(16.48,18.24)
Literate (< Primary)	10.90	(10.66,11.16)	11.74	(11.5,11.98)	11.81	(11.54,12.08)	9.69	(9.32,10.08)	9.98	(9.573,10.39)	8.31	(7.756,8.905)
Primary	13.95	(13.69,14.2)	13.91	(13.66,14.17)	12.57	(12.32,12.82)	13.32	(12.9,13.75)	15.60	(15.14,16.08)	15.10	(14.41,15.81)
Middle	10.72	(10.45,10.99)	10.60	(10.38,10.83)	12.90	(12.64,13.16)	20.06	(19.55,20.59)	22.51	(21.95,23.07)	22.38	(21.6,23.17)
Secondary & HS	8.46	(8.14,8.796)	10.04	(9.783,10.3)	13.11	(12.82,13.41)	19.59	(19,20.18)	21.08	(20.54,21.64)	26.97	(26.13,27.82)
Graduate & above	3.10	(2.904,3.314)	3.80	(3.638,3.966)	5.30	(5.052,5.562)	6.12	(5.812,6.444)	7.00	(6.645,7.369)	9.91	(9.296,10.55)

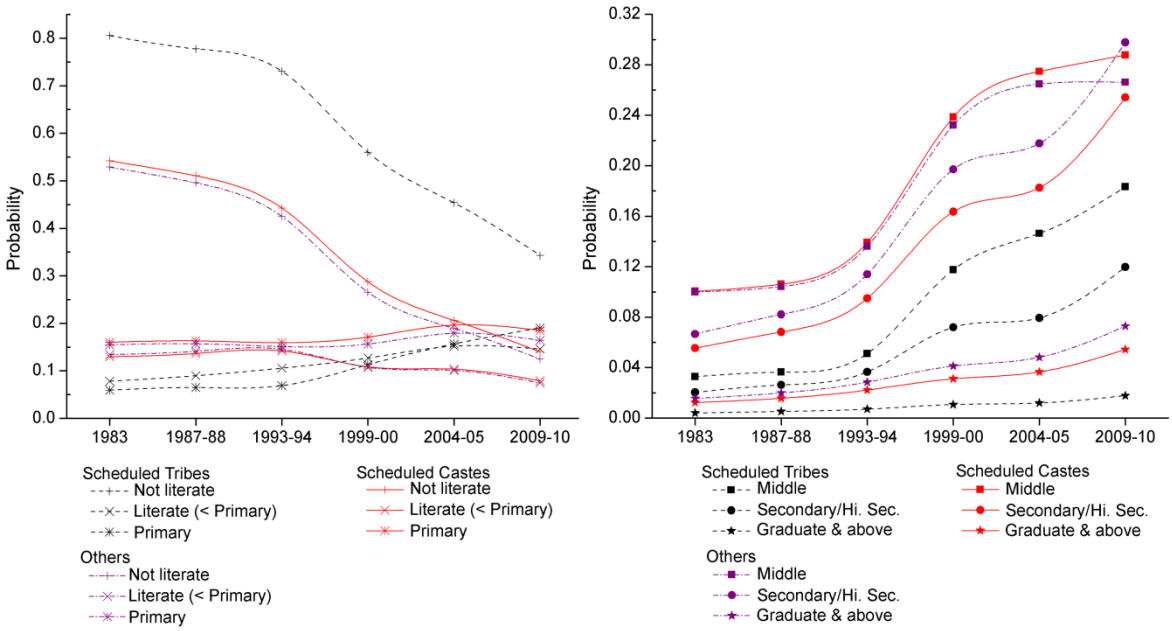


Fig. 5.3. Probability of population (aged 16-65) achieving the level of education by social group, 1983-2010.

The statistics based on multivariate analysis also suggest considerable disparities in the educational probabilities of population belonging to different social groups. The ST population (PP=0.674) appeared to have the highest probability of being illiterate, compared to the SC (PP=0.386) and Other social groups (PP=0.367). Similarly, the ST population registered the lowest educational probability in all other education groups during 1983-2010 (see Table 5.2). Fig. 5.3 demonstrates the trend in educational probabilities by social groups across survey periods. The SC population appeared gradually catching up the educational probabilities of population belonging to Other social groups, particularly up to middle level of education. One notable point that can be observed from Fig. 5.3 is that although the educational probabilities for all social groups have increased over the period, the inequality in probabilities across social groups appear to be widening up over time.

5.3.4. Educational Status by Religion

Table 5.5 presents information on proportions of population (aged 16-65) by different religious groups that possess the highest level of education during 1983-2010. Expectedly, the proportion of illiterate population declined by around 65%, 59%, 68%, and 73% in regard of Hindus (59% to 21%), Muslims (63% to 26%), Christians

Table 5.5. Educational status of population (%) aged 16-65 years by religious group, India, 1983-2010

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
Not literate	59.48	(58.72,60.24)	56.73	(56.18,57.29)	51.21	(50.59,51.82)	36.99	(36.2,37.79)	28.26	(27.56,28.98)	20.60	(19.73,21.49)
Literate (< Primary)	10.08	(9.852,10.32)	10.70	(10.49,10.92)	11.09	(10.84,11.34)	9.64	(9.311,9.971)	10.15	(9.77,10.54)	8.41	(7.898,8.945)
Primary	12.07	(11.83,12.31)	12.12	(11.9,12.35)	11.34	(11.11,11.57)	12.81	(12.45,13.19)	15.57	(15.14,16)	15.73	(15.1,16.39)
Middle	9.12	(8.878,9.375)	9.17	(8.969,9.373)	11.24	(11.01,11.48)	18.76	(18.33,19.2)	21.71	(21.19,22.23)	22.34	(21.61,23.09)
Secondary & HS	6.78	(6.502,7.075)	8.16	(7.947,8.378)	10.83	(10.57,11.1)	16.75	(16.26,17.26)	18.46	(17.97,18.95)	24.38	(23.6,25.17)
Graduate & above	2.46	(2.295,2.637)	3.12	(2.978,3.259)	4.29	(4.078,4.515)	5.05	(4.798,5.309)	5.86	(5.556,6.178)	8.55	(8.017,9.113)
Muslims												
Not literate	62.84	(61.56,64.11)	60.26	(58.76,61.74)	54.89	(53.52,56.24)	40.55	(37.15,44.03)	32.52	(30.61,34.48)	26.06	(23.86,28.39)
Literate (< Primary)	12.42	(11.72,13.15)	13.27	(12.61,13.97)	14.07	(13.38,14.8)	13.61	(12.51,14.78)	13.96	(12.92,15.07)	12.90	(11.48,14.46)
Primary	11.85	(11.26,12.47)	12.64	(11.99,13.33)	11.81	(11.21,12.44)	14.29	(13.04,15.63)	18.13	(17.06,19.25)	19.33	(17.67,21.09)
Middle	7.15	(6.711,7.616)	7.55	(7.097,8.023)	10.04	(9.47,10.63)	16.89	(15.48,18.4)	20.20	(18.93,21.54)	21.16	(19.6,22.8)
Secondary & HS	4.45	(4.113,4.814)	5.04	(4.698,5.408)	7.21	(6.746,7.695)	12.21	(11.1,13.4)	12.36	(11.42,13.36)	17.37	(15.98,18.86)
Graduate & above	1.29	(1.118,1.484)	1.24	(1.09,1.398)	1.99	(1.783,2.217)	2.47	(2.117,2.875)	2.83	(2.355,3.402)	3.19	(2.565,3.952)
Christian												
Not literate	28.65	(26.29,31.14)	29.48	(26.85,32.25)	25.88	(23.26,28.68)	20.28	(16.92,24.1)	14.45	(11.77,17.62)	9.29	(6.706,12.74)
Literate (< Primary)	13.20	(12.18,14.3)	13.42	(12.29,14.63)	13.34	(12.02,14.78)	8.82	(7.455,10.41)	10.77	(8.403,13.71)	5.46	(3.201,9.173)
Primary	21.74	(20.27,23.28)	18.24	(16.9,19.67)	16.28	(15.05,17.59)	12.45	(10.86,14.24)	15.39	(13.37,17.65)	15.01	(12.31,18.17)
Middle	18.36	(17.01,19.8)	18.14	(16.82,19.54)	18.82	(17.42,20.3)	24.11	(21.65,26.74)	24.82	(22.39,27.42)	23.66	(20.65,26.97)
Secondary & HS	14.54	(13.16,16.03)	15.64	(14.41,16.96)	19.48	(17.93,21.13)	25.56	(22.87,28.44)	25.62	(22.92,28.53)	31.83	(27.99,35.92)
Graduate & above	3.50	(2.97,4.121)	5.08	(4.371,5.896)	6.21	(5.329,7.217)	8.78	(6.98,10.99)	8.95	(7.307,10.91)	14.74	(12.11,17.82)
Others												
Not literate	50.81	(48.38,53.24)	48.41	(45.33,51.5)	44.64	(42.44,46.85)	27.67	(25.2,30.28)	18.92	(16.5,21.61)	13.85	(11.19,17.01)
Literate (< Primary)	8.99	(8.258,9.787)	7.98	(7.313,8.696)	8.36	(7.644,9.136)	7.44	(6.283,8.782)	7.14	(5.847,8.682)	4.46	(3.316,5.964)
Primary	14.74	(13.8,15.73)	15.22	(14.13,16.38)	12.64	(11.78,13.56)	15.24	(13.69,16.94)	15.72	(14.07,17.52)	16.89	(14.3,19.84)
Middle	10.38	(9.498,11.33)	9.48	(8.654,10.39)	12.12	(11.14,13.18)	16.94	(15.35,18.67)	19.83	(17.92,21.87)	22.19	(19.1,25.63)
Secondary & HS	10.96	(10.01,11.98)	14.50	(12.76,16.44)	16.54	(15.35,17.81)	26.27	(24.23,28.41)	29.78	(27.17,32.53)	32.60	(29.36,36)
Graduate & above	4.11	(3.402,4.964)	4.40	(3.893,4.979)	5.69	(4.834,6.694)	6.44	(5.127,8.057)	8.62	(6.973,10.6)	10.02	(7.496,13.26)

(29% to 9%), and Other religious groups (51% to 14%) from 1983 to 2009-10, respectively. The proportion of population who were literate but had below primary level of education recorded a decline from the level of 1983 to 2009-10 in regard of all the religious groups except for Muslims. The proportion of population who had reported their education up to primary level grew by 30%, 63%, and 15% from 1983 to 2009-10 among Hindus (12% to 16%), Muslims (12% to 19%), and Other religious groups (15% to 17%), respectively, while the proportion declined by 31% among Christians (22% to 15%) during the same period.

The proportion of population reporting up to middle level of education registered the highest increase among the Muslims (14 percentage points), followed by the Hindus (13 percentage points), Other religious groups (12 percentage points), and the Christians (6 percentage points). Similarly, the proportion of population possessing secondary/higher secondary level education recorded the highest increase among the Muslims (4% to 17%), followed by the Hindus (7% to 24%), Other religious groups (11% to 33%), and the Christians (15% to 32%). The Christian population had the highest proportion of population, who had attained graduate & above level of education in 2009-10, followed by Other religious groups (10%), the Hindus (9%), and the Muslims (3%). The increase in the proportion of population in the highest educational category (graduate & above) from 1983 to 2009-10 was also recorded to be the highest for the Christians (12 percentage points), followed by the Hindus (7 percentage points), Other religious groups (6 percentage points), and the Muslims (2 percentage points).

As per the multivariate results, the adjusted predicted probabilities of educational achievement across religious groups suggest that the Muslim population (PP=0.673) had the highest probability of being illiterate compared to the Hindus (PP=0.462), Christians (PP=0.284), and Other religious group (PP=0.355) during 1983-2010 (see Table 5.2). On the other hand, the Christian population recorded the highest educational probabilities among all religious groups in all other educational categories, except for the secondary/higher secondary level of education, where the Other religious groups had the highest educational probabilities over the period. Fig. 5.4 illustrates the educational probabilities across all religious groups for all educational categories by each survey period.

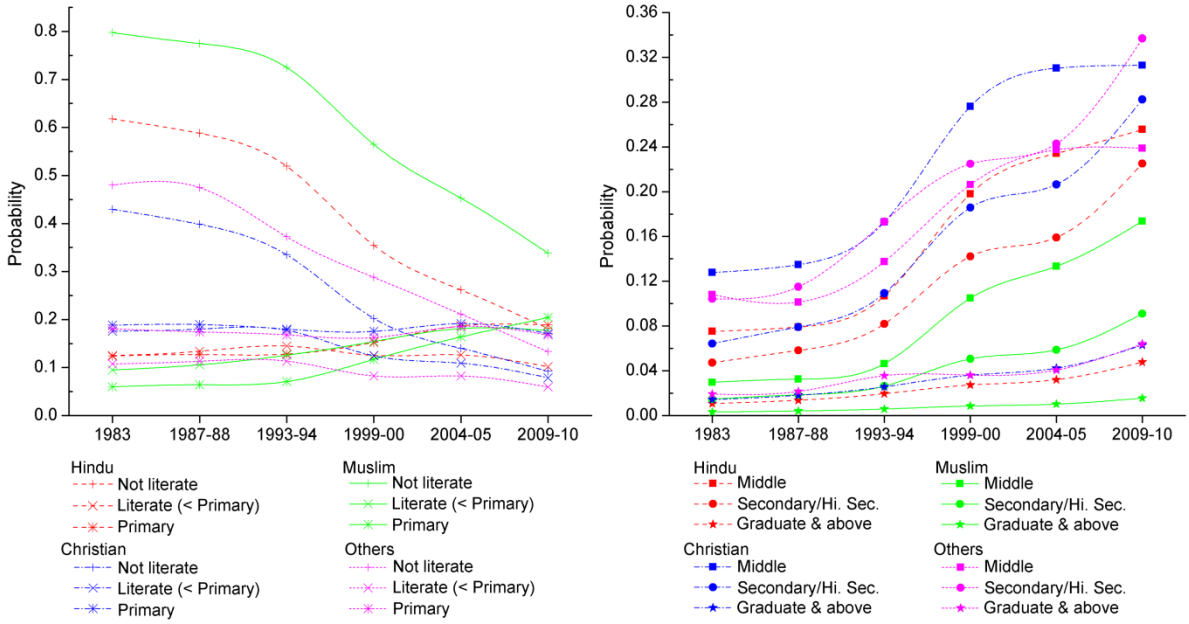


Fig. 5.4. Probability of population (aged 16-65) achieving the level of education by religious group, 1983-2010.

5.3.5. Educational Status across Geographical Regions

Table 5.5 presents proportions (%) of population (aged 16-65) possessing the highest level of education across geographical regions during 1983-2010. The highest proportion of illiterate working age population was reported in the Central (29%) region during 2009-10, followed by the East (28%), North (22%), South (14%), West (11%), Northeast (9%), and the other union territories (7%). Similarly, the decline in the proportion of illiterates from 1983 to 2009-10 was recorded to be the highest in the union territories (82%), followed by the Northeast (80%), West (78%), South (73%), North (65%), Central (57%) regions, while the least in the East (55%) region. The proportion of illiterate population, which had below primary level education, declined for the West (12% to 6%), South (11% to 7%), Northeast (18% to 9%), and the UTs (15% to 8%), while it recorded an increase for the East (12% to 14%) region. The North (7% to 8%), and the Central regions had almost the constant proportion of around 9% during 1983-2010.

Table 5.5. Educational status of population (%) aged 16-65 years by region of residence, India, 1983-2010

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
Not literate	63.63	(62.05,65.17)	58.10	(56.46,59.72)	52.40	(50.88,53.93)	35.06	(32.98,37.2)	29.49	(27.91,31.12)	22.03	(20.36,23.8)
Literate (< Primary)	6.90	(6.454,7.379)	7.64	(7.283,8.015)	8.06	(7.643,8.494)	8.55	(7.445,9.8)	8.14	(7.393,8.947)	8.17	(7.25,9.195)
Primary	10.37	(9.954,10.81)	11.25	(10.7,11.82)	11.09	(10.55,11.66)	14.90	(13.84,16.02)	18.05	(17.07,19.09)	18.21	(16.88,19.62)
Middle	7.89	(7.411,8.402)	8.12	(7.674,8.584)	9.34	(8.871,9.824)	15.35	(14.23,16.55)	16.13	(15.18,17.12)	17.24	(15.93,18.64)
Secondary & HS	8.09	(7.427,8.8)	10.71	(9.959,11.51)	13.48	(12.73,14.28)	20.26	(19.07,21.52)	21.90	(20.72,23.13)	26.08	(24.22,28.03)
Graduate & above	3.12	(2.673,3.637)	4.19	(3.741,4.681)	5.63	(4.998,6.331)	5.87	(5.034,6.832)	6.29	(5.51,7.169)	8.27	(7.291,9.363)
Central												
Not literate	68.01	(66.97,69.03)	65.66	(64.74,66.57)	60.21	(59.24,61.16)	46.08	(44.49,47.69)	37.95	(36.5,39.42)	29.02	(27.32,30.78)
Literate (< Primary)	8.78	(8.351,9.23)	8.47	(8.157,8.797)	9.24	(8.849,9.647)	8.69	(8.153,9.264)	9.47	(8.794,10.19)	8.75	(7.907,9.666)
Primary	9.19	(8.839,9.546)	9.70	(9.362,10.05)	8.99	(8.643,9.346)	12.56	(11.91,13.23)	15.91	(15.1,16.76)	15.73	(14.59,16.93)
Middle	6.55	(6.243,6.87)	6.95	(6.645,7.276)	8.50	(8.158,8.854)	15.46	(14.77,16.17)	18.50	(17.62,19.41)	21.29	(20.04,22.61)
Secondary & HS	5.16	(4.83,5.516)	6.25	(5.93,6.594)	9.29	(8.877,9.709)	12.88	(11.83,14.01)	12.76	(11.97,13.59)	18.30	(17.04,19.63)
Graduate & above	2.31	(2.048,2.602)	2.96	(2.706,3.233)	3.78	(3.449,4.142)	4.33	(3.89,4.821)	5.41	(4.84,6.043)	6.91	(6.068,7.868)
East												
Not literate	61.75	(60.55,62.94)	60.51	(59.39,61.63)	54.72	(53.53,55.9)	45.10	(42.89,47.32)	34.21	(32.8,35.65)	27.70	(25.64,29.86)
Literate (< Primary)	11.58	(10.98,12.21)	12.49	(11.98,13.01)	13.49	(12.88,14.11)	13.74	(12.99,14.52)	15.03	(14.15,15.94)	13.77	(12.42,15.24)
Primary	9.95	(9.506,10.42)	9.75	(9.311,10.22)	9.79	(9.322,10.29)	10.85	(10.05,11.71)	16.43	(15.53,17.38)	18.94	(17.4,20.59)
Middle	9.12	(8.618,9.648)	8.83	(8.456,9.214)	10.61	(10.18,11.05)	15.03	(14.08,16.03)	17.75	(16.85,18.69)	17.92	(16.6,19.31)
Secondary & HS	5.44	(5.065,5.835)	5.87	(5.554,6.21)	7.73	(7.305,8.179)	11.27	(10.48,12.11)	12.63	(11.84,13.47)	17.13	(15.85,18.49)
Graduate & above	2.15	(1.931,2.399)	2.55	(2.309,2.805)	3.66	(3.297,4.059)	4.01	(3.621,4.445)	3.94	(3.518,4.414)	4.54	(3.992,5.149)
West												
Not literate	49.15	(47.64,50.66)	47.37	(46,48.75)	40.70	(39.22,42.2)	22.96	(21.43,24.55)	15.55	(14.28,16.91)	10.70	(9.285,12.31)
Literate (< Primary)	11.55	(10.95,12.17)	11.57	(10.98,12.2)	11.34	(10.76,11.95)	9.01	(8.299,9.767)	7.59	(6.801,8.471)	5.62	(4.76,6.623)
Primary	15.65	(15.01,16.31)	16.42	(15.81,17.04)	14.28	(13.67,14.91)	14.19	(13.26,15.19)	13.27	(12.31,14.29)	14.39	(12.92,15.99)

Region	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Middle	11.03	(10.46,11.62)	9.72	(9.153,10.33)	14.36	(13.69,15.06)	25.87	(24.75,27.03)	30.89	(29.52,32.3)	28.62	(26.58,30.76)
Secondary & HS	9.42	(8.727,10.16)	11.36	(10.65,12.1)	14.01	(13.22,14.83)	21.81	(20.66,23.02)	25.44	(24.14,26.78)	29.58	(27.73,31.5)
Graduate & above	3.22	(2.832,3.651)	3.56	(3.178,3.985)	5.31	(4.701,5.987)	6.16	(5.483,6.913)	7.26	(6.454,8.155)	11.09	(9.372,13.07)
South												
Not literate	52.50	(51.33,53.67)	49.44	(48.31,50.56)	45.79	(44.53,47.06)	31.19	(29.81,32.61)	22.22	(21.01,23.47)	13.99	(12.64,15.47)
Literate (< Primary)	10.99	(10.62,11.38)	12.26	(11.85,12.67)	12.20	(11.72,12.7)	8.99	(8.388,9.635)	9.89	(9.176,10.64)	7.17	(6.202,8.281)
Primary	15.98	(15.49,16.48)	15.15	(14.68,15.64)	13.19	(12.74,13.65)	13.20	(12.55,13.89)	14.94	(14.17,15.74)	13.03	(11.96,14.18)
Middle	10.95	(10.5,11.41)	11.49	(11.05,11.94)	13.17	(12.67,13.68)	21.24	(20.44,22.06)	24.41	(23.44,25.41)	24.00	(22.67,25.39)
Secondary & HS	7.61	(7.176,8.057)	9.12	(8.726,9.529)	12.00	(11.49,12.53)	20.46	(19.6,21.35)	22.43	(21.5,23.39)	31.37	(29.87,32.92)
Graduate & above	1.98	(1.787,2.185)	2.55	(2.353,2.755)	3.65	(3.277,4.071)	4.91	(4.506,5.342)	6.11	(5.561,6.713)	10.42	(9.447,11.49)
Northeast												
Not literate	46.98	(44.66,49.32)	43.23	(41.08,45.41)	37.07	(34.5,39.71)	25.86	(23.4,28.48)	16.69	(14.53,19.09)	9.36	(7.142,12.18)
Literate (< Primary)	17.74	(16.38,19.2)	18.53	(17.18,19.96)	17.46	(16,19.02)	15.40	(13.59,17.4)	18.73	(16.91,20.69)	8.63	(6.882,10.76)
Primary	16.20	(15.21,17.25)	16.12	(15.06,17.24)	17.58	(16.41,18.81)	17.84	(16.52,19.24)	23.02	(21.12,25.05)	25.19	(22.76,27.8)
Middle	11.42	(10.53,12.38)	11.86	(10.96,12.83)	15.17	(13.81,16.65)	23.96	(22.17,25.84)	24.95	(22.96,27.06)	32.97	(29.94,36.15)
Secondary & HS	5.93	(5.249,6.688)	7.63	(6.88,8.443)	9.52	(8.722,10.38)	13.51	(12.12,15.03)	13.38	(11.83,15.11)	19.61	(16.98,22.54)
Graduate & above	1.72	(1.443,2.049)	2.63	(2.329,2.973)	3.21	(2.733,3.759)	3.43	(2.818,4.176)	3.22	(2.459,4.204)	4.23	(3.268,5.469)
Other UTs												
Not literate	37.03	(31.53,42.88)	32.78	(28.46,37.41)	29.00	(25.04,33.31)	15.35	(12.75,18.37)	11.40	(8.824,14.6)	6.77	(4.383,10.33)
Literate (< Primary)	14.81	(12.47,17.51)	12.55	(10.55,14.87)	13.28	(11.19,15.71)	7.84	(6.271,9.763)	8.33	(6.324,10.89)	8.07	(5.086,12.57)
Primary	15.41	(14.27,16.63)	18.27	(16.06,20.7)	15.43	(12.89,18.37)	17.02	(14.79,19.51)	15.70	(13.02,18.82)	13.86	(11.13,17.14)
Middle	11.83	(9.806,14.2)	14.34	(12.43,16.48)	13.15	(11.16,15.43)	22.27	(19.9,24.84)	22.27	(18.82,26.14)	23.73	(18.73,29.59)
Secondary & HS	13.94	(11.13,17.32)	14.33	(11.91,17.14)	21.53	(17.78,25.82)	28.43	(25.3,31.79)	30.95	(26.23,36.11)	32.10	(27.73,36.82)
Graduate & above	6.98	(3.866,12.29)	7.74	(5.176,11.41)	7.60	(5.172,11.04)	9.09	(7.208,11.4)	11.36	(8.272,15.41)	15.45	(11.6,20.29)

The proportion of population having had acquired up to primary level of education increased considerably across all the geographical regions during 1983-2010, except for the West (16% to 14%), South (16% to 13%), and the UTs (15% to 14%). In 2009-10, the highest proportion of population having attained up to middle level of education was reported in the Northeast (33%), followed by the West (29%), South (24%), UTs (24%), Central (21%), East (18%), and the North (17%) regions, while the highest increase in the proportion from the level of 1983 to 2009-10 was recorded in the Central (14 percentage points) region. The proportion of population which had secondary/higher secondary level of education increased tremendously from the level of 1983 to 2009-10 in all the regions, i.e. South (8% to 31%), Central (5% to 18%), Northeast (6% to 20%), North (8% to 26%), East (5% to 17%), West (9% to 30%), and the UTs (14% to 32%). The West, South, and the UTs appeared to have the higher proportion of population who had up to graduate & above level of education, while the highest growth in the proportion from 1983 to 2009-10 was recorded in the South region. The increase in the proportion of population in the highest educational category (graduate & above) from 1983 to 2009-10 was also substantial in the Central (2% to 7%), North (3% to 8%), Northeast (2% to 4%), and the East (2% to 5%) regions.

The adjusted predicted probabilities based on multivariate analysis suggest that the population in the Central (PP=0.643) region had the highest probability of being illiterate, followed by North (PP=0.641), East (PP=0.587), South (PP=0.535), West (PP=0.507), Northeast (PP=0.410), and the least in the UTs (PP=0.193). On the other hand, in regard of a few educational categories, although there were considerable differences in probabilities across regions, nonetheless, there was little regional difference in probabilities for the graduate & above level of educational category. Among major regional groups (excluding UTs), population in the Northeast had the highest probabilities of achieving up to middle level of education, while at secondary/higher secondary level, the population in the West and South regions had the higher probabilities compared to all other regions (See Table 5.2). The trend in the adjusted predicted probabilities by all the educational categories and by each survey period across geographical regions is well illustrated in Fig. 5.5.

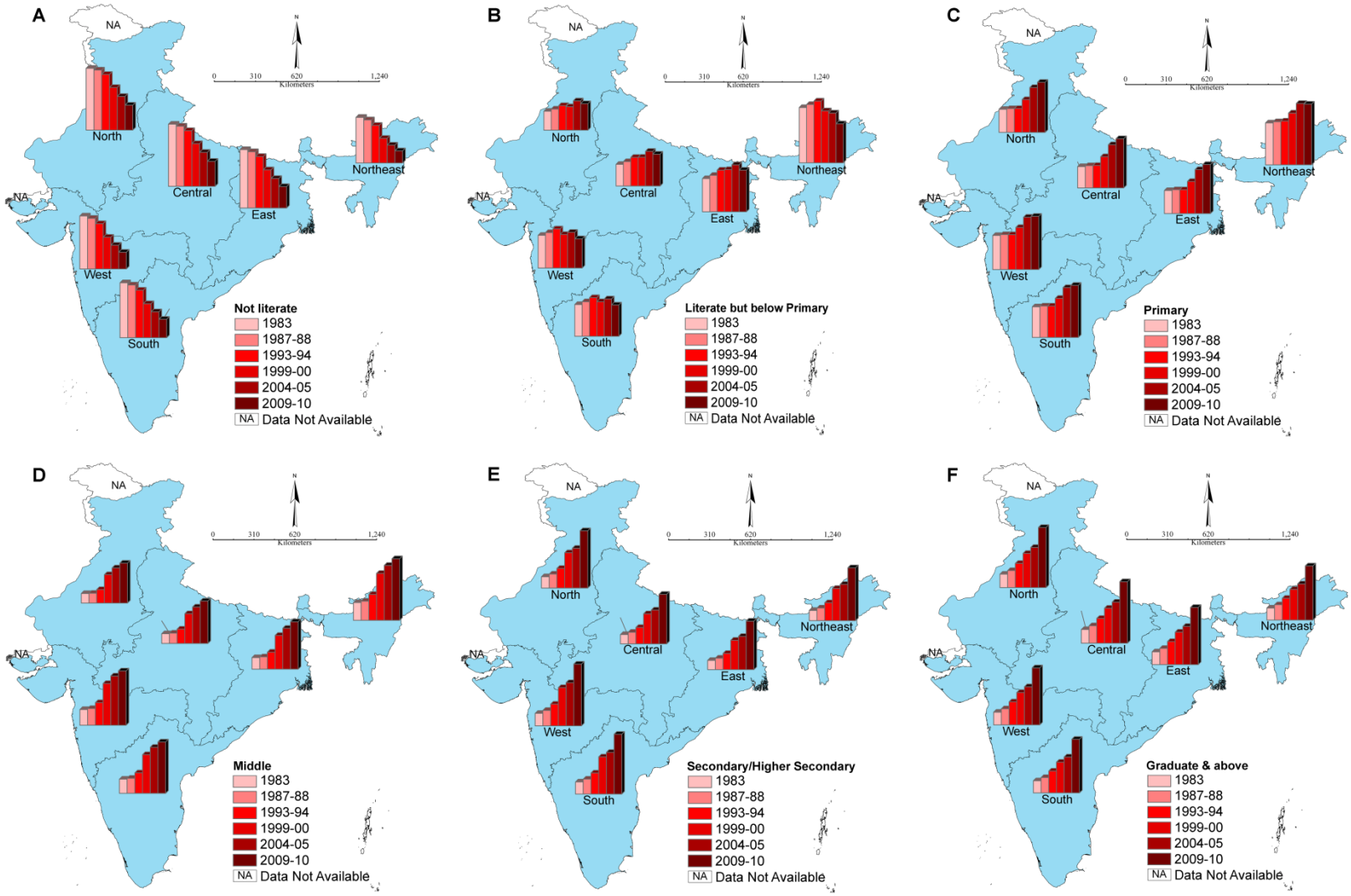


Fig. 5.5. Probability of population (aged 16-65) achieving the level of education by geographical regions, 1983-2010.

5.3.6. Educational Status by Birth Cohort

Along with the assessment of changes in educational status of working age population across various periods, one important dimension to trace the development in the outcome is to follow the trend over generations. To sketch the trend or pattern of educational status among working age population over the generation, the outcome (i.e. educational status) is estimated by birth cohort of the individual[31]. The birth cohort, which is defined here as a group of people that experience the same phenomenon, represents a summative experience of exposure to different environments (e.g., socioeconomic or political) that may shape their educational attainments.

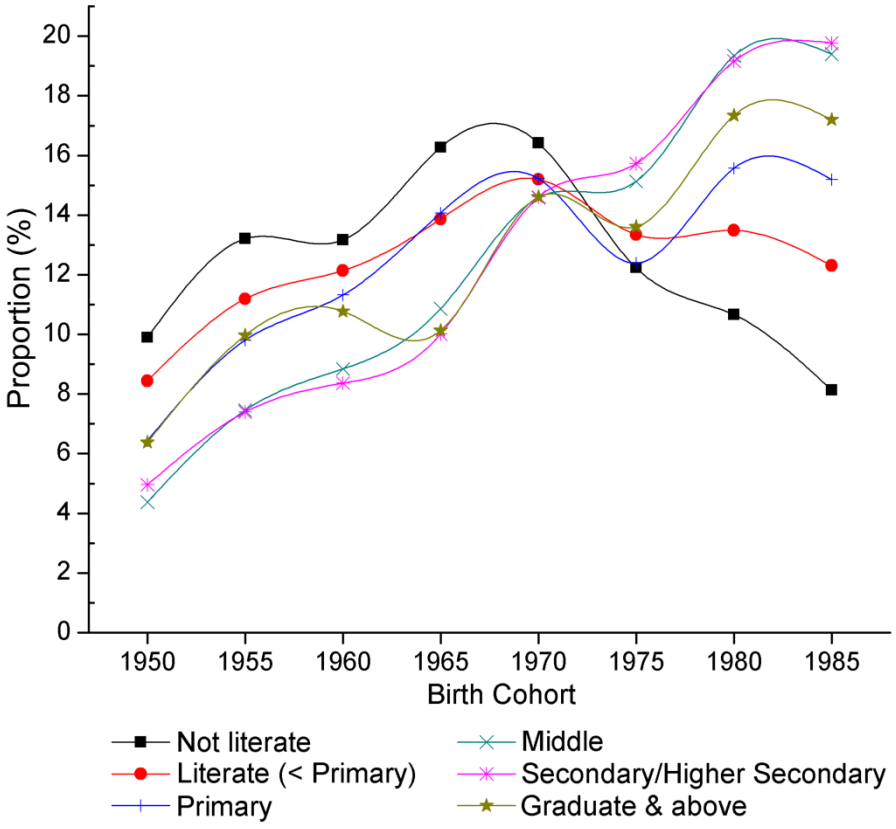


Fig. 5.6. Probability of population achieving the level of education by birth cohort, 1983-2010.

[31]The birth cohort approach is the widely used analytical approach to trace the development over the generations, which is often used by social scientists in the absence of longitudinal data set.

Fig. 5.6 presents a summative experience of eight birth cohorts from 1950 to 1985 at five-year intervals who had achieved a particular level of education during a collective period of 1983-2010. It highlights the inherent aspects of different generations of people achieving particular level of education during 1983-2010, a period of almost 27 years. The figure (Fig. 5.6) shows that the proportion of illiterate (not literate) population forms a bell-shaped pattern with higher proportion registered by the 1965 and 1970 birth cohorts. The 1975 birth cohort appeared to present an important breakthrough, from where a systematic pattern in the achievement of educational status is evident. The post-1975 birth cohorts appear to have achieved the higher level of education, especially up to middle and secondary/higher secondary level education. Similarly, in the younger birth cohorts, the proportions of population with graduate & above level of education also appear to have increased systematically as compared to the preceding birth cohorts. Even though, the figure shows a few crests and troughs in the pattern of educational attainments of various birth cohorts, an overall delineation suggests that the younger birth cohorts had higher proportion of people with average years of education. The relevant details are presented in Appendix 5 (Table A5.10, Total Population).

Such estimates are also available for rural and urban areas separately, and for birth cohorts belonging to different social groups, gender, and religious groups in Appendix 5 (Table A5.10 to Table A5.13). A thorough assessment of the proportion of population having achieved different levels of education by birth cohorts across different sub-groups of population, as discussed above, brings to the fore a very interesting pattern in the educational development in the country. The proportions in the middle and higher level of educational categories appear to have increased from the 1970 birth cohorts onwards in all the underprivileged groups of population comprising the female population, rural population, the population belonging to the ST and SC social groups, and the Muslim population. For the 1970 and post-1970 birth cohorts, proportions of the above-mentioned underprivileged groups sometimes appear higher compared to their privileged counterparts (See Appendix 5; Table A5.10 to Table A5.13). This is because of the fact that within each sub-group of population, proportions across birth cohorts were complementary to each other implying that the proportions of each birth cohort add up to hundred percent. Notably, the proportion of population having had achieved higher level of education in pre-

1970 birth cohorts in the mentioned underprivileged groups was lower as compared to that of privileged groups. In 1970 and later birth cohorts among the underprivileged groups attributed higher share in the overall proportion, when the development in the education was experienced by population in successive periods.

5.4. Discussion

In the 1960s and 1970s, much of the American sociological literature was dominated by the belief that modern economies had led to more meritocratic societies (Kerr et al. 1960/1973; Parsons 1994; Treiman 1970). According to this modernization theory, the continual and rapid changes in technology that characterize modern capitalist economies require highly specialized and skilled workforce. Most commonly, this theory is viewed as suggesting that as a society becomes more industrialized, the influence of educational attainment on occupational status increases (Treiman 1970). It appeared to further suggest that for the efficiency of industries, workers' recruitment could not be based on consideration of individuals' ascriptive factors (such as sex, social class or race) but on an evaluation of workers' abilities and skills. In this context, educational credentials become a very powerful indicator in the choice of efficient workforce.

After discussing the occupational status of population (aged 16-65) over period, in earlier chapters, it would be interesting to assess the overall educational progress in the population of the same age group who were entitled to be the part of the workforce. The progress in terms of increasing possession or the higher probability of having attained higher level of education in overall or the sub-groups of population can be considered, in general, as a surrogate indicator of skill development among work force over the period[32]. This chapter presents a comprehensive overview of the educational progress of working age population for over 25 years (1983-2010) by providing both absolute estimates and results from the multivariate probabilistic model. The results show that the probability of working age population having primary and higher level education has increased considerably from the level of 1983,

[32]Although, in strict sense, the possession of general education cannot be termed or understood as having technical or any professional skill at most of the occasion, especially in industrial, and to some extent, services sectors.

while the probability of being illiterate and having below primary level education has plummeted. In other words, the possibility of getting more skilled work force in the economy has increased substantially with the passage of last 27 years.

The trend clearly suggests an important mend-point or breakthrough, i.e. the period of 1993-94, (in the temporal assessment of last 27 years; 1983-2010), since when a systematic and rapid increase in all the categories of education of working age population was realized. Coincidently, this was also the period, when probability or participation of workforce in grade-2 and grade-1 occupational groups started increasing considerably. However, the immediate antecedent factor behind both the incidents may be attributed to different events occurred in the Indian history. The higher participation of population in grade-2 and grade-1 occupations, mainly in Industrial and Services sectors, or the transfer of workforce from Agriculture to non-Agricultural sectors, in general, since 1993-94 (see Chapter 3), was the aftermath of the introduction of New Economic Policy. However, the progress in educational status of population since then appears to be more an outcome of the New National Policy on Education (NPE) announced in 1986.

The NPE 1986 called for increased financial and organizational support for the education system to improve educational access to disadvantaged groups, such as women, disadvantaged castes (designated “Scheduled Castes” and “Scheduled Tribes” by the government) and the rural population, and to raise the quality of education by improving standards. Toward this end, the government welcomed financial support from the private sector to complement its own funds. The promotion of privatization and the continued emphasis on secularism and science were important legacies of this new policy (Lall 2005). However, perhaps the most important outcome was the late realization that basic education for the masses could no longer be neglected (Goldman, Kumar & Liu 2008). Since the institution of the NPE, several initiatives have been launched to tackle the problem of low educational quality and increase in the average educational attainments of the population. The programme named as the “Operation Blackboard” (1987–1988) was started with the aim to improve the human and physical resources available to primary schools. Restructuring and Reorganization of Teachers’ Education (1987) created a resource for the continuous upgradation of teachers’ knowledge and competence. Minimum Level of Learning (1991) laid down

levels of achievement at various stages and revised textbooks. The National Program for Nutritional Support to Primary Education (1995) provided a cooked meal every day to the children in the primary grades of government-aided and local body schools. The aim was to reduce the perceived cost of sending a child to school and improve incentives for enrollment. The District Primary Education Program (1993) emphasized decentralized planning and management, improved teaching and learning materials, and school effectiveness. Movement to Educate All (2000) aimed to achieve universal primary education by 2010 through micro-planning and school-mapping exercises, bridging gender and social gaps. Fundamental Right (2001) called for the provision of free and compulsory education, declared to be a basic right for children ages 6–14, which has now been enacted in the form of Right To Education (RTE) Act and became operational since April 1, 2010. Moreover, the National Common Minimum Program re-emphasized and expanded these programs, particularly the provision of free mid-day meals.

The rapid and considerable increase in the educational status of the underprivileged sub-groups of population, especially among younger birth cohorts (post-1970 birth cohorts), appear to be the product of various programmes initiated under the NPE, 1986. However, despite considerable progress in the educational attainment of the underprivileged groups over period, there are limited evidences of narrowing down the gap in educational achievements (towards the higher end of the educational categories) among population across gender, social groups, religious groups, and by type and region of residence. Such socio-religious and regional disparities in educational outcome of the population can be attributed to a plethora of psychosocial, behavioural as well as historical legacy the country has.

The wide and persisting gender disparity in educational outcomes is not an unknown phenomenon around the world, especially in south Asian countries. Given that education has a significant spillover effects not only for the present generation but also for the future, with mothers playing an important role in the education of children (Hadden & London 1996), the wide gender gap observed in developing countries and in India has serious implications for economic growth and human development. A plethora of studies has widely recognized this fact that the female literacy rate has a wide-ranging impact on the economy and the society. Studies have suggested that

increased female literacy decreases fertility (Drèze & Murthi 2001) and infant mortality (Sufian 1989), while increases children's education and economic growth (Behrman et al. 1999; Burchfield et al. 2002). Therefore, the Millennium Development Goals (MDG) has also acknowledged the need to promote gender equality in primary and secondary schooling and women empowerment (Goal 3). However, the foremost challenge for female education in India and other south Asian countries has been to make realize the population or community about the advantages of female education. The Annual Survey of Education Reports brought out by PRATHAM[33] also reveal that gender disparities at the primary education remains a major issue for policy making in India.

The persisting state of relatively lower educational status of females compared to male in Indian society is well documented in literature. Bhatty (1998) systematically reviews the issues determining parental motivation for female education, and observed that a wide set of social norms and restrictions play a powerful role in lower educational status of females in India. The long age prejudice against female education in terms of content and usefulness (see Karlekar 1994; Chanana 1990; Berreman 1972) still somewhat haunts the Indian mindset, particularly in rural India. In most part of the country, marriage is seen as the "ultimate objective" of a daughter's upbringing and as such, no special consideration is given to her education. More importantly, the patrilocal[34] and exogamous kinship system (the norm in most part of India, particularly in the north) lowers the economic value of female education to her parents. In their perception, any economic benefit that might accrue from a daughter's education is enjoyed by her affined relatives, not by her natal home (in many instances, strict patrilocality results in near severance of a woman's ties with her natal home). In addition, the practice of wanting to marry girls into a higher social status (hypergamy) also means that the more educated the girl, the more difficult it would be for her to find a groom, and therefore, higher the dowry her parents would have to pay. The negative effects of patrilocal exogamy tend to be reinforced by the gender division of labour, which excludes a large majority of women from the formal

[33]Since 2005, PRATHAM, an Indian NGO, has been bringing out annual reports on the access to education and its quality. These reports are available at:
http://www.asercentre.org/ngo-education- india.php?p=Download+ASER+reports.

[34](or patriarchal) denotes a custom in marriage whereby the wife goes to live with the husband's community.

labour market. As women are not expected to work outside the home, the fact that education would help augment future earnings is not a consideration for female education (Kingdon 1996a; Tilak 1990). Several studies show the discrimination against women in schooling decisions in the labour market (Tinker 1987; Buvinic, Lycette, & McGreevy 1983; Boserup 1970).

However, prolonged interventions of government programmes (especially after NPE 1986) have been successful in spreading awareness among parents and communities to realize the positive impact of female education, that is resulted into the rising proportion of female enrolment at primary level. Bhatty (1998) further documents that beyond the primary stage of education female enrolment and attendance are observed to decline sharply. This is attributed to the parental reluctance to send daughters outside the house after puberty (Unni 1996; Caldwell et al. 1985), and the fact that middle and high schools tend to be at farther distance (Dreze & Gazdar 1996; Duraisamy 1992). Early marriage also plays a part in reducing education beyond a certain stage (Bashir 1992; Chanana 1990). During 2007-08, 21% women in age group 15–19, and almost 70% women in age group 20–24 were married in India (IIPS 2010). In the context of marriage and female education, while neo-classical analysis might suggest that private returns to female education would result in lower dowry payments, the reality is quite different. Parents often report that female education makes marriage difficult (and/or expensive). However, there are evidences that parents are also interested in daughter's education to improve marriage prospects (see Deolalikar & Rao 1998; Chanana 1996). As the level of male literacy rises in a community beyond a certain level, it is conceivable that female education becomes an asset rather than a liability as most young men aspire to marry a literate bride (see Vlassoff 1996; Minturn 1993; Sharma 1980). Children's lack of interest is also cited as a major reason for the high dropout rate (Majumdar 1996; Nambissan 1997; Srivastava 1997). Moreover, parent's education, especially mother's education also emerges as a significant determinant in household education decisions (Duraisamy 1992), and this is also an important scope for change in favour of female education.

Major changes and the rapid increase in the probability of females achieving primary level education in the recent decade are certainly the result of the fact that educated women's generation getting affirmative with daughter's education over time.

In recent years, the female enrolment in schools (up to Primary level) has increased considerably,[35] and dropout rate at primary level was also lower for girls compared to boys[36] (NUEPA 2012). However, the transition from the primary or elementary level to secondary and higher level of education for girls in India is still a challenge.

There are at least three ways in which gender disparities in education may persist despite its reduction in school attendance, and was empirically observed by Amin & Chandrasekhar (2012) in case of Bangladesh. First, to the extent that familial investments in education matter for school achievement, the competing demands for domestic work are likely to vary by gender, and economic status will affect the amount of time spent studying at home. Second, it has been argued, in the context of South Asia, that parents may be more willing to incur direct schooling costs for boys than for girls because of perceived gender differences in returns to schooling (Chandrasekhar & Mukhopadhyay 2006; NCERT 1995). For similar reasons, parents may be more concerned about time spent studying outside of school by boys than by girls. Motiram and Osberg (2011) observed systematic differences between boys and girls in time spent doing homework in rural India. Among boys in the age groups 6–10, 11–14 and 15–18, around 55.4%, 56.5% and 26.5%, respectively, time is spent in doing homework. In contrast, among girls, the corresponding percentages were 49.9%, 45.1% and 15.7%, respectively. Third, gender disparities may stem from differences in alternative ways of spending time outside school. In many societies, in addition to expectations regarding work, boys and girls have vastly different opportunities for leisure. Youth clubs and sports fields are usually dominated by boys (compared to girls). As girls mature, their lives become increasingly restricted to the confines of home (Amin, Mahmud, & Huq 2002).

Moreover, gender differences in the educational outcomes and overall educational attainment of population among underprivileged social groups, among Muslims, and in rural areas are also serious. As Nayar (1993) states that in rural India, women belonging to the historically deprived groups like the SCs and STs, suffer the

[35]The Gender Parity Index (GPI) for enrolment in primary (I-V) and upper-primary or middle (VI-VIII) level of education was estimated to be 0.94 (for each) in 2010-11 (NUEPA 2012, p. 30).

[36]The average dropout rate at primary level for all states//UTs in India was 6.37% for girls and 7.13% for boys in 2009-10. However, the dropout rate was observed higher for girls as compared to boys in Haryana and Punjab (NUEPA 2012, p. 36).

"triple jeopardy" of caste, class and gender. The differences in educational outcomes among different social groups are well documented in literature (Sedwal & Kamat 2008; Vasavi & Mehendale 2003; Ramachandran 2003; Jha & Jhingran 2002; Dreze & Kingdom 2001). Ramachandran (2002) found that backward caste (ST/SC) families enrolled children at a somewhat later age. Moreover, caste and class inequalities tend to reinforce each other and thereby affect the schooling process of lower caste children (Dreze & Saran 1993). The Mode-UNICEF Report states, "The socioeconomic profile appears to be a barrier to enrolment of SC/ST families" (see also Jha & Jhingran 2002; World Bank 1997; Sen 1971).

Similarly, educational disadvantages in terms of access and dropouts among the Muslims have been recognized in several studies (GOI 2006; Jha & Jhingran 2002; Vaidyanathan & Nair 2001). The Sachar Committee Report (2006) found that India's Muslims lagged behind the rest of the Indian population in literacy, employment rates, and income, and that there was a general decline in the socioeconomic conditions of Muslims in India (GOI 2006). Divergent views have been expressed while explaining the educational backwardness. Some have claimed that the orthodox nature of Islam and the *Madarasa* system of education, which is "archaic and primitive", has been a causative factor (Bandopadhyay 2002). Studies in Bangladesh have also noted considerable difference in educational achievements among the Hindus and the Muslims, and the latter's educational backwardness was attributed to the fact that they continued to prefer education in Arabic and Persian schools (Ahmed, 1996; Murshid, 1996). Others have highlighted the role that the *Madarasas* have played, for long, in fact, promoting literacy among the Muslims (Sikand 2001; Kaur quoted in Jha & Jhingran 2002). Arguments have also been put forth to the effect that the poverty among the Muslims actually makes them to prefer *Madarasas*, because they are free and flexible as compared to formal government schools. It is observed that while poor and low-caste Muslims send their children to *Madarasas*, rich and upper-caste Muslims opt for secular educational institutions (Jha & Jhingran 2002; Bandopadhyay 2002; Sikand 2001). Due to absence of adequate studies based on this issue, and inadequate data from across the country, especially in the wake of vast inter-regional variations between the Muslims of Northern parts of the country and those who live in the South, concrete generalizations of such arguments about their educational backwardness are not possible. Nevertheless, while

the economic backwardness of the Muslims and attachment to religious education is clearly visible phenomena, their increasing urban concentration and role of modern educational institutions may bring about a positive change (Reddy 2004).

Further, the rural-urban difference in educational outcomes and the rural disadvantages for all socio-cultural and demographic groups in terms of educational achievement are well recognized in India (Govinda & Bandyopadhyay 2010; SRI 2005). International studies also show through a cost-benefit approach, where households (mainly in rural areas) face the choice of their children supplying labor in the household or family farm and subsistence, during school years and beyond (Haveman & Wolfe 1995; Ulubasoglu & Cardak 2007). The alternative is foregoing some household or farm labor during school years and supplying labor in formal labor markets in the long run. The key point is that education levels are determined by the trade-off between resource use in the household and formal markets. This is affected not only by economic development within a country, but by differences in development and opportunities between rural and urban areas, and by the manner that nation-wide factors influence both rural and urban households (see Ulubasoglu & Cardak 2006). In Indian context, many of the issues pertaining to the socio-religious and gender deprivation in education discussed above are mainly prevalent in rural areas (Reddy 2004), which is itself a representative of a backward society in general. The educational backwardness in rural areas may be attributed to several factors such as lower level of awareness among community, poor infrastructure in and remoteness to schools, unavailability of good teaching staffs, coupled with inadequate monitoring by officials at higher level, poverty, lack of social cohesion in rural setup, further aggravating disparities among social groups etc.

The regional variation in the educational status of the work force in India is documented in several studies. The large variation among states have also been observed. Aggarwal (2004) highlighted that Andhra Pradesh (AP), Bihar, Orissa, Rajasthan, Uttar Pradesh (UP), and West Bengal had a high proportion of uneducated workers, while Kerala, Goa and Himachal Pradesh display low proportions. The former category of states was found to have high proportion of uneducated workers even in urban areas. These states, which largely comprise the Eastern, Central, and to some extent, Northern part of the country, except for AP, demonstrate lower

educational statistics and are recognized as low-literacy states (UNESCO 2004; GOI 2000). In addition, Rajasthan, Bihar, Uttar Pradesh, Madhya Pradesh, Gujarat, and Orissa are the states, where discrimination against girls is more pronounced (Dhar, Nayak & Chatterjee 2010). The regional inequality in education is also partially a result of vast disparity in states' spending on education. Educational expenditure in India is a "concurrent" issue; i.e., it is a responsibility of both the Central Government and the state governments (Goldman, Kumar & Liu 2008). In practice, education is pre-dominantly state funded. For instance, in 1996–1997, Madhya Pradesh spent ₹[37] 881 per student on elementary education, while Kerala spent ₹ 1,909. The countrywide average for that year was ₹ 1,207 (GOI 2000). However, the differences in governance and management of educational institutions also contribute to the regional disparity in educational development within the country. Madhya Pradesh's education guarantee scheme, which provides schools in rural areas when demanded by a critical mass of parents, and Rajasthan's non-governmental organization (NGO) – initiated programmes appear to be good initiatives toward decreasing regional disparity in education (UNESCO, 2004). However, the Central Government might need to step in, when states lack sufficient funds. The prevalence of NGOs[38] in India offers opportunities for partnerships among the government, the private sector, and NGOs to improve educational access to an ever-widening group. Exploring mechanisms that facilitate such partnerships is worthy of future study.

India has also responded to widespread criticism that it favored higher education at the expense of basic education by decreasing the share of outlays to the former. The Central Government's share of expenditure toward higher education exceeded that of primary education until 1996–1997, even though the Central Government and state governments together spent more on primary education as a percentage of total education expenditure. From a high of 14% in 1985–1986, the share devoted to higher education decreased to 11.5% in 1996–1997, while the share of primary education increased from 46.3% to 50.1% during the same period. The

[37] ₹ is the symbolic presentation of Indian National Rupee (INR).

[38] The nongovernmental bodies manage 51% of secondary schools and 58% of higher secondary schools in India (UNESCO, 2004). Even at the primary level, Kingdon (1996) argues that official statistics do not represent private schools unaided by the state government; in urban areas, these schools account for 17% of all schools. She also provides an oft-cited reason for the growth of private education in India: the poor quality of public schools (also see Das, 2002).

decreasing financial emphasis on higher education in India appears to account for the decrease in the growth of institutions of higher education and the flattening of the enrollment. While the emphasis on basic education in India is long overdue, given the stake it has claimed on information technology, biotechnology, and other sectors of the knowledge economy, India cannot afford to lose its edge in higher education (Goldman, Kumar & Liu 2008).

5.5. Summing up

This chapter provides a comprehensive assessment of educational progress in the population aged 16-65, who were entitled to be the part of the work force, in order to trace the general skill development among workforce during 1983-2010. The results show that the probability of working age population having primary and higher level education has increased considerably from the level of 1983, while the probability of being illiterate and having below primary level education has plummeted significantly. In other words, with the passage of last 27 years, the possibility of getting more skilled workforce in the economy has increased substantially. Although, after the enactment of the National Policy on Education, 1986, the probability of being educated up to primary and middle (elementary) levels improved across all sections of the society, nonetheless the differentials in educational attainment across different groups of population and across regions did appear to persist over period. Females, ST/SC and Muslim populations, and those concentrated in rural areas and in East and Central regions were found disadvantaged in terms of their access to higher level of education.

CHAPTER- 6

Intergenerational Educational Mobility: *An Ancillary Appraisal*

6.1. Introduction

This chapter examines the educational mobility across generations during 1983-2010, after assessing trends and patterns of educational status among different subgroups of Indian working age population in Chapter 5. The term "educational mobility" here refers to the changes in educational status (i.e., highest level of education) from one generation to the other, and thus, it is expressed as intergenerational educational mobility. In general, this chapter discusses the trend in the intergenerational educational mobility among different subgroups of population in India. A brief description of data and methodology is provided in section 6.2. This is followed by the bivariate and multivariate results in section 6.3. The nature and pattern of results are discussed in section 6.4 along with plausible explanations. The section 6.5 finally sums up.

6.2. Data and Methods

The analyses in this chapter are based on Schedule 10: "Employment and Unemployment" of six consecutive quinquennial rounds of National Sample Survey (NSS) data set. These survey rounds were canvassed during January–December 1983 (38th Round), July 1987–June 1988 (43rd Round), July 1993–June 1994 (50th Round), July 1999–June 2000 (55th Round), July 2004–June 2005 (61st Round), and July 2009–June 2010 (66th Round). The details about these surveys and data set have already been described in Chapter 2. Analytical sample size by outcome and exposure variables including survey periods is presented in Appendix 6 (Table A6.1).

An outcome variable termed as "Intergenerational Educational Mobility", which compares the educational status of the two generations (i.e. father and son/grandson), was constructed by determining the direction of mobility, and the immobility of the educational status between two generations. The condition, in which

the later generation (son/grandson) upgraded their educational status than that of their previous generation (father), is termed as “upward mobility”. In contrast, the condition, in which the later generation (son/grandson) degraded their educational status as compared to their previous generation (father), is termed as “downward mobility”. In situation of no mobility from the older to younger generation, the intergenerational association in terms of educational status is termed as “no mobility”. These three categories of intergenerational mobility status, i.e. upward, downward, and no mobility (constant/static) is then analyzed by adjusting for select demographic, socio-religious and regional predictors. Detailed information on the construction of the outcome variable is presented in section 2.3.2 (Chapter 2).

The key socio-religious predictors include social group (Scheduled Tribes (ST)/Scheduled Castes (SC)/Others), religion (Hindu/Muslim/Christian/Others) and the type of household (male headed/female headed). Regional factors comprise the type of locality/sector (rural/urban), and the region of residence (broad geographical regions of India). Detailed information on these variables have been provided in section 3.2.2 (Chapter 3).

The analytical approach includes the construction of mobility/transition matrix for selected socio-religious groups by each survey period separately to assess the extent of mobility by each education status from one generation to another. These mobility matrices are presented in Appendix 6 (Table A6.2a to Table A6.10f). Further, at aggregate level (based on the mobility matrices), the share of each kind of educational mobility by socio-religious groups and regions were estimated with 95% confidence intervals (CI) using appropriate sampling weights accounting for survey design. The bivariate association between the outcome variable and the independent predictors were assessed using chi-squared tests. Moreover, since the nature of the outcome variable (educational mobility) was nominal and classified into three categories (i.e. polytomous), the multivariate analysis used the pooled multinomial logistic regression model. The model is described in section 2.3.3.1 (Chapter 2) in detail. The multinomial model was also tested for its possible violation of the IIA assumption using appropriate tests (discussed in Chapter 3). Individual’s age and household size were used as continuous covariates in the model. The final multivariate model included age, social group, religion, household size, sex of the household head,

sector (rural/urban), region of residence, and survey period as potential predictors/covariates.

To avoid any complexity in the interpretation and for easier dissemination of results obtained from the regression model, the model-based predicted probabilities (PP) with 95% CI are presented. These predicted probabilities can be converted to percentage form and are easily interpretable. The general formulation of the model in the probability form is specified in Chapter 2.

6.3. Results

This section presents the bivariate and multivariate results for the intergenerational educational mobility among different socio-religious sub-groups of population and by region of residence.

6.3.1. Bivariate Result

Table 6.1 presents the proportion of population (aged 16-65) experiencing upward and downward intergenerational educational mobility by survey periods and other background characteristics during 1983-2010. The Table also provides the proportion of population who were immobile in their educational status with reference to their previous generation. The estimates suggest that there has been a steady increase in the proportion of upward educational mobility since 1983. As per the estimates, less than half of the population (aged 16-65) in 1983 could experience the upward educational mobility, which increased to almost 66% by 2009-10. During 1983-2010, the proportion of population experiencing downward educational mobility ranged between 8% and 10%, which did not show a linear (continuous) pattern over period. Moreover, the estimates also indicate a considerable decline in the proportion of population who were immobile in their educational status with reference to their previous generation. In 1983, the proportion of educationally immobile population was estimated to be around 43%, which declined to nearly 26% in 2009-10.

The proportion of upwardly mobile population in educational status with reference to their preceding generation was estimated to be the lowest among the STs (50%), as compared to SCs (55%) and Other social groups (58%) during 1983-2010.

Table 6.1. Intergenerational Educational Mobility (%) by background characteristics, India, 1983-2010

Background characteristics	Intergenerational[a] Educational Mobility					
	Upward		Downward		No mobility	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Survey Period						
1983	48.74	(47.95,49.52)	8.71	(8.33,9.11)	42.55	(41.78,43.33)
1987-88	50.55	(49.80,51.30)	9.29	(8.90,9.70)	40.15	(39.41,40.90)
1993-94	55.77	(54.96,56.57)	8.67	(8.28,9.08)	35.56	(34.81,36.33)
1999-00	56.43	(55.44,57.42)	10.02	(9.53,10.54)	33.54	(32.60,34.50)
2004-05	60.58	(59.65,61.50)	10.11	(9.56,10.69)	29.31	(28.50,30.13)
2009-10	66.14	(64.83,67.44)	7.96	(7.27,8.71)	25.90	(24.76,27.06)
Social group						
ST	50.20	(48.80,51.61)	6.35	(5.73,7.05)	43.44	(42.06,44.84)
SC	54.91	(53.96,55.86)	8.03	(7.56,8.53)	37.06	(36.18,37.95)
Others	57.95	(57.50,58.41)	9.74	(9.49,9.99)	32.31	(31.89,32.73)
Religion						
Hindu	57.36	(56.93,57.80)	8.94	(8.71,9.18)	33.70	(33.30,34.09)
Muslim	51.28	(50.03,52.53)	10.75	(10.12,11.42)	37.97	(36.74,39.21)
Christian	64.34	(62.23,66.40)	7.64	(6.66,8.75)	28.03	(26.21,29.92)
Others	57.93	(56.18,59.66)	9.16	(8.30,10.11)	32.90	(31.30,34.55)
Sector						
Rural	57.21	(56.74,57.68)	8.16	(7.92,8.41)	34.63	(34.19,35.08)
Urban	55.25	(54.54,55.97)	12.45	(12.01,12.91)	32.29	(31.68,32.91)
Sex of HH head						
Male	56.75	(56.35,57.15)	9.15	(8.93,9.36)	34.10	(33.73,34.47)
Female	58.65	(52.23,64.80)	10.71	(7.31,15.42)	30.64	(25.23,36.63)
Region						
North	57.56	(56.57,58.54)	8.56	(8.07,9.08)	33.88	(32.97,34.80)
Central	53.09	(52.27,53.91)	10.17	(9.69,10.67)	36.74	(35.98,37.50)
East	50.41	(49.46,51.35)	10.27	(9.76,10.80)	39.32	(38.42,40.24)
West[b]	62.02	(61.03,62.99)	8.70	(8.21,9.21)	29.29	(28.41,30.18)
South	61.83	(61.04,62.61)	7.95	(7.56,8.35)	30.23	(29.52,30.94)
Northeast	64.02	(62.22,65.78)	6.53	(5.90,7.23)	29.45	(27.74,31.23)
Other UTs	63.08	(59.20,66.80)	8.68	(7.12,10.56)	28.23	(24.71,32.04)
Total	56.76	(56.36,57.16)	9.15	(8.94,9.37)	34.09	(33.72,34.46)

% represents proportion in percentage, CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

[a] Refers to mobility across two generations

[b] Includes the union territory of Daman & Diu

Note: Upward and Downward mobility refer to the circumstance when son's educational status upgrades that of father's, and when son's status degrades that of father's, respectively. No mobility represents the stagnation of educational status across two generations.

Interestingly, the proportion of downwardly mobile population was also the lowest among the STs (6%), while the SC population and those who belonged to Other social groups recorded nearly 8% and 10% downward educational mobility, respectively. The ST population (43%) registered the highest immobility in educational status, while among the SCs and Other social groups; there were 37% and 32% of the population experiencing intergenerational educational immobility, respectively.

Among religious groups, the proportion of upward educational mobility was estimated to be the highest among the Christian population (64%), which was followed by Other religious groups (58%), the Hindus (57%), and the Muslims (51%) during 1983-2010. Similarly, the proportion of population experiencing downward educational mobility was the lowest among the Christians (8%), and the highest among the Muslims (11%), while the corresponding proportions for the Hindus and Other religious groups were estimated around 9% each. The proportion of intergenerational educational immobility was recorded 38% for the Muslims, 34% for the Hindus, 33% for Other religious groups, and 28% for the Christians.

There was nearly 57% of rural population, which experienced upward educational mobility, compared to 55% among urban population during 1983-2010. Accordingly, the proportion of population in rural areas, which experienced downward educational mobility, was estimated around 8%, as compared to 12% in urban areas. Rural areas had nearly 35% of population, who were immobile in educational status with reference to their preceding generation, while the corresponding proportion in urban areas was recorded nearly 32% during the period.

Female-headed households had apparently higher proportion of population experiencing upward and downward educational mobility, compared to male-headed households. There was nearly 31% population in female-headed households, who were educationally immobile with reference to their preceding generation, compared to 34% in male-headed households. Notably, the female-headed households are not considerably higher, in number, in India.

There were considerable regional differences in the proportions of population experiencing upward and downward educational mobility as well. The proportion of population experiencing upward educational mobility was recorded the highest in the

Northeast region (64%), followed by UTs (63%), West (62%), South (62%), North (58%), Central (53%) regions, and the least in the East (50%) region. Similarly, the proportion of population experiencing downward educational mobility was estimated the lowest in the Northeast (7%), followed by South (8%), North (9%), UTs (9%), West (9%), Central (10%), and the East (10%). The proportion of population who were immobile in educational status was recorded around 39% in the East, 37% in the Central, 34% in the North, 30% in the South, 29% each in the Northeast and the West, and nearly 28% in the UTs.

These bivariate estimates are further examined using multivariate model, which adjust all selected variables in tandem, and present more robust trend and pattern using appropriate statistical tests. The multivariate result is presented in the next section.

6.3.2. Multivariate Result

Table 6.2 presents adjusted predicted probabilities with 95% CI for intergenerational educational mobility among male working age population across different survey periods, and by socio-religious groups and geographical regions. The predicted probabilities for selected sub-groups of population by each survey period are provided in Appendix 6 (Table A6.11a to Table A6.11d). The result of multivariate analysis suggests that all the selected predictors of educational mobility were significant at 1% significance level ($p<0.001$), except for the association between sex of the household head ($p=0.264$) and the outcome variable. The adjusted result also confirms the trend observed in the bivariate association, as the probability of intergenerational upward educational mobility among working age population appears to be increasing over the period. After adjusting for all potential factors, the result displays almost identical probabilities (in percentage form) concurring with the unadjusted proportions estimated for each survey period, and by background characteristics. In 1983, 48% (PP=0.480) of working age population were likely to experience the upward educational mobility, while the probability increased to about 68% (PP=0.675) in 2009-10, with steady and progressive trend over the period. Similarly, the probability of the educational immobility was estimated around 44% (PP=0.437) in 1983, which declined to around 25% (PP=0.249) in 2009-10.

Table 6.2. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Educational Mobility by background characteristics, India, 1983-2010

Background characteristics	Intergenerational[a] Educational Mobility					
	Upward		Downward		No mobility	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Survey Period	$p<0.001$					
1983	0.480	(0.473, 0.486)	0.084	(0.081, 0.087)	0.437	(0.430, 0.443)
1987-88	0.500	(0.494, 0.506)	0.091	(0.088, 0.094)	0.409	(0.403, 0.414)
1993-94	0.553	(0.547, 0.559)	0.086	(0.083, 0.090)	0.361	(0.355, 0.367)
1999-00	0.573	(0.565, 0.580)	0.094	(0.090, 0.098)	0.333	(0.326, 0.340)
2004-05	0.619	(0.611, 0.627)	0.094	(0.089, 0.099)	0.287	(0.280, 0.294)
2009-10	0.675	(0.664, 0.687)	0.075	(0.069, 0.081)	0.249	(0.239, 0.260)
Social group	$p<0.001$					
ST	0.488	(0.476, 0.499)	0.065	(0.059, 0.071)	0.448	(0.436, 0.459)
SC	0.548	(0.540, 0.556)	0.076	(0.073, 0.080)	0.376	(0.368, 0.383)
Others	0.587	(0.584, 0.591)	0.094	(0.092, 0.096)	0.318	(0.315, 0.322)
Religion	$p<0.001$					
Hindu	0.581	(0.578, 0.585)	0.088	(0.086, 0.090)	0.331	(0.327, 0.334)
Muslim	0.507	(0.498, 0.517)	0.086	(0.081, 0.091)	0.407	(0.397, 0.417)
Christian	0.633	(0.614, 0.652)	0.090	(0.078, 0.101)	0.277	(0.259, 0.295)
Others	0.577	(0.561, 0.592)	0.096	(0.087, 0.105)	0.327	(0.312, 0.342)
Sector	$p<0.001$					
Rural	0.582	(0.578, 0.586)	0.079	(0.077, 0.081)	0.339	(0.335, 0.343)
Urban	0.540	(0.534, 0.546)	0.125	(0.121, 0.129)	0.335	(0.329, 0.341)
Sex of HH head	$p=0.264$					
Male	0.573	(0.570, 0.576)	0.088	(0.086, 0.090)	0.339	(0.335, 0.342)
Female	0.583	(0.527, 0.639)	0.109	(0.075, 0.142)	0.308	(0.257, 0.359)
Region	$p<0.001$					
North	0.580	(0.572, 0.589)	0.080	(0.076, 0.084)	0.339	(0.331, 0.348)
Central	0.534	(0.527, 0.541)	0.099	(0.095, 0.102)	0.368	(0.361, 0.347)
East	0.509	(0.502, 0.517)	0.105	(0.100, 0.109)	0.386	(0.379, 0.393)
West[b]	0.627	(0.618, 0.635)	0.081	(0.076, 0.085)	0.293	(0.285, 0.300)
South	0.623	(0.617, 0.630)	0.075	(0.072, 0.078)	0.302	(0.295, 0.308)
Northeast	0.645	(0.630, 0.658)	0.071	(0.065, 0.077)	0.284	(0.271, 0.296)
Other UTs	0.639	(0.603, 0.676)	0.075	(0.062, 0.087)	0.286	(0.249, 0.323)
Total	0.573	(0.570, 0.576)	0.088	(0.086, 0.090)	0.339	(0.335, 0.342)

PP= Predicted Probability, CI= Confidence Interval, ST= Scheduled Tribes, SC= Scheduled Castes, HH= Household, UTs= Union Territories

[a] Refers to mobility across two generations

[b] Includes the union territory of Daman & Diu

Note: As given in Table 6.1

Predicted probabilities are based on multivariate multinomial logistic regression model, which are adjusted for individual's age, household size, and the variables listed in the table. *p* value refers to the Wald test.

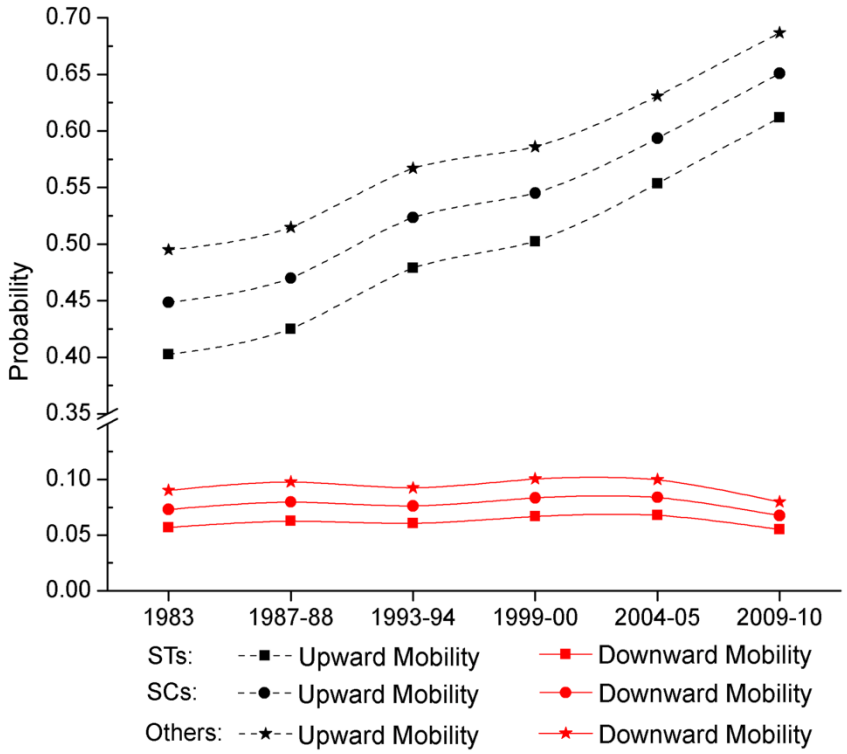


Fig. 6.1. Predicted probabilities for intergenerational educational mobility across social group, 1983-2010

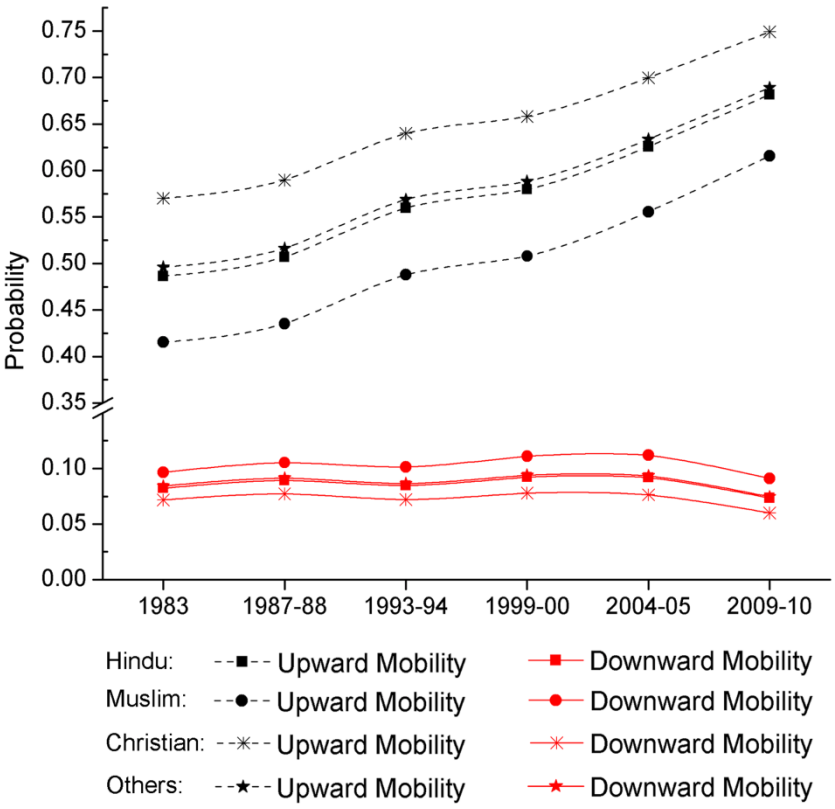


Fig. 6.2. Predicted probabilities for intergenerational educational mobility across religious group, 1983-2010

The overall downward educational mobility appeared to be the lowest (PP=0.075) in 2009-10 compared to the previous periods, although a few highs and lows were the pattern during 1983-2010. Fig. 6.1 illustrates the predicted probabilities for intergenerational educational mobility across social groups during 1983-2010. The trend and pattern as displayed in Fig. 6.1 clearly shows that the probability for upward educational mobility for all the social groups experienced a trivial improvement during 1993-94, and then onwards, consistently followed the rising trend over the period. Another feature of the graph indicates that the differences in the probabilities of upward educational mobility across all the social groups are narrowing down over the period. However, the hierarchy was clearly maintained in the upward educational mobility, with ST population (PP=0.488) registering the lowest probability among all social groups, followed by the SC population (PP=0.548) and the Other social groups (PP=0.587) during 1983-2010 (see Table 6.2). The ST population (PP=0.065), however, appeared to have the lowest probability of downward educational mobility, which was complemented by the higher probability of educational immobility (PP=0.448) during 1983-2010. The adjusted predicted probability of downward educational mobility among population belonging to the SC and Other social groups was estimated to be 0.076 (8%) and 0.094 (9%), respectively.

Fig. 6.2 shows predicted probabilities for intergenerational educational mobility across religious groups during 1983-2010. The trend over period exhibits almost the same pattern for the social groups. The probability of upward educational mobility for population belonging to the Hindu (PP=0.581) and Other religious groups (PP=0.577) were almost similar over the period. The Christian population (PP=0.633) were likely to have the highest probability of upward educational mobility among all the religious groups, while the Muslim population (PP=0.507) registered the least probability. However, in contrast to the bivariate result, the Muslim population (PP=0.086) registered the least probability for downward educational mobility after adjusting for other potential factors, which was complemented by the highest probability of intergenerational educational immobility (PP=0.407) observed among them. The highest probability of downward educational mobility was witnessed among population of Other religious groups (PP=0.096), followed by the population belonging to the Christian (PP=0.090) and the Hindu (PP=0.088) religious groups.

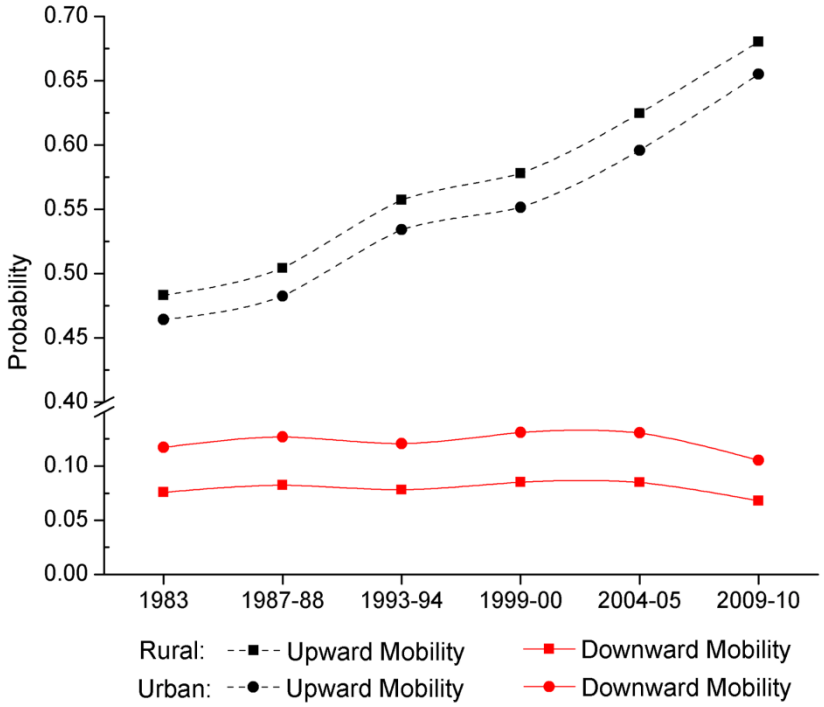


Fig. 6.3. Predicted probabilities for intergenerational educational mobility across type of residence (sector), 1983-2010

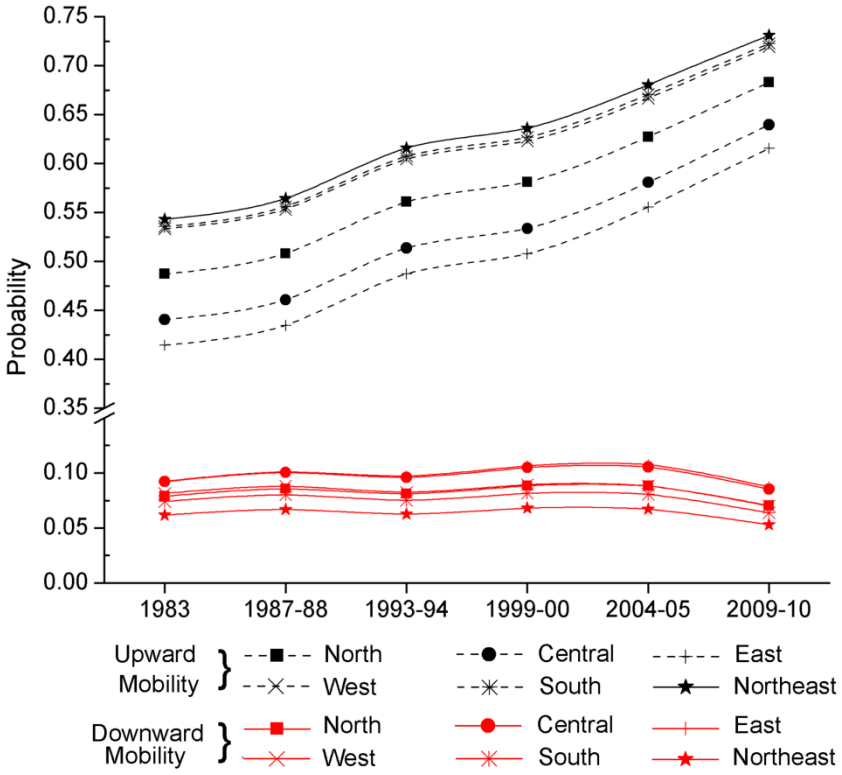


Fig. 6.4. Predicted probabilities for intergenerational educational mobility across geographical regions, 1983-2010

The adjusted multivariate result supports the bivariate association, and confirms that the population in urban (PP=0.540) areas had relatively lower probability of upward educational mobility compared to that in rural (PP=0.582) areas. Fig. 6.3 also shows the probabilities of upward educational mobility for rural and urban areas for each survey period during 1983-2010. The trend clearly shows that the difference between the rural and urban probabilities of upward educational mobility has been steady over the years, while the rural-urban difference in case of downward educational mobility was relatively higher in comparison to the upward mobility. However, the probability of educational immobility was almost similar in rural (PP=0.339) and urban (PP=0.335) areas.

Across different geographical regions, the probabilities for population experiencing upward educational mobility during the period 1983-2010 clearly demonstrate the clustering of three geographical regions, which had relatively higher probabilities than other regions (see Fig. 6.4). The probability for upward mobility was almost at similar level for the Northeast (PP=0.645), West (PP=0.627), and the South (PP=0.623) regions. The UTs (PP=0.639) also recorded the higher upward educational mobility along with the above three regions. The population in the East (PP=0.509) region recorded the least probability of upward educational mobility, followed by the Central (PP=0.534), and the North (PP=0.580) regions. Similarly, the East region had the highest probability of downward educational mobility (PP=0.105) as well as the educational immobility (PP=0.386) among all regions. Seven to eight percent of population were likely to experience downward educational mobility in the Northeast (PP=0.071), South, UTs (PP=0.075 each), North (PP=0.080), and the West (PP=0.081) regions, while the population in the Central (PP=0.099) region had around 10% probability of experiencing downward educational mobility (see Table 6.2). Similarly, the population in the Northeast (PP=0.284), UTs (PP=0.286), West (PP=0.239), and the South (PP=0.302) had relatively lower educational immobility compared to the population in the North (PP=0.339), Central (PP=0.368), and the East (PP=0.386) regions.

6.4. Discussion

Education works as a negotiator for most of the effect of social class of previous generation (origin) on individual's labour market destinations — as postulated in as early as 1967 by the pioneering work of Blau and Duncan — "*The American Occupational Structure*". They found that there was a strong association between father's position and son's educational attainment, which in turn affected son's occupational destinations. This remarkable study inspired a series of other studies addressing the same issues (Iannelli & Paterson 2007). The educational mobility, nevertheless, cannot often be taken as a proxy for occupational or income/earnings mobility. It has been reported that the relationship between parents' and children's educations accounts for relatively little of the relationship between parents' and children's occupational classes. Hence, intergenerational class mobility patterns do not simply echo intergenerational educational mobility patterns. Thus, analyses of educational mobility may be of equal relevance to analyses of occupational class mobility (Lampard 2007).

This chapter analyzed the intergenerational mobility in educational attainment among population (16-65) during 1983-2010. The results suggest that the probability of upward educational mobility in Indian population has been steadily rising during the period. During 2009-10, more than three-fifth of Indian population experienced upward educational mobility. The ST and the Muslim population were the most disadvantaged among all social and religious groups, respectively. However, unexpectedly, the rural population was observed to be experiencing higher upward educational mobility compared to their urban counterparts. The East and the Northeast regions recorded the lowest and the highest upward educational mobility across all geographical regions, respectively. In general, the population in Northeast, South, West and the UTs had displayed higher probabilities to experience upward educational mobility as compared to the population in North, Central and East regions.

The differences in educational outcomes across different socio-religious, demographic and regional groups, as discussed in Chapter 5, has helped to enhance our understanding of the intergenerational educational differences across the same groups as well. The mechanism of intergenerational transfer in individual's educational attainment can be understood through the "household production model"

(Becker 1965; Gronau 1986, 1980, 1977) and the "child quality investment model" (a version of household production model, put forward by Chiswick 1988). The household production model as related to schooling postulates children's educational attainment as one of the elements of the household utility function (see for example, Beller & Chung 1992; Gertler & Glewwe 1992). Chiswick (1988) incorporates additional inputs into household production, such as cultural preferences for education, the desire for future relative to present consumption, and parental investments in home production (including parent's level of schooling). Educational attainment, like other elements in the utility function, is produced with inputs from the market and parental time. The child quality investment model, outlined by Chiswick (1988), asserts that if the two groups are supposed to be alike in all respects, and they differ only in the price of quantity relative to the price of quality of children[39], in the second generation we will observe differences in education, occupational attainments and earnings. This is because the group, for which the cost of quantity relative to quality of children is higher, will invest more in fewer higher quality children. A plethora of studies is available on assimilation and intergenerational transfers of human capital and educational attainment (see for example, Schultz 1984; Stapleton & Young 1988; Beller & Chung 1992; Gertler & Glewwe 1992; Haveman & Wolfe 1995; Gang 1997; Binder 1998; Glewwe 1999). Borjas (1992) assumes that ethnicity acts as an externality in the human capital accumulation process. The skills of the next generation depend on parental inputs and on the quality of the ethnic environment in which parents make their investments or "ethnic capital" (Borjas 1992). With an empirical investigation of population belonging to different national origin (termed as different ethnic group) in USA, Borjas (1992) highlighted that the skills of contemporary generation did depend not only on the skills of their parents, but also on the average skills of the ethnic group in the parent's generation. These ethnic differences in skills and labour market outcomes may persist for several generations.

In Indian context, a few earlier studies have also found consistent improvement in the educational mobility in India for all major social groups, and that the upward mobility was lower for underprivileged social groups (in terms of different classifications) compared to advanced classes (Majumder 2010; Deshpande &

[39] The economic approach to the analysis of the quantity and quality of children is most richly developed in Becker (1981).

Palshikar 2008; Jalan & Murgai 2008). The findings of these studies are discussed in Chapter 1 (section 1.2.5).

From the above discussion, it can be inferred that until unless any special intervention or redistribution mechanism intrudes the social process, the backwardness of underprivileged groups tends to persist and the outcomes continue to be lower as compared to the privileged groups over period. Notably, during the years just after Independence (since 1950 with the underpinnings of Constitution of India), India pledged to improve the educational status of her citizenry. During the various successive Five Year Plans (FYP), the Government of India (GOI) carried out several policy measures to endorse Universal Elementary Education (UEE) in an effort to purge all forms of discrimination based on caste, community and gender in educational attainments. With the first National Policy on Education (NPE), 1968, education shifted to the Concurrent list thereby providing the GOI and state governments, equal responsibility for promoting and managing education. In 1980s, the Non-Formal Education (NFE) was introduced to supplement formal schooling, thereby increasing Central government's investment in primary schooling. In 1986, the New National Policy on Education (NPE) was framed, and the global jingle "Education For All (EFA)" was pledged to be achieved. This was followed by several state projects promoting for literacy and education, which were mostly sponsored by the foreign aids. A few of them are Andhra Pradesh Primary Education Project in early 1980s (British ODA), *Mahila Samakhya* in Karnataka, Uttar Pradesh and Gujarat in 1989 (Dutch Govt.), Bihar Education Project in 1991 (UNICEF), Rajasthan *Lok Jumbish* in 1992 (SIDA[40]), Uttar Pradesh Basic Education project in 1992 (World Bank) etc. In 1992, the NPE was revised, and several other national level programmes including District Primary Education Programme (DPEP), 1993; National Programme of Nutritional Support to Primary Education (Mid-day Meal), 1997; and *Sarva Siksha Abhiyan*, 2001. In the first half of the 2000s, the Free and Compulsory Education Bill and Revised Mid-day Meal Programme (2004) was introduced in the basket of educational improvement programmes. Recently, with the enforcement of the Right To Education (RTE) Act, 2009, all children aged 6-14 in the country are entitled to get free and compulsory education. All these developments in policy arena have certain

[40]*Swedish International Development Agency*

direct or indirect impacts on the apparent improvements in the educational mobility over period. In recent decades, India has made considerable progress in increasing enrollment and schooling completion (NUEPA 2012; Kingdon 2007).

Although, all these policies and programmes must have certain impact in rural areas as well, the result from the present analysis emphasize that the rural areas had experienced the higher intergenerational educational mobility compared to the urban areas during 1983-2010. It may, nevertheless, be noted that the probability of educational attainment among population (and also in earlier cohorts in general) in all the educational categories was lower in rural areas than that in urban areas (see the result in Chapter 5). Hence, with a minimal improvement (even up to primary level) in the education level of later generation could enhance the probability of population in rural areas to experience upward mobility. On the other hand, in urban areas, where the earlier generation already had higher level of education, the probability of later generation catching up or exceeding their previous generation might be lower. This might be one of the possibilities of a relatively higher upward educational mobility in rural areas compared to their urban counterparts. Further, the co-residence factor may have also played important role, as the analysis of intergenerational mobility in this exercise is based on those households, which had pair of father and son/grandson. It may also be pointed out here that due to the restriction of co-resident father-son/grandson pair in the sample, there was around 5% over-inclusion of rural households and 5% under-inclusion of urban households in the total sample across the survey periods. To some extent, the estimated rural-urban differences in the probability of upward educational mobility might also be attributed to this co-resident factor. However, the possibility of the latter factor seems rare, as if the impact of co-resident factor in the analysis would have been significant; it would also have been reflected in the analysis of occupational mobility, which is not exactly the case (see Chapter 4).

Finally, the regional differences in the probability of educational mobility may be attributed to differences in state-level policies such as expenditure on education, governance, management, and other such factors. Asadullah and Yalonetzky (2012) have emphasized the importance of state-level differences in policies and institutions in generating inequality in educational opportunity for a number of reasons. They also

found that the Southern and the Northeastern regions were even less unequal in opportunity to educational attainment across social groups. The states like Uttar Pradesh, Bihar, and Orissa, which are the part of the East and Central regions, witnessed higher inequality of opportunity in educational attainment (Asadullah & Yalonetzky 2012; also see Deshpande 2007). Other such issues involved in regional disparities and disadvantages for a few regions (mainly the East, Central, and North regions) resulting into differential outcomes are already discussed earlier.

6.5. Summing up

This chapter analyzed the intergenerational mobility in educational attainment among population (16-65) during 1983-2010. Unlike the intergenerational occupational mobility, the result suggests that the probability of upward educational mobility in Indian population has been steady and progressive over the period. During 2009-10, more than three-fifth (67%) of Indian population experienced upward educational mobility. The ST and the Muslim population were found to be the most disadvantaged among all social and religious groups, respectively. Population in the Northeast region recorded the highest upward educational mobility, while we observed in chapter 4, this region had the lowest upward occupational mobility. East and Central regions persist with dismal record of upward educational mobility as well.

CHAPTER- 7

Inequality of Opportunity in Educational Access – Elementary Level

7.1. Introduction

This chapter examines the inequality in opportunities accessed by children in attending appropriate class according to their ages up to the elementary level of education across select circumstance groups of population and over the period (1986–2008). The elementary level of education in India refers to eight years of schooling. After finding that individual's own education exerts lesser impact on upward occupational mobility, as compared to their parent's level of education, and in the face of the fact that upward educational mobility appears to be growing over the period, it is interesting to assess the progress in effective educational opportunities accessed by the children in India. A brief description of data and methodology is mentioned in section 7.2. This is followed by the bivariate and multivariate results in section 7.3. The nature and pattern of results with conceivable explanations are discussed in section 7.4. The section 7.5 finally sums up.

7.2. Data and Methods

Information on educational attainment and associated individual and household characteristics at three different periods were collected from three special rounds (surveys on social consumption) of National Sample Survey (NSS) on 'Participation and Expenditure in Education' (Schedule 25.2). These surveys were canvassed during the 42nd round (July 1986–June 1987), 52nd round (July 1995–June 1996), and the 64th round (July 2007–June 2008) of NSS in India. The details about these surveys and data set are described in Chapter 2. Analytical sample size by outcome and exposure variables including survey periods is presented in Appendix 7 (Table A7.1).

The schedule 25.2 of the NSS provides information on education particulars including class/grade/year of study of population aged 5–24 years (in 52nd round) /5–29 years (in 64th round) who were attending at primary and above level of education

at the time of the respective surveys[41]. Since the analysis for this particular study is limited to the elementary level of education, such variations in collecting information from persons of various ages across the three survey rounds has no methodological predicament. At the operational level, the elementary level of education in India is generally divided into two parts with five years of primary schooling (grades I-V), followed by three years of upper primary or middle school (grades VI-VIII). The outcome variable measures whether the children were attending the appropriate class as per their age or not, and thus, the measure takes the form of a binary variable (e.g. yes or no). If the children were attending their grade-I at the age of 6 years and grade-VIII at the age of 13 years following each grade of education since grade-I with an interval of one year, they were considered attending appropriate classes according to their ages in respective surveys.

The inequality of opportunity in attending appropriate class at appropriate ages continuously up to elementary level of education among children was examined across select circumstance groups. The term "circumstance group" in reference to the inequality of opportunity (IOP) argument, represents factors that are beyond the control of an individual (Barros et al. 2008; Molinas et al. 2010). The background factors like gender, religion, ethnic group, parental education are some of the examples of being a good candidate to be referred as "circumstance group", since an individual cannot change them. The circumstance groups for the present analysis include gender (male/female), father's and mother's education level (not literate/below primary/primary/middle/secondary & higher), social group (Scheduled Tribes (ST)/Scheduled Castes (SC)/Others), household economic status (Monthly Per Capita Expenditure quintile), and geographical regions. These variables were considered based on the findings from the previous studies and availability as well as consistency in collected information across the survey periods. Detailed information on these variables is provided in section 3.2.2 (Chapter 3).

[41]However, the 42nd round of survey didn't provide any constraint on the upper age limit while collecting information on education from the household members who were enrolled at primary and higher levels at the time of survey. The successive rounds, i.e 52nd round and 64th round provide extended information on currently attending/enrolled students (at the time of survey) for household members aged 5-24 and 5-29 years respectively.

Other socioeconomic and institutional variables which are controlled in the analysis as covariates include household size (≤ 5/6 –9/≥ 10), type of educational institution (Government or Public/ Private), status of free education (free/partially exempted from the tuition fee/neither free nor exempted), scholarship received any (yes/no), books or stationary received for free or at subsidized rate (yes/no), distance of educational institution from the place of residence (1–2 km/>2 km), and mode of transport up to the institution (on foot/public vehicle or other modes), and annual expenditure on education. Religion could not be taken as one of the circumstance groups or as covariate in the analysis, as the earlier rounds of the survey did not collect information on the religious affiliation of the household.

Regional factors such as type of locality (rural/urban) and the region of residence (broad geographical regions of India) are controlled in the analysis in order to seize considerable rural-urban and regional differences in the outcome over the period. In a separate analysis, state is also taken as one of the variables, for which human opportunity index (HOI) is estimated, while adjusting for all mentioned socioeconomic variables except for the region of residence. Detailed information on methodology describing the estimation strategy to construct human opportunity index, is mentioned in section 2.3.3.2 (Chapter 2).

7.3. Results

This section first provides estimates for the proportion (%) of children (aged 6-13), who were attending any class up to elementary level during the time of three survey periods (1986-87 to 2007-08). In the next sub-section, the factors determining children's (aged 6-13) attendance in classes up to elementary level education at appropriate ages are examined. The next sub-section presents results of the analyses based on the human opportunity index (HOI). The HOI are estimated for each circumstance group and across states and regions. The HOI are also decomposed to provide further assessment on the element of change in HOI over period.

7.3.1. Proportion of Children Attending Elementary Level Education

Table 7.1 presents proportion (%) of children (aged 6-13) attending any class up to elementary level by circumstance group during 1986-2008. In 1986-87, India recorded

Table 7.1. Proportion (%) of children (aged 6-13) attending classes up to the elementary level by their circumstance group, India, 1986–2008

Circumstance Group	1986-87		1995-96		2007-08	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Gender						
Male	20.89	(20.25,21.55)	28.64	(27.67,29.63)	38.71	(37.97,39.46)
Female	15.73	(15.13,16.35)	24.90	(23.96,25.87)	37.29	(36.50,38.08)
Type of residence (Sector)						
Rural	15.88	(15.37,16.4)	24.54	(23.62,25.48)	37.17	(36.47,37.87)
Urban	27.84	(26.81,28.89)	35.14	(34.14,36.16)	41.18	(39.86,42.51)
Father's education level						
Not literate	10.29	(9.72,10.89)	17.40	(16.27,18.60)	28.95	(27.98,29.94)
Below Primary	17.99	(16.81,19.23)	24.91	(23.03,26.88)	36.34	(34.67,38.03)
Primary	23.45	(22.34,24.59)	29.68	(28.11,31.30)	39.89	(38.53,41.26)
Middle	27.37	(25.98,28.80)	35.05	(33.23,36.91)	43.04	(41.71,44.39)
Secondary & Higher	35.79	(34.49,37.11)	40.68	(39.01,42.37)	45.97	(44.80,47.14)
Mother's education level						
Not literate	13.82	(13.35,14.31)	20.85	(19.99,21.74)	31.67	(30.90,32.45)
Below Primary	27.17	(25.37,29.05)	31.97	(29.66,34.37)	43.35	(41.63,45.08)
Primary	32.38	(30.88,33.91)	38.33	(36.36,40.33)	44.35	(42.91,45.80)
Middle	37.29	(35.37,39.25)	42.86	(40.62,45.13)	46.86	(45.22,48.51)
Secondary & Higher	41.20	(39.04,43.40)	46.50	(44.05,48.98)	49.06	(47.54,50.58)
Social group						
ST	8.94	(7.98,10.00)	19.23	(17.05,21.62)	37.14	(35.23,39.08)
SC	14.35	(13.38,15.37)	22.89	(21.53,24.32)	34.90	(33.74,36.07)
Others	20.68	(20.11,21.26)	29.11	(28.18,30.06)	39.12	(38.40,39.85)
MPCE Quintile						
Q1 (Poorest)	12.34	(11.61,13.11)	17.65	(16.47,18.89)	33.02	(31.99,34.08)
Q2	15.09	(14.27,15.94)	24.62	(23.29,26.00)	36.59	(35.45,37.74)
Q3	19.01	(18.03,20.03)	29.16	(27.65,30.71)	39.23	(38.04,40.44)
Q4	24.13	(23.08,25.22)	34.48	(32.77,36.24)	40.94	(39.62,42.27)
Q5 (Richest)	32.32	(30.98,33.69)	40.34	(38.61,42.09)	46.73	(45.15,48.32)
Region of Residence						
North	18.95	(17.75,20.22)	25.71	(23.91,27.60)	37.04	(35.62,38.48)
Central	13.42	(12.57,14.31)	20.51	(19.31,21.77)	33.98	(32.82,35.17)
East	11.77	(11.00,12.58)	18.37	(17.08,19.73)	33.38	(32.25,34.53)
West	25.97	(24.57,27.41)	37.02	(34.86,39.24)	46.75	(44.94,48.56)
South	27.22	(26.13,28.33)	38.41	(36.60,40.26)	45.83	(44.34,47.32)
Northeast	13.08	(11.58,14.75)	21.31	(18.84,24.01)	37.38	(34.58,40.26)
Other UTs	37.87	(27.33,49.68)	40.52	(34.18,47.20)	49.05	(43.24,54.89)
Total	18.48	(18.01,18.97)	26.89	(26.12,27.67)	38.05	(37.44,38.67)

MPCE: Monthly Per Capita Household Expenditure; ST: Scheduled Tribes; SC: Scheduled Castes.

nearly 18% of children aged 6-13 years attending classes up to elementary level, which rose to 38% in 2007-08 with considerable differences in the proportion across rural and urban areas.

Despite an increase of almost 21 percentage points between 1986-87 and 2007-08, the proportion of children attending up to elementary level education was considerably lower in rural areas (37%), as compared to that in urban areas (41%) during 2007-08. The estimates also bring to the fore that the proportion of female children in age group 6-13 years, who were attending classes up to elementary level, grew tremendously from the level of 16% in 1986-87 to 37% in 2007-08. The proportion of male children in this category progressed steadily from 21% in 1986-87 to around 39% in 2007-08. Similarly, the proportion of children attending up to elementary level education progressed over the period in each circumstance group, however, the pace of growth and levels varied. The growth in the proportion was found higher among those circumstance groups, which were disadvantaged earlier. For example, the proportion of female children, and children belonging to less educated parents, underprivileged social groups (ST/SC), the poorest families and from underdeveloped regions increased from the level of 1986-87 to 2007-08. Such progress in regard of the underprivileged groups also appeared to narrowing down the differences among circumstance groups.

The proportion of children attending up to elementary level education, whose father was not literate, was nearly 10% in 1986-87, which increased to around 29% in 2007-08, while the proportion of children whose mother was not literate grew from nearly 14% in 1986-87 to around 32% in 2007-08. At each level of mother's education, the proportion of children attending up to elementary level education was estimated to be higher, as compared to the proportion estimated at each level of father's education. There were almost 41% children attending up to elementary level education in 1986-87, whose mother had secondary and higher level education, compared to nearly 36% children whose father had the same level of education, and the proportion increased to 49% and 46% in 2007-08, respectively.

Between 1986-87 and 2007-08, the proportion of the ST children attending up to elementary level education recorded an increase of around 28 percentage points, compared to around 21 percentage points among the SC children, and 18 percentage

points among the children belonging to Other social groups. Such an appreciable progress in the proportion of the ST and SC children over the period has also helped in narrowing down the differences in proportion among the social groups. During 2007-08, there were 37% ST children attending up to elementary level education, compared to 35% among the SCs and 39% among Other social groups.

The proportion of children attending up to elementary level of education estimated for each MPCE quintile (representing poorest to the richest households) suggested a linearly rising pattern in favour of the increasing level of MPCE. The households belonging to the lowest MPCE (Poorest) reported only 12% children attending up to elementary level education in 1986-87, which increased to 33% in 2007-08; while the corresponding proportion for the highest MPCE quintile (Richest) was estimated to be 32% (1986-87) and 47% (2007-08).

Across major geographical regions of the country, the proportion of children attending up to elementary level education was estimated to be the lowest in the East (33%) region during 2007-08 (12% in 1986-87). The Northeast region, despite recording the proportion of nearly 13% in 1986-87 increased to 37% in 2007-08. Among the major regions (excluding UTs, which recorded 49% in 2007-08), the highest proportion was recorded in the West (47%) in 2007-08, followed by the South (46%) region. The pattern during 2007-08 highlights that the proportion of children attending up to elementary level education was almost identical in the West and South regions, Central and East regions, and Northeast and North regions.

7.3.2. Factors Determining Children Attending up to Elementary Level Education at Appropriate Ages

As per the result of the pooled multivariate logistic regression model (presented in Appendix 7; Table A7.2), gender, father's and mother's education level, social group, household size, provision of mid-day meal in school, annual expenditure on education, and region of residence emerged as significant determining factors of children (aged 6-13) attending classes up to elementary level at appropriate ages. The type of residence (p=0.475), type of institution (p=0.630), status of free education (p=0.821), receiving scholarship (p=0.972), receiving books/stationary (p=0.130), distance to institution (p=0.980), and mode of transport (p=0.375) were not found significantly

impacting the probability of children attending classes up to elementary level at appropriate ages. The model suggests that (with reference to 1986-87) the probability of children attending classes up to elementary level at appropriate ages in India increased by around 27% in 1995-96, and around 53% in 2007-08. During the cumulative period of 1986-2008, female children (Odds Ratio (OR)=0.967, 95% CI: 0.936-0.999) had only 3% less probability compared to male children in attending classes up to elementary level at appropriate ages.

The odds were estimated increasing linearly with the increase in each level of father's and mother's education. The children, whose fathers had secondary & higher level of education (OR=1.286, 95% CI: 1.213-1.363), were around 29% more likely to attend classes up to elementary level at appropriate ages, compared to the children, whose fathers were not literate. Similarly, the children, whose mothers had secondary & higher level of education (OR=1.387, 95% CI: 1.296-1.484), had around 39% more probability to attend classes up to elementary level at appropriate ages, compared to the children, whose mothers were not literate. During 1986-2008, the children belonging to the SC (OR=0.897, 95% CI: 0.837-0.961) and Other social groups (OR=0.930, 95% CI: 0.874-0.989) were 10% and 7% less likely to attend classes up to elementary level at appropriate ages respectively, compared to the ST children. Similarly, compared to the children belonging to households with five or less members (household size $\leq$ 5), the children in households with 6 to 9 members (OR=0.913, 95% CI: 0.882-0.946) were 9% less likely to attend classes up to elementary level at appropriate ages. The children who were not reported to receive mid-day meal in schools were estimated to be less likely (OR=0.888, 95% CI: 0.850-0.927) to attend classes up to elementary level at appropriate ages, compared to the children who received the mid-day meal. With the increase in the amount of annual expenditure on education (OR=0.951, 95% CI: 0.933-0.968), the probability of children attending classes up to elementary level at appropriate ages appears to decline.

Compared to the children in the North region, the probabilities of children attending classes up to elementary level at appropriate ages in the Central (OR=0.906, 95% CI: 0.856-0.958), East (OR=0.889, 95% CI: 0.840-0.940) and Northeast (OR=0.730, 95% CI: 0.674-0.791) regions were estimated to be lower; while the

probabilities were found to be higher in the West (OR=1.283, 95% CI: 1.211-1.360), South (OR=1.392, 95% CI: 1.316-1.473), and Island/UTs (OR=1.445, 95% CI: 1.234-1.692) regions.

7.3.3. HOI for Children Attending Classes up to Elementary Level at Appropriate Ages

Table 7.2 presents human opportunity index (HOI) with coverage rate (CR) and inequality of opportunity (IOP) for children attending classes up to elementary level education at appropriate ages by select circumstance groups for the period from 1986-87 to 2007-08. The CR refers to the average coverage rate of children attending classes up to elementary level at appropriate ages for the particular circumstance group. The IOP (also known as Dissimilarity Index or D-Index) refers to the inequality in coverage rate attributed to the particular circumstance group. These two components together construct the HOI, using the relationship HOI (%) = [CR (%)*{100–IOP (%)}]*100[42]. The second part of the equation is also referred as penalty, which is opportunities that are improperly allocated (see Fig. 2.4; Chapter 2). Further, the change in HOI over period (from 1986-87 to 2007-08) is decomposed into two components, i.e. composition effect and coverage effect. The composition effect refers to changes in the distribution of circumstances, while the coverage effect refers to changes in at least some group-specific coverage rates. The latter is further decomposed into change due to average coverage rate (Scale Effect), and change due to equality of opportunity (Equalization Effect). For further details on the construction and interpretation of HOI, refer to section 2.3.3.2 in Chapter 2.

During 1986-87, only 14% of children aged 6-13 years in India had the opportunity to attend classes up to elementary level at appropriate ages (see Table 7.3). Between 1986-87 and 2007-08, the country recorded a progress of 20 percentage points (p.p.) (HOI=34.5% in 2007-08) in the overall opportunity among children to attend elementary level education at appropriate ages. However, almost 65% contribution in the growth of the children's opportunity during the period of 20 years may be attributed to the coverage effect, in which 45% growth was due to the increase

[42]The mentioned relationship is in reference to the presentation of result in Table 7.2, as the results are presented in percentage form. The same relationship is given as HOI=C*(1–D) in Chapter 2 (see section 2.3.3.2).

Table 7.2. Summary measures of inequality of opportunity among children by their circumstance groups to attend appropriate class up to the elementary level according to their age, India, 1986–2008

Circumstance Group	HOI [CR, IOP] by Survey Period						Change[1] in HOI (1986-87 to 2007-08) p.p. (%)	Decomposition of change in HOI (1986-87 to 2007-08)			
	1986-87		1995-96		2007-08			Composition effect[2] p.p. (%)	Coverage effect[3]		
	HOI	(95% CI)	HOI	(95% CI)	HOI	(95% CI)			S. E. p.p. (%)	E. E. p.p. (%)	T. C. E. p.p. (%)
Gender											
Male	16.3	(15.8, 16.7)	23.6	(23.0, 24.2)	34.9	(34.5, 35.4)	18.6	3.0	10.5	5.2	15.7
	[21.2, 23.3]		[28.8, 18.2]		[38.7, 9.8]		(114.6)	(15.8)	(56.4)	(27.8)	(84.2)
Female	11.5	(11.2, 11.8)	20.0	(19.4, 20.5)	33.5	(33.1, 34.0)	22.0	2.3	14.0	5.7	19.7
	[15.4, 25.5]		[24.7, 19.3]		[37.3, 10.0]		(191.7)	(10.5)	(63.7)	(25.8)	(89.5)
Father's education level											
Not literate	10.9	(10.5, 11.2)	18.1	(17.6, 18.6)	31.3	(30.9, 31.8)	20.5	0.9	15.5	4.1	19.6
	[13.5, 19.6]		[21.8, 17.0]		[34.2, 8.3]		(188.2)	(4.2)	(75.8)	(20.0)	(95.8)
Below Primary	15.3	(14.9, 15.8)	22.4	(21.8, 23.0)	34.6	(34.1, 35.0)	19.2	1.1	14.0	4.1	18.1
	[18.8, 18.2]		[26.6, 15.8]		[37.5, 7.9]		(125.4)	(5.9)	(72.8)	(21.3)	(94.1)
Primary	17.6	(17.1, 18.0)	24.1	(23.5, 24.7)	36.5	(36.0, 37.0)	18.9	1.2	13.5	4.1	17.6
	[21.3, 17.6]		[28.5, 15.4]		[39.5, 7.6]		(107.8)	(6.6)	(71.5)	(21.9)	(93.4)
Middle	19.8	(19.2, 20.3)	27.8	(27.1, 28.5)	38.0	(37.6, 38.5)	18.3	1.3	12.8	4.1	16.9
	[23.8, 17.0]		[32.5, 14.5]		[41.1, 7.4]		(92.5)	(7.4)	(70.1)	(22.6)	(92.7)
Secondary & Higher	22.7	(22.1, 23.3)	28.8	(28.1, 29.5)	38.3	(37.8, 38.7)	15.6	1.5	10.3	3.8	14.1
	[27.0, 16.2]		[33.6, 14.2]		[41.3, 7.4]		(68.8)	(9.4)	(66.2)	(24.4)	(90.6)
Mother's education level											
Not literate	12.6	(12.2, 12.9)	19.7	(19.2, 20.2)	31.6	(31.2, 32.1)	19.1	1.0	13.5	4.6	18.1
	[15.8, 20.3]		[24.4, 15.8]		[33.8, 6.4]		(151.6)	(5.3)	(70.7)	(24.0)	(94.7)
Below Primary	18.6	(18.1, 19.1)	26.3	(25.7, 27.0)	40.2	(39.7, 40.7)	21.7	1.4	15.0	5.4	20.4
	[22.8, 18.6]		[30.7, 14.3]		[42.6, 5.5]		(116.9)	(6.3)	(68.9)	(24.8)	(93.7)
Primary	20.1	(19.6, 20.6)	28.1	(27.4, 28.8)	39.9	(39.4, 40.4)	19.8	1.4	13.2	5.1	18.3
	[24.6, 18.1]		[32.6, 13.8]		[42.3, 5.6]		(98.3)	(7.3)	(66.8)	(25.9)	(92.7)
Middle	21.2	(20.6, 21.7)	29.1	(28.4, 29.9)	40.9	(40.4, 41.4)	19.7	1.5	13.1	5.2	18.3
	[25.7, 17.8]		[33.7, 13.6]		[43.2, 5.5]		(93.2)	(7.5)	(66.3)	(26.2)	(92.5)
Secondary & Higher	22.1	(21.5, 22.6)	32.1	(31.4, 32.9)	42.2	(41.7, 42.7)	20.1	1.5	13.3	5.3	18.6
	[26.7, 17.5]		[36.9, 12.9]		[44.5, 5.3]		(91.2)	(7.6)	(66.2)	(26.2)	(92.4)

Circumstance Group	HOI [CR, IOP] by Survey Period						Change[1] in HOI (1986-87 to 2007-08) p.p. (%)	Decomposition of change in HOI (1986-87 to 2007-08)			
	1986-87		1995-96		2007-08			Composition effect[2] p.p. (%)	Coverage effect[3]		
	HOI	(95% CI)	HOI	(95% CI)	HOI	(95% CI)			S. E. p.p. (%)	E. E. p.p. (%)	T. C. E. p.p. (%)
Social group											
ST	9.2	(8.9, 9.4)	19.3	(18.8, 19.6)	36.0	(35.5, 36.4)	26.8	2.0	18.3	6.5	24.8
	[12.4, 25.6]		[24.0, 19.4]		[39.8, 9.6]		(291.1)	(7.4)	(68.3)	(24.2)	(92.5)
SC	13.3	(12.9, 13.7)	21.4	(20.9, 22.0)	33.6	(33.1, 34.0)	20.3	2.7	12.4	5.2	17.6
	[17.5, 23.8]		[26.4, 18.7]		[37.3, 10.0]		(152.2)	(13.1)	(61.2)	(25.8)	(87.0)
Others	14.8	(14.4, 15.2)	22.3	(21.7, 22.9)	34.3	(33.8, 34.7)	19.5	2.9	11.5	5.1	16.6
	[19.2, 23.2]		[27.4, 18.4]		[38.0, 9.9]		(132.0)	(14.7)	(59.1)	(26.3)	(85.4)
MPCE Quintile											
Q1 (Poorest)	11.6	(11.2, 11.9)	18.0	(17.5, 18.4)	33.3	(32.8, 33.7)	19.4	2.0	14.6	5.1	19.7
	[15.2, 24.1]		[22.0, 18.4]		[36.9, 9.9]		(150.7)	(9.3)	(67.2)	(23.6)	(90.8)
Q2	13.1	(12.7, 13.4)	22.1	(21.5, 22.6)	34.8	(34.3, 35.2)	19.0	2.2	14.3	5.2	19.5
	[17.1, 23.4]		[26.6, 17.2]		[38.5, 9.6]		(116.9)	(10.2)	(65.9)	(23.9)	(89.8)
Q3	14.9	(14.5, 15.3)	23.7	(23.1, 24.3)	35.2	(34.7, 35.7)	16.1	2.4	12.9	5.0	17.9
	[19.3, 22.7]		[28.5, 16.8]		[38.9, 9.6]		(98.4)	(12.0)	(63.4)	(24.5)	(87.9)
Q4	16.5	(16.1, 17.0)	25.4	(24.8, 26.1)	33.9	(33.4, 34.3)	17.4	2.6	10.2	4.5	14.7
	[21.2, 22.1]		[30.4, 16.3]		[37.5, 9.8]		(100.8)	(15.2)	(59.0)	(25.8)	(84.8)
Q5 (Richest)	16.9	(16.4, 17.3)	25.0	(24.3, 25.6)	35.1	(34.7, 35.6)	17.9	2.7	10.9	4.7	15.6
	[21.6, 22.0]		[29.9, 16.4]		[38.9, 9.6]		(106.1)	(14.6)	(59.8)	(25.5)	(85.3)

HOI: Human Opportunity Index; CR: Coverage Rate; IOP: Inequality of Opportunity (Dissimilarity) Index; SE: Scale Effect; EE: Equalization Effect; TCE: Total Coverage Effect; p.p.: percentage point; MPCE: Monthly Per Capita Household Expenditure; ST: Scheduled Tribes; SC: Scheduled Castes.

[1]Change in HOI refers to the change (i.e. increase) in HOI from period 1(1986-87) to the final period (2007-08). p.p.= ($HOI_{2007\text{-}08} - HOI_{1986\text{-}87}$), and % change was calculated as [(($HOI_{2007\text{-}08} / HOI_{1986\text{-}87}$) − 1)*100].

[2]Composite effect refers to the change in the distribution of circumstance (group-specific population share).

[3]Coverage effect refers to change in group-specific coverage rate, which is further decomposed into change due to average coverage rate (Scale Effect), and change due to equality of opportunity (Equalization Effect). So, TCE = SE+EE.

Note: HOI is estimated controlling for regions of residence, household size, annual expenditure on education and the variables listed in the table at their mean. The figures in parenthesis [,] represent the Coverage Rate, and Inequality of Opportunity (Dissimilarity) Index; and the figures in parenthesis (,) represent 95% Confidence Intervals (CI) for Human Opportunity Index (HOI).

in average coverage rate, and nearly 20% attributed to the progress in equality of opportunity.

Similarly, the male and female children both progressed with an increase of nearly 19 and 22 p.p. in HOI between 1986-87 and 2007-08 (see Table 7.2). The opportunity for male children was estimated to be around 16% in 1986-87, while only 12% female children had opportunity to attend up to elementary level education at appropriate ages during this period, which increased to around 35% and 34% respectively for male and female children in 2007-08. The growth in the HOI can mainly be attributed to the increase in average coverage rate, which was higher for female children (64%) compared to male children (56%). However, the share of equalization effect was slightly lower for female children (28%) than their male counterparts (26%), which corresponds with the higher IOP for female children compared to male children.

The HOI for children also increased with the increase in the level of parental education. However, it appears from the result that for each level of mother's education the HOI for children was higher, compared to the corresponding level of father's education, suggesting higher influence of mother's education on children's opportunity to attend up to elementary level education at appropriate ages. During 1986-87, the HOI for children, whose father was not literate, was estimated nearly 11%, while the corresponding estimate for children, whose mother was not literate, was around 13%, which augmented to 31% and 32% in 2007-08, respectively. Similarly, 42% children had opportunity to attend up to elementary level education at appropriate ages in 2007-08, if their mother's education was up to secondary level or higher. The HOI for children, whose fathers had secondary or higher level education, was estimated around 38% in 2007-08. Moreover, the share of equalization effect in the growth of HOI (between 1986-87 and 2007-08) of children at each level of mother's education was higher than that at each level of father's education.

The opportunity of attending up to elementary level education at appropriate ages appeared to have increased tremendously among children from underprivileged social groups during 1986-2008. The HOI for the ST children was estimated around 9% in 1986-87, compared to 13% for the SC children and nearly 15% for children from Other social groups, which escalated to 36% for the ST children, and around

34% each for children belonging to the SC and Other social groups in 2007-08. The growth in HOI over period was mainly attributed to increase in the average coverage rate, which was estimated to be the highest for the ST children (68%), compared to children belonging to the SC (61%) and Other social groups (59%). However, the share of equalization effect in the overall growth in HOI was estimated relatively higher for children from the SC and Other social groups (26% each), compared to the ST children (24%).

Household economic status, which is represented in the present analysis by the monthly per capita household expenditure (MPCE) quintile, also appeared to wield considerable influence on the children's opportunity to attend up to elementary level education at appropriate ages in earlier periods, the influence of which seems rather waning in recent period. The HOI for children belonging to each quintile of the MPCE (from lowest to the highest) was estimated around 12% (Q1), 13% (Q2), 15% (Q3), 17% (Q4), and 17% (Q5) during 1986-87, while the HOI ranged between 33% (Q1) to 35% (Q5) during 2007-08. This clearly suggests the narrowing down of the differences in the children's opportunity across different economic groups, which could mainly be attributed to the increase in average coverage rate among economically deprived groups. However, the share of equalization effect in the growth of HOI was estimated relatively higher for children from households with higher MPCE.

Table 7.3 presents the estimates of HOI for children across states and by major geographical regions. The HOI for children in the Northeast (9%) and the East (10%) regions was among the lowest across all geographical regions during 1986-87, and thus, due to increase in average coverage rate, the growth in HOI of these regions were recorded among the highest. During 2007-08, the HOI for major geographical regions i.e. North, Central, East, West, South, and the Northeast was estimated around 34%, 32%, 31%, 41%, 41%, and 31%, respectively. The HOI for Goa/UTs was estimated around 43% (2007-08), which was the highest among all. Fig. 7.1 demonstrates a clear picture of progress and differences in HOI across states over period. The figure highlights that within the North region, Uttarakhand and Rajasthan recorded a steep increase in the HOI between 1995-96 and 2007-08. Similarly, among the states in the Central region, Madhya Pradesh and Chhattisgarh appeared to have

Table 7.3. Summary measures of inequality of opportunity among children to attend appropriate class up to the elementary level according to their age across states/regions, India, 1986–2008

India/Region/State	HOI [CR, IOP] by Survey Period						Change[1] in HOI p.p. (%)	Decomposition of change in HOI (1986-2008)		
	1986-87		1995-96		2007-08			Composition effect[2]	Coverage effect[3]	
	HOI	(95% CI)	HOI	(95% CI)	HOI	(95% CI)		p.p. (%)	SE p.p. (%)	EE p.p. (%)
India	14.3	(13.9, 14.7)	22.4	(21.8, 23.0)	34.5	(34.0, 35.0)	20.0	7.1	9.1	4.0
	[18.5, 22.8]		[26.9, 16.6]		[38.1, 9.3]		(141.8)	(34.9)	(45.2)	(19.9)
North	15.6	(15.1, 16.0)	21.7	(21.1, 22.3)	34.3	(33.8, 34.7)	18.7	3.4	10.6	4.7
	[19.6, 20.7]		[25.6, 15.0]		[37.4, 8.4]		(120.2)	(18.1)	(56.7)	(25.2)
Jammu and Kashmir	10.0	(8.9, 11.2)	22.1	(17.1, 27.1)	31.7	(27.8, 35.6)	21.7	5.4	13.8	2.5
	[12.8, 21.9]		[26.3, 15.9]		[38.5, 17.7]		(215.9)	(24.9)	(63.7)	(11.5)
Himachal Pradesh	21.3	(18.6, 23.9)	28.5	(24.9, 32.0)	39.7	(35.8, 43.6)	18.4	7.8	5.6	5.0
	[24.9, 14.7]		[32.1, 11.2]		[42.4, 6.5]		(86.7)	(42.5)	(30.6)	(26.9)
Punjab	20.1	(18.1, 22.1)	31.0	(28.2, 33.9)	34.7	(31.7, 37.7)	14.7	5.4	5.4	3.8
	[24.3, 17.5]		[35.2, 11.8]		[37.6, 7.6]		(73.0)	(37.2)	(37.1)	(25.8)
Haryana	19.9	(17.3, 22.5)	26.3	(22.8, 29.9)	36.4	(33.1, 39.7)	16.5	5.6	7.2	3.6
	[24.2, 17.9]		[29.1, 9.6]		[40.0, 8.9]		(83.0)	(34.8)	(43.3)	(21.9)
Delhi	29.5	(24.5, 34.4)	30.0	(25.3, 34.6)	36.6	(32.5, 40.7)	7.2	4.1	1.1	1.2
	[36.6, 19.5]		[34.2, 12.5]		[42.8,14.4]		(24.3)	(57.2)	(15.4)	(27.4)
Rajasthan	9.2	(8.2, 10.2)	14.3	(12.4, 16.1)	31.6	(29.8, 33.3)	22.4	2.0	13.0	7.4
	[12.4, 26.1]		[18.2, 21.5]		[34.3, 8.0]		(243.6)	(9.0)	(57.9)	(33.1)
Uttarakhand	15.4	(11.8, 19.0)	16.6	(11.4, 21.7)	34.1	(30.5, 37.8)	18.7	3.9	10.9	4.0
	[19.3, 20.2]		[23.7, 30.1]		[37.4, 8.8]		(121.5)	(20.7)	(58.1)	(21.2)
Central	11.8	(11.4, 12.1)	18.3	(17.8, 18.8)	32.3	(31.9, 32.8)	20.6	2.8	12.9	4.9
	[15.1, 22.1]		[21.8, 15.9]		[35.4, 8.7]		(174.5)	(13.5)	(62.8)	(23.7)
Chhattisgarh	10.9	(8.7, 13.0)	15.6	(10.5, 20.8)	31.0	(27.9, 34.0)	20.1	3.4	11.9	4.7
	[14.7, 26.2]		[20.2, 22.5]		[36.2,14.4]		(185.3)	(17.1)	(59.3)	(23.6)
Madhya Pradesh	9.3	(8.2, 10.4)	17.5	(15.7, 19.2)	35.4	(33.6, 37.1)	26.1	4.7	13.4	8.0
	[13.2, 29.6]		[22.2, 21.4]		[39.0, 9.3]		(280.2)	(18.0)	(51.4)	(30.6)
Uttar Pradesh	10.3	(9.1, 11.6)	15.9	(14.8, 17.1)	29.2	(28.1, 30.3)	18.9	2.1	11.0	5.8
	[13.3, 22.5]		[19.9, 19.9]		[32.2, 9.3]		(182.6)	(10.9)	(58.3)	(30.8)
East	9.7	(9.4, 10.0)	16.3	(15.8, 16.8)	31.2	(30.8, 31.7)	21.5	2.4	14.2	4.9
	[12.6, 22.9]		[19.5, 16.4]		[34.3, 8.8]		(221.4)	(11.1)	(65.9)	(23.0)
Bihar	6.3	(5.5, 7.1)	10.8	(9.2, 12.4)	23.3	(22.2, 24.5)	17.0	1.7	10.6	4.7
	[8.6, 27.0]		[14.5, 25.4]		[27.8,16.2]		(270.7)	(9.9)	(62.5)	(27.6)

India/Region/State	HOI [CR, IOP] by Survey Period						Change[1] in HOI	Decomposition of change in HOI (1986-2008)		
	1986-87		1995-96		2007-08			Composition effect[2]	Coverage effect[3]	
	HOI	(95% CI)	HOI	(95% CI)	HOI	(95% CI)	p.p. (%)	p.p. (%)	SE p.p. (%)	EE p.p. (%)
Jharkhand	8.2	(8.9, 11.2)	14.1	(17.1, 27.1)	28.4	(25.8, 31.0)	20.2	2.7	10.9	6.6
	[11.6, 30.0]		[19.1, 26.1]		[32.5, 12.7]		(248.0)	(13.2)	(54.0)	(32.8)
Orissa	11.8	(10.4, 13.1)	22.8	(20.2, 25.5)	43.3	(41.0, 45.6)	31.6	2.7	19.1	9.8
	[16.4, 28.2]		[28.3, 19.4]		[46.8, 7.4]		(268.7)	(8.7)	(60.4)	(31.0)
West Bengal	8.7	(7.7, 9.6)	13.7	(12.1, 15.2)	31.1	(29.6, 32.7)	22.5	2.9	13.8	5.8
	[12.7, 31.6]		[17.9, 23.8]		[35.2, 11.4]		(258.7)	(12.8)	(61.5)	(25.7)
West	18.5	(18.0, 19.0)	29.0	(28.3, 29.8)	40.8	(40.3, 41.3)	22.3	3.8	13.0	5.5
	[23.0, 19.6]		[33.5, 13.3]		[44.1, 7.5]		(120.4)	(16.9)	(58.4)	(24.7)
Gujarat	20.8	(19.0, 22.6)	31.7	(29.0, 34.4)	46.8	(44.3, 49.3)	26.0	5.9	13.8	6.3
	[26.5, 21.6]		[36.1, 12.3]		[50.1, 6.6]		(124.0)	(22.8)	(53.0)	(24.2)
Maharashtra	21.6	(20.2, 23.1)	34.5	(32.4, 36.6)	41.9	(40.2, 43.6)	20.3	3.5	12.5	4.3
	[25.7, 15.7]		[37.5, 8.0]		[44.8, 6.3]		(93.7)	(17.3)	(61.4)	(21.3)
South	20.0	(19.4, 20.5)	33.1	(32.3, 33.9)	41.0	(40.5, 41.5)	21.0	3.9	11.7	5.3
	[24.7, 19.1]		[37.7, 12.4]		[44.3, 7.5]		(105.1)	(18.8)	(55.9)	(25.3)
Andhra Pradesh	16.5	(15.0, 17.9)	30.6	(27.4, 33.9)	41.0	(39.2, 42.9)	24.6	1.4	16.5	6.7
	[15.0, 17.9]		[33.3, 8.0]		[42.2, 2.8]		(149.4)	(5.6)	(67.1)	(27.2)
Karnataka	22.4	(20.6, 24.1)	31.7	(29.1, 34.4)	52.5	(50.1, 54.9)	30.1	2.9	21.3	5.9
	[26.7, 16.4]		[36.6, 13.2]		[56.5, 7.0]		(134.7)	(9.7)	(70.6)	(19.7)
Kerala	38.6	(36.2, 41.1)	50.1	(47.4, 52.8)	54.2	(51.1, 57.3)	15.5	6.8	7.7	1.1
	[42.1, 8.2]		[51.9, 3.5]		[56.4, 3.9]		(40.2)	(43.5)	(49.5)	(7.0)
Tamil Nadu	27.4	(25.4, 29.3)	39.3	(36.5, 42.1)	34.7	(32.7, 36.7)	7.3	2.9	3.3	1.0
	[30.1, 9.2]		[42.4, 7.4]		[36.6, 5.2]		(26.8)	(40.2)	(45.5)	(14.3)
Goa /UTs	26.2	(21.7, 30.7)	33.6	(28.7, 38.6)	42.5	(38.4, 46.6)	16.3	7.4	4.5	4.4
	[33.0, 20.7]		[39.6, 15.1]		[48.0, 11.4]		(62.3)	(45.5)	(27.7)	(26.8)
Northeast	9.4	(9.1, 9.7)	16.3	(15.8, 16.8)	30.9	(30.4, 31.3)	21.4	2.3	14.2	4.9
	[12.2, 23.0]		[19.5, 16.4]		[33.9, 8.7]		(227.8)	(10.9)	(66.2)	(22.9)

HOI: Human Opportunity Index; CR: Coverage Rate; IOP: Inequality of Opportunity (Dissimilarity) Index; SE: Scale Effect; EE: Equalization Effect; p.p.: percentage point.
[1]Same as Table 7.1 ; [2]Same as Table 7.1.
[3]Coverage effect refers to change in group-specific coverage rate, which is further decomposed into change due to average coverage rate (Scale Effect), and change due to equality of opportunity (Equalization Effect), so that the Coverage Effect = SE+EE. Note: HOI is estimated controlling for gender, father's and mother's education level, household size, social group, and annual expenditure on education at their mean. The figures in parenthesis [,] represent the Coverage Rate, and Inequality of Opportunity (Dissimilarity) Index; and the figures in parenthesis (,) represent 95% Confidence Intervals (CI) for Human Opportunity Index (HOI).

recorded higher growth in HOI between 1995-96 and 2007-08. The states in the West and South regions had already relatively higher HOI and sustained growth over the period. Karnataka, however, recorded the highest increase (11 p.p.) between 1995-96 and 2007-08.

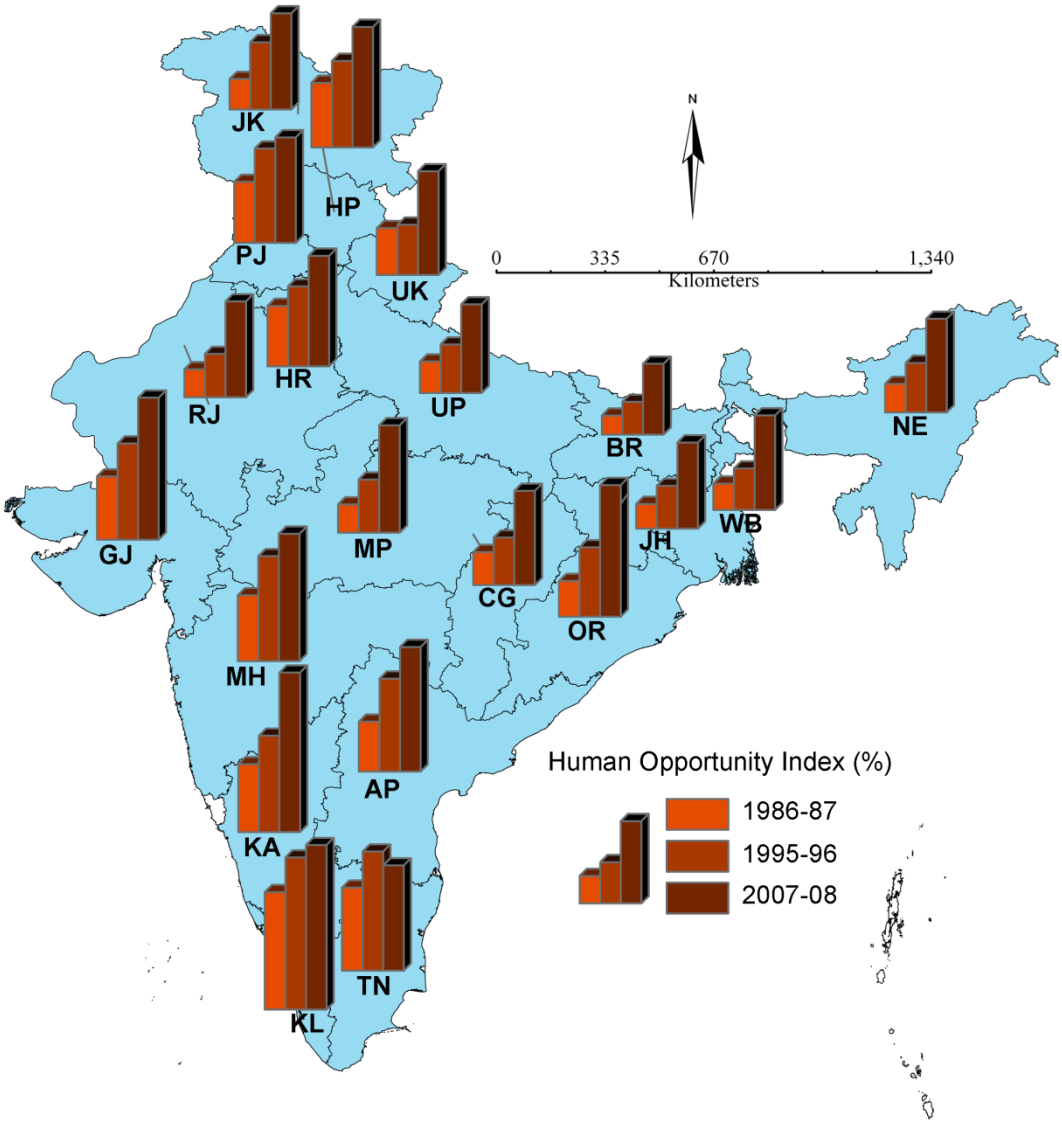


Fig. 7.1. Human Opportunity Index (HOI) for children (aged 6-13) attending classes up to elementary level at appropriate age across states/region, India, 1986-2008.

Note: Abbreviations shown for the states/region are as follows: AP = Andhra Pradesh; BR = Bihar; CG = Chhattisgarh; GJ = Gujarat; HR = Haryana; HP = Himachal Pradesh; JK = Jammu and Kashmir; JH = Jharkhand; KA = Karnataka; KL = Kerala; MP = Madhya Pradesh; MH = Maharashtra; NE = Northeast ; OR = Orissa; PB = Punjab; RJ = Rajasthan; TN = Tamil Nadu; UK = Uttarakhand; UP = Uttar Pradesh; and WB = West Bengal. Northeast region consists of Assam, Arunachal Pradesh, Manipur, Meghalaya, Nagaland, Sikkim, and Tripura.

In the East region, Orissa with HOI of 43% in 2007-08 (close to the level of states in the West and South regions) appeared to stand out among other states in the region. Out of all major states, Kerala (54%) recorded the highest HOI for children (aged 6-13) attending up to elementary level education at appropriate ages during 2007-08, while the lowest HOI was recorded for children in Bihar (23%).

7.4. Discussion

This chapter highlights that despite considerable progress in public services, especially in educational infrastructure, and growth in individual's economic status over the period, only 2 in every 5 children (aged 6-13) were attending the basic level of education (up to elementary level) in India during 2007-08. Although, to some extent, India could manage to alleviate the gender- and caste-disparities in this category of educational access, the rural-urban disparity, along with economic and regional disparities still appear to be important challenges before universalizing elementary level of education. Further, the factors which determine the continuous progression of children up to elementary level education during the period 1986-2008 were examined and it was found that gender, parental education, social group, household size, provision of mid-day meal in the school, annual expenditure on education, and region of residence were significantly explaining the differences in outcome. Finally, based on these probabilities of children (attending up to elementary level education in continuous progression) against selected circumstance groups, their opportunities to achieve the mentioned outcome were measured. It was observed that during 2007-08, there were considerable variations in children's opportunities in attending up to elementary level education in continuous progression by the level of parental education, especially mother's education, and across regions of residence. The variations in children's opportunities based on gender, caste (social group), and economic status were appeared to be waning by the period 2007-08, which could be attributed to the increasing coverage of education under government's affirmative policies and programmes.

Although, the estimate shows that the gender gap in children (aged 6-13) attending up to elementary level education is gradually narrowing down, there are evidences that indicate considerable female disadvantages in educational opportunities

in rural areas and in certain socioeconomic groups, which still hinder their entrance and continuance in formal education system. The rural-urban and regional disparities in educational outcomes are inherently linked to unwarranted differences across gender, caste, and economic status of the individual. Studies reveal that girls begin to work in the household from a very early age, especially in rural areas. They are mainly engaged in domestic/household activities such as cooking, cleaning, fetching water and fuel wood (Karlekar 2000), looking after old and sick family members and more importantly, taking care of younger siblings (Ramachandran et al. 2003; Burra 2001; Nayar & Nayar 1995; Jejeebhoy 1993). Living in rural environment characterized by poverty affects girls more severely due to their engagement in domestic chores, which facilitates their mothers at work and brothers at school (Reddy 2004). Poverty would be a constraint, if gender discrimination was not at work (Nayar 1993). Studies have also brought out the fact that gender differences in education can be linked to the way the parents perceive education for their daughters. The low parental motivation for girl's education in India is rooted in a host of socio-cultural attitudes and practices such as preference for son (Sanwal & Sanwal 2002; World Bank 1997; Dreze & Saran 1993), gender-based division of labour (Karlekar 2000; Nambissan 1995; Dube 1998), puberty and the notion of morality (Dube 1998; Caldwell et al. 1985), child and early marriages (Ramachandran et al. 2003; Jha & Jhingran 2002; Vasavi & Chamaraj 2000; Nayar & Nayar 1995), marriage as ultimate objective (Jha & Jhingran 2002; Sinha 1998; Dube 1998), and hypergamy (Jha & Jhingran 2002; PROBE Report 1999) etc. Apart from socio-cultural constraints, gender inequality is reinforced in classroom itself in many subtle ways[43]. All such factors at varying degree seem responsible for lower enrolment, continuation and dropouts of female children in regard of their school education.

Moreover, the educational status of both parents is known to have a positive impact on the schooling of children (Duraisamy 1998, 2000). There are three ways by which parent's educational attainment affects schooling of children: a) they realize the non-pecuniary benefits of child schooling, b) they are able to reduce costs of

[43] Teachers expect from girls to conform to sex stereotypes, indulging in feminine behaviour (such as being quiet, reserved, and non-participative), which restricts their classroom performance and academic achievement. Gender stereotype in the school set up is also visible in the organizing of separate seating arrangements for boys and girls and in the allocations of separate tasks for girls and boys (Ramachandran 2003; PROBE Report 1999; Nambissan 1995).

schooling, and c) they are less credit constrained (Sipahimalini 1996). Mother's education has larger effect on the probability of child enrolment in rural areas (Ramachandran et al. 2003; Sinha 2003; Jayachandran 2001). The present analysis further adds that with the increasing level of father's and mother's education, the probability of children (aged 6-13 years) attending up to elementary level education at appropriate ages (or in continuous progression) also increases. Thus, a greater awareness on the part of parents of the social returns to female education could definitely create positive impact in favour of girl's education (Bhatty 1998; Oonk 1998), or on the children's education as a whole.

The differences in educational outcomes among different social groups are well documented in literature (Sedwal & Kamat 2008; Vasavi & Mehendale 2003; Ramachandran 2003; Jha & Jhingran 2002; Dreze & Kingdom 2001). However, the present analysis discovers a positive trend. During 2007-08, the differences in access to and opportunity to attend up to elementary level education among children (aged 6-13) across social groups were negligible or ostensible, although the situation in rural areas might be different. Empirical studies point out some of the obstacles what the children from deprived social groups confront with. Ramachandran (2002) found that backward caste (ST/SC) families enrolled children at a somewhat later age. Studies also revealed that children of the SCs and backward castes were withdrawn from school at an early age, by about 8 or 9 years (Jha & Jhingran 2002; Shariff 1991). Although the Government of India's special incentives through specific policies and programs have affected the schooling of the SC and ST children to some extent, the efficiency of outcome varies due to several reasons. Studies show that the SC/ST and backward castes tend to attend the government schools (Ramachandran 2002), where they are provided a number of incentives, while the relatively well off families send their children to the private school, where English and computers are given more importance (Vasavi 2002). The tendency in favour of private schools was found to be influenced by people's perception of private schools as a means of imparting quality education in the English medium (Ramachandran 2002). Micro studies undertaken in Haryana, Karnataka and Tamil Nadu also pointed towards a trend among the better off SC and ST families, to send their children to private schools (Ramachandran 2002).

In addition, there are evidences that even among deprived social groups, firm community level efforts and their desire to upscale social mobility confronting all oddities helped them to accomplish better educational outcomes in some parts of the country. For instance, in Betul district of Madhya Pradesh, the backward '*Kurmi*' community took to educating their children to attain a higher social status, which enabled them to become the dominant caste in the region (Ramachandran 2002). Similarly, Nair et al. (1984) found near universal literacy rates in a *Harijan* village of Tamil Nadu, which was characterized by extreme poverty, widespread landlessness and few employment opportunities. The literacy movement in Mizoram, which records 92% literacy rate as per Census 2011, is the result of the initiatives taken by the Christian missionaries in 1898, which spread to the 'community teachers' who were chiefly adult males of the tribal community (Sujatha 2000). The strong sense of community and absence of sharp social disparities has often facilitated the spread of education. In Himachal Pradesh, the notion of schooling has acquired the characteristics of a widely shared norm (Dreze 2003). For instance, in Mizoram, parents inculcated the norm of studying from Monday to Friday even in absence of school engagement among their children (Chaudhuri 1992). Moreover, an interesting feature is the inter-regional variations in the tribal education (Dreze & Saran 1993). In states, where tribals constitute the dominant group (such as Mizoram, Nagaland, Meghalaya), their educational achievements are comparatively higher than that in states, where tribals form a minority (such as Madhya Pradesh, Orissa, Rajasthan, and Andhra Pradesh). Hence, these tribal-minority states need focused interventions by the government.

Rural-urban differences in educational outcomes and the rural disadvantages for all socio-cultural and demographic groups in terms of educational achievement are well recognized and documented in India (Govinda & Bandyopadhyay 2010; SRI 2005). However, although, there were considerable rural-urban differences in terms of access up to elementary level education among children (aged 6-13), the analysis reveals that there was no significant difference in the probability of children attending up to elementary level education in continuous progression. The mechanism behind rural-urban and regional disparities in educational outcomes is already discussed in earlier chapters.

As far as the role of government interventions in the development of educational statistics in India is concerned, this was solemnized in the late 1970s, and we can see through the statistics presented in this chapter and earlier, the country has come considerably closer in outcomes across many sections of population. The fifth five year plan (1975-80) recognized education as "a key factor in production" (GOI 1974, p. 191). The subsequent plans and the policy statements (e.g., National Policy on Education 1968 and 1986 and revised 1992) (GOI 1986, 1992) laid special emphasis on the role of education as an important means of development, viewing education as a "crucial area of investment for national development and survival" (GOI 1986, p. 29). Elementary education is also an important component of National Minimum Needs Programme of the Five Year Plans. The Five Year Plans and the Annual Plans of the Government of India and of various states periodically spell out their strategies towards fulfilling the educational aspirations of the people. They laid stress on the promotion of education in the country. Specifically, they stressed the need for eradicating illiteracy altogether and to provide universal elementary education to all in the shortest possible time. They also laid special emphasis on vocational and technical education at secondary level and on improvement of quality and relevance in higher education. Equity in education by gender, caste and socioeconomic groups, and reduction in regional disparities in educational development have been some of the important objectives of educational planning in India. The policy goals remained the same over the years, though some of the strategies adopted in the earlier decades and currently are different, and the target dates of achievement of the goals have been changed.

With the 42nd amendment to the Constitution in 1976, education, which was largely a state responsibility, was brought into the 'concurrent list,' making a responsibility of both the union and the state governments. The 73rd and the 74th amendments to the Constitution had placed greater role on local bodies on the development of education, among others. Elementary education has been made a fundamental right with the 86th amendment to the Constitution in 2002. Several foreign aided projects have been launched in primary education since the mid-1990s. Some of these efforts, including decentralization, specifically aimed at not only improving the education situation, but also targeted at reducing poverty and empowerment of the poor.

As a result of the policies and strategies adopted during the post-independence period, the education system in India got deepened and widened as well (see Tilak 1996 for detail). Today the education edifice in India is one of the largest ones in the world, with a network of more than one million institutions with 246 million students (229 million in schools as per 8th AISES[44]) enrolled at various levels around 2009. The number of students in India outnumbers the total population of united Germany, England and Canada taken together. Nearly six million teachers are there in the schools and higher education institutions. India became one of 135 countries to make education a fundamental right of every child when the act came into force since April 1, 2010.

The Right To Education (RTE) Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan). It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission (The Hindu 2008; Sripati & Thiruvengadam 2004). The Act also stipulates that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school dropouts to bring them at par with students of the same age. However, the act has been criticized for being hastily-drafted[45], not consulting many groups active in education, not considering the quality of education, infringing on the rights of private and religious minority schools to administer their systems, and for excluding children under six years of age[46]. Many of the ideas are seen as continuing the policies of *Sarva Shiksha Abhiyan*[47] of the last decade, and the World Bank funded District

[44]8th All India School Education Survey conducted by National Council of Education, Research and Training (NCERT), Ministry of Human Resource Development, Government of India.

[45]FTN: Privatisation no cure for India's education ills - India News - IBNLive. Ibnlive.in.com. 2010-02-03. http://ibnlive.in.com/news/ftn-privatisation-no-cure-for-indias-education-ills/98584-3.html

[46]George, S. (2001). Common Demands on Education. India Together. http://www.indiatogether.org/education/consoct01.htm [Accessed 08/12/2012].

[47] http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan

Primary Education Programme (DPEP) of the 1990s, both of which, while having set up a number of schools in rural areas, have been criticized for being ineffective[48] and corruption-ridden[49]. There are other implementation issues[50] as well, and the impact yet to be evaluated.

All this may represent a very significant growth in elementary education. However, elementary education is also associated with very serious problems of high rates of dropout, high pupil-teacher ratio, poor quality of education, and low levels of student achievement. Millions of children in India enter the labour market at an early age and in significant numbers, as part of their family's subsistence strategies (Sharma 2002). The trend of the 1991 Census estimates as against the 2001 Census estimates reveal that although the ratio of child labour has declined over the decade but the absolute number has gone up (Aggarwal 2008). In sum, universalisation of elementary education, a goal set by the Constitution to be achieved within a ten-year frame still eludes (Tilak 2005).

Moreover, the country also needs to deal with the sheer inertia of the academic community as well as the development of adequate school infrastructure. Majority of teachers in Govt. schools once employed, feel secure about their job until their retirement age, and become indolent towards their professional commitments. If sometimes they energize themselves, it is for lobbying for their salary hike[51]. Studies in several developing and developed countries show that increases in teachers' salaries did not have an impact on students' achievement levels (Fuller 1996; Kingdon & Muzammil 2001). Several studies underscore that other inputs such as school resources, instructional materials, school infrastructure, longer school days, etc, did

[48] Infochange India. India to notify right to education act. Southasia.oneworld.net. http://southasia.oneworld.net/todaysheadlines/india-to-notify-right-to-education-act [Accessed 06/02/2013].

[49] Dhar, A. (2010). News / National : U.K. doesn't intend to probe Sarva Shiksha Abhiyan for corruption. The Hindu (2010-07-28). http://www.thehindu.com/news/national/article538703.ece

[50] http://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act

[51]The National Commission on Teachers highlights that "the main preoccupation of teachers' organizations particularly since independence has been with the improvement of salary and service terms and conditions of teachers. And in this they have achieved considerable success" (NCT 1986: p.73).

significantly improve student learning (Fuller 1996; Kingdon 1996b). However, one-fifth of the total primary schools in rural areas still do not have drinking water facility, three out of ten are without usable toilet facilities and about half do not have playgrounds (as per the estimates by 8th AISES). The system of grants-in-aid to educational institutions in India is very obscure, which is not based on educational indicators but a dozen of factors[52]. However, the prospect to achieve universalization of the educational opportunity in India is not yet murky, and a lot depends on the strategic and holistic implementation of the ongoing programmes with strong political will and sincere participation of the citizenry.

7.5. Summing up

The mismatch between the occupational and education mobility among population, to some extent, draws our attention towards the quality and structure of education. In order to evaluate an aspect of educational quality, although not in strict sense, the progression or continuation of population (aged 6-13) up to elementary level education (which has been the focus of education policy for long) was examined in terms of opportunity accessed by select circumstance groups over period. Prior to that, the proportion of population attending up to elementary level education was estimated during 1986-2008. The rural-urban, economic and regional disparities were clearly evident in the access up to elementary level education among children aged 6-13. The factors which determine the continuous progression of children up to elementary level education during the period 1986-2008 were examined and it was found that gender, parental education, social group, household size, provision of mid-day meal in the school, annual expenditure on education, and region of residence were significantly explaining the differences in outcome. Further, it was observed that during 2007-08, there were considerable variations in children's opportunities in attending up to elementary level education in continuous progression by the level of parental education, especially mother's education, and across regions of residence. The

[52]such as the area's total population, number of children over five years of age, persons over 65, primary and nursery school age children, secondary school age children, further education age persons, university awards, school meals served, and local development indicators such as density of persons per mile of road, density of persons per acre, long term decline in population, and the mileage of non-trunk roads and principal roads (Muzammil 1989: chapter 4).

variations in children's opportunities based on gender, caste (social group), and economic status were appeared to be waning by the period 2007-08, probably owing to the increasing coverage of education under government's affirmative policies and programmes.

CHAPTER- 8

Summary, Conclusions, and Policy Implications

8.1. Introduction

This chapter summarizes the overall study by highlighting major findings, and conclusions drawn from the analyses undertaken and discussed in preceding chapters. A brief summary of the study with main findings are presented in section 8.2. The section 8.3 provides certain underlying conclusions underscoring the progressive trend of and challenges for the country related to shift in occupational structure and educational attainment. Further, the section 8.4 highlights the policy implications based on the findings of this study and points out to a few opportunities, and suggestions in order to provide productive inputs for determining policies/programmes aimed at improvement in the access to better occupational opportunities and educational development for the people. The section 8.5 delineates scope for future research in regard to this study.

8.2. Summary

The available Indian economic literature appears to have limited exposure to and understanding of the issues related to the process of development in opportunities across different sub-groups of population to grow and thrive economically and intellectually in order to improve their living standard or the class status in society over generations. This study is one of the modest efforts in this direction. Acknowledging certain limitations of the data used in this study, which are not especially organized for intergenerational mobility research, this study has attempted to examine the trend and pattern of occupational and educational mobility with other associated aspects in India during 1983-2010. The issue of mobility research in India is at infancy, and thus, the findings of this study, which deals with a range of aspects of occupational and educational status of population, may provide an insight into current status and scope for future research.

This study examines the transitions in the pattern of occupational structure and level of educational attainment among sub-groups of Indian population over past 27 years i.e., 1983 to 2009-10. The study also analyzes the pattern and magnitude of intergenerational occupational and educational mobility among various socio-religious groups and by regions in India with other covariates' effects, and changes therein over the period of time. Further, the inequality of opportunities among children of different social background has also been examined in order to find their access up to elementary level of education at appropriate ages during 1986-87 to 2007-08.

This study used six quinquennial survey data sets of National Sample Survey (NSS) on "Employment and Unemployment", with the survey period varying from 1983 to 2009-10. Besides, three rounds of special surveys conducted by NSS on "Participation in Education" ranging from 1986-87 to 2007-08 were utilised to explore education related dynamics. The study used the NCO codes to classify the occupational status in hierarchical order (3 groups) under each main group (sector) of occupation, i.e. Services, Industry, and Agriculture. The NIC codes were used to classify the group of occupation in each sector of economy. In the first approach, the occupational structure of the population aged 16-65, not attending any educational institution was assessed using the newly constructed occupational classification across selected socio-demographic and religious groups, and regions over the survey period (1983 to 2009-10). Similar assessment was done in case of educational structure of the population following the same criteria. Pooled multivariate regression models were applied to evaluate the adjusted probabilities of the sampled population lying in particular group of occupational or educational status. Second, the approach to examine the intergenerational mobility in both occupational and educational status was realized comparing the occupational and educational status of male children/grandchildren in the household to that of the male household head (with reference to whom relationship of other family members was determined). Further, in order to insure further upward intergenerational mobility, it was acknowledged that the assessment of opportunity enjoyed by the population, especially the children in terms of adequate educational access was essential. Hence, this study examined the opportunity available to children of different social backgrounds (or circumstance groups) to attend appropriate class at appropriate age up to elementary (I-VIII) level education during 1986-2008. For this purpose, the Human Opportunity Index (HOI)

was constructed by circumstance groups, and by state (and region) over period. The index was decomposed further to assess the changes in opportunities owing to change in population composition (related to specific circumstance group) or the change in coverage of or access to defined educational criterion.

The main findings of this study are highlighted under relevant sub-heads as per the analyses undertaken in preceding chapters:

8.2.1. Transitions in Occupational Structure

- Among different grades of occupation, the highest growth was recorded in Agriculture Grade 1 (AG1), which increased from around 2% (PP=0.014)[53] in 1983 to 9% (PP=0.087) during 2009-10. Consequently, the proportion of population engaged in Agriculture Grade 3 (AG3) declined by 46% in overall and 30% within Agriculture sector. This implies that the educated workforce in Agriculture sector has increased over the period.

- The proportion of working age population in AG3 occupation group declined by 41% in rural areas from the level of 60% (PP=0.631) in 1983 to 35% (PP=0.319) in 2009-10, while such decline in proportion was around 65% in urban areas.

- While in urban areas, the probabilities of population engaged in all three occupational grades in Agriculture sector were catching up by 2009-10, the probabilities for AG1 occupation group appeared to have increased over the period.

- The female engagement in overall agricultural occupation declined from 78% in 1983 to 52% in 2009-10, while it increased from 13% to 25% and 9% to 23% in industrial and services occupations respectively, during the same period.

[53]Findings presented here onwards mention both the unadjusted proportion (%) and adjusted probability (in terms of PP) together to provide results in both absolute and probabilistic terms. The PP (Predicted Probability) can be interpreted in percentage form. For example, PP=0.014 here can be compared in terms of 1.4% (i.e., adjusted) against the absolute proportion of 2% (i.e., unadjusted) .

- The proportion of working age women engaged in AG1 occupation group was less than 1% (PP=0.006) in 1983, which increased to 4% (PP=0.025) in 2004-05 and further to 7% (PP=0.049) in 2009-10. The female engagement in AG3 occupation group was around 32% (42% in rural areas, and 4% in urban areas) in 2009-10.

- In total, the proportion of working age ST population engaged in agricultural occupation dropped by 10% from 1983 to 2009-10, compared to a reduction of 29% and 22% among population belonging to the SC and Other social groups.

- The ST population recorded a phenomenal rise in AG1 occupation group from less than 0.4% (PP=0.006) in 1983 to about 7% (PP=0.057) in 2009-10. However, more than half of the ST population (51%) was engaged in AG3 occupation group in 2009-10.

- The proportion of SCs in AG1 occupation group increased from 0.5% (PP=0.005) in 1983 to 3% (PP=0.035) in 2009-10, while the proportion of Other social groups enlarged from 3% (PP=0.021) in 1983 to 10% (PP=0.111) in 2009-10. The corresponding proportion in AG3 occupation group was 38% for the SCs and 32% for Other social groups in 2009-10.

- The predominance of agricultural occupations was reported among Hindus, while industrial occupations were found to have more favour among Muslims during 1983-2010. The Christian population were found to be more engaged in services occupations.

- The proportion of population engaged in AG1 occupation group was estimated around 9% (PP=0.093) for Hindus, 4% (PP=0.037) for Muslims, 10% (PP=0.177) for Christians, and 13% (PP=0.138) for Other religious groups during 2009-10.

- In AG3 occupation group, the proportion of population engaged declined across all geographical regions, however, it was still reported to be higher in East (38% in 2009-10), Central (32%), and Northeast (30%) regions.

- Other major changes were observed in Services Grade 3 (SG3) and Industry Grade 2 (IG2) occupation groups, which recorded a growth of around 87% (31% within Services sector) and 67% (20% within Industrial sector) respectively during 1983-2010.

- There was an increase of almost 120% in SG3 occupation group by 2009-10 in rural areas from the level of 1983, while in regard of IG2 and IG3 occupation groups, the growth was recorded to be around 65% each.

- In urban areas, a drastic reduction was observed from 38% in 2004-05 to 26% by 2009-10 in the proportion of population engaged in IG3 occupation group. The proportion in IG2 occupation group, on the other hand, registered a rise from 9% in 2004-05 to 15% by 2009-10.

- In industrial and Services sectors, the pattern of adjusted probabilities across rural and urban areas was almost similar at varying levels.

- Between 2004-05 and 2009-10, the proportion of female population augmented from 6% to 15% in SG3 occupation group as compared to an increase from 13% to 15% in male proportion.

- In Industry Grade 2 (IG2) occupation group, female workers' engagement increased from nearly 2% in 2004-05 to 6% by 2009-10, in comparison to the male involvement that grew from 6% to 9% during the same period.

- The proportionate engagement of population in overall Industrial occupation increased by 54% among the STs, 96% among the SCs, and 24% among Other social groups during 1983 to 2009-10.

- The increase in proportionate involvement of population in overall Services occupation was recorded to be 56% for the STs, 27% for the SCs, and 47% for Other social groups from 1983 to 2009-10.

- A considerable upsurge was observed in proportion of working age population belonging to the ST and Other social groups engaged in SG3 occupation group from 3% (1983) to 6% (2009-10) and from 8% (1983) to 17% (2009-10), respectively.

- In case of IG2 occupation group, the highest increase in proportion was recorded among the SCs (2% to 6%) as compared to the STs (1% to 3%) and Other social groups (5% to 8%) from 1983 to 2009-10.

- A rise of 52% for the STs in 2009-10 over 1983, 24% for the SCs, and 7% for Other social groups was observed in the proportion of population engaged in SG1 occupation group.

- The proportion of Muslim population engaged in SG1, SG2, IG1 and IG2 occupation groups appeared to have declined from 1983 to 2009-10, while the adjusted probabilities suggest that the likelihood of Muslim population engaging in all the occupational grades except for IG3 and AG3 occupation groups has consistently increased from 1983 to 2009-10 (see Appendix 3, Table A3.5).

- In 2009-10, the proportion of population engaged in SG3 occupation group was recorded nearly 14% for Hindus (PP=0.145) and Christians (PP=0.184) each, 22% (PP=0.230) for Muslims, and 16% (PP=0.155) for Other religious groups.

- The proportion of population engaged in SG2 occupation group apparently appeared to have declined for Northeast, East, Central and North regions during 1983-2010. However, the adjusted probabilities indicate that the chances of population engaging in SG2 occupation group have increased over the period across all regions except for experiencing a trivial drop between 2004-05 and 2009-10.

8.2.2. Intergenerational Occupational Mobility[54]

- The proportion of male working age population experiencing upward intergenerational occupational mobility increased constantly from 9% (5%, adjusted) in 1983 to 13% (7%, adjusted) until 2004-05, registering a decline thereafter to 4% (2%, adjusted) by 2009-10. Such a decline

[54]Intergenerational occupational mobility (or occupational mobility) is examined only for male working age population (reasons well stated in Chapter 2). So, if there is no mention of male working age population in each sentence, it should be understood accordingly.

between 2004-05 and 2009-10 may be attributed to certain changes in the employment pattern in recent decade or probably due to change in occupational codes[55] during the 2009-10 survey. Due to lack of new job creation in the second half of 2000s, the latter generation might have been sustained with lower grade jobs.

- The proportion of male working age population experiencing downward occupational mobility increased steadily from 21% (16%, adjusted) in 1983 to 26% (14%, adjusted) during 1993-94, which afterwards recorded a decline in the successive survey periods of 1999-00 and 2004-05, but experienced a rise of almost 11 percentage points (6 percentage points, adjusted) during 2009-10 from the level of 2004-05. Since, the probability of downward and upward mobility, coupled with immobility, together form 100 percent, in such a way that if one component increases, the other decreases or vice versa. The recent increase in downward mobility can be understood from the preceding elucidation of decline in upward mobility.

- The result of multivariate regression model is contrary to the study's hypothesis that the status of the occupational class of sons has bettered than that of fathers' among majority of population over time.

- The intergenerational immobility in occupational structure of male working age population was found to be as high as 79–82% (based on adjusted predicted probability) varying from 1983 to 2009-10.

- Occupational immobility was recorded around 84% in 1983 to 88% during 2009-10 in Services sector, 93% (1983) to 97% (2004-05) and 96% (2009-10) in Industrial sector, and 90% (1983) to 93% (2009-10) in Agriculture sector (based on adjusted predicted probability).

- The probability of upward occupational mobility among population increased with the increasing level of father's education, while it appeared to have declined with the rising level of individual's education (plausible

[55]Although careful measures have been taken while classifying occupational grades from the 2009-10 survey (in concordance with other preceding surveys), but slight deviation may be possible due to adoption of 3-digit code of 2004 NCO in 2009-10 survey.

reason is mentioned ahead in sub-section 8.3.2). This finding rejects the study's hypothesis that individual's occupational status is more influenced by his own education than father's educational status. Mother's education had almost constant impact on the probability of upward mobility at each level of education.

- The upward occupational mobility was estimated to be the lowest among the ST population. Population belonging to the SC social group, Hindu and Other religious groups, and those living in rural areas, as well as in Northeast, East, and Central regions were found to display the lower upward occupational mobility.

8.2.3. Transition in Educational Structure

- The proportion of population who were not literate, and those who were literate but below primary level declined by 64% and 14% respectively, from the level of 1983 to 2009-10.

- The proportion of working age population, who had attained primary level education was 12% (PP=0.136) in 1983, which improved to 16% (PP=0.153) by 2009-10.

- The proportion of population having obtained up to middle level (or the elementary level) of education moved up from 9% (PP=0.085) in 1983 to 22% (PP=0.237) by 2009-10.

- The proportion of population, who had reported their highest level of education up to secondary/higher secondary level, was estimated around 7% (PP=0.065) in 1983, which rose to 24% (PP=0.290) by 2009-10.

- The proportion of working age population, who had attained education up to graduate and above level was only 2% (PP=0.015) in 1983, which improved to 8% (PP=0.079) by 2009-10.

- The proportions in the educational categories of primary (11% (PP=0.109) to 18% (PP=0.199)), middle (7% (PP=0.063) to 23% (PP=0.243)), secondary/higher secondary (4% (PP=0.039) to 21% (0.192)), and

graduate & above (<1% (PP=0.008) to 4% (PP=0.033)) level increased substantially in rural areas from the level of 1983 to 2009-10.

- There was almost 73% of female working age population reported to be illiterate (PP=0.737) in 1983, which declined considerably to the level of 28% (PP=0.272) by 2009-10.

- The female population having received education up to primary, middle, secondary/higher secondary, and graduate & above level of education increased by 71%, 241%, 444%, and 480% respectively, from 1983 to 2009-10[56].

- The proportion of illiterate population among the STs, SCs, and Other social groups declined by 69%, 63%, and 67% respectively, from 1983 to 2009-10[57].

- The population belonging to the STs and SCs, who had obtained education up to primary level increased from 6% (PP=0.059) and 8% (PP=160) in 1983 to 18% (PP=0.190) and 19% (PP=0.185) in 2009-10, respectively. The population of Other social groups (14% (PP=0.155) to 15% (PP=0.164)) having had education up to primary level grew by 8% during the same period.

- The proportion of population having attained education up to middle, secondary/higher secondary, graduate & above level logged an increase of about 15, 12, and 2 percentage points for the STs, and of around 18, 14, and 4 percentage points for the SCs from 1983 to 2009-10, respectively.

[56]The estimates were as follows: for primary (9% (PP=0.087) to 16% (PP=0.189)), for middle (6% (PP=0.050) to 19% (PP=0.215)), for secondary/higher secondary (4% (PP=0.035) to 21% (PP=0.182)), and for graduate & above level (1% (PP=0.008) to 7% (PP=0.038)).

[57]The estimates were as follows: for the STs (79% (PP=0.806) to 32% (PP=0.343)), for the SCs (75% (PP=0.542) to 28% (0.140)), and for Other social groups (53% (PP=0.529) to 17% (PP=0.125)).

- The proportion of illiterate population declined by around 65%, 59%, 68%, and 73% among Hindus, Muslims, Christians, and Other religious groups respectively, from 1983 to 2009-10[58].

- The proportion of population reported to have received their education up to primary level grew by 30%, 63%, and 15% from 1983 to 2009-10 among Hindus, Muslims, and Other religious groups respectively, while the proportion declined by 31% among Christians during the same period[59].

- The Christian population registered the highest proportion of population, who had received education up to graduation & above level (15%; PP=0.063) in 2009-10, followed by Other religious groups (10%; PP=0.064), Hindus (9%; PP=0.048), and Muslims (3%; PP=0.016).

- The Muslim population (PP=0.673) were found to have the highest probability of being illiterate as compared to Hindus (PP=0.462), Christians (PP=0.284), and Other religious group (0.355) during 1983-2010.

- The highest proportion of illiterate working age population was reported to be in the Central (29%; PP=0.313) region during 2009-10, followed by the East (28%; PP=0.267), North (22%; PP=0.311), South (14%; PP=0.230), West (11%; PP=0.208), Northeast (9%; PP=0.151), and other union territories (7%; PP=0.065).

- The decline in the proportion of illiterates was recorded to be the highest for union territories (82%), followed by the Northeast (80%), West (78%),

[58]The estimates were as follows: for Hindus (59% (PP=0.618) to 21% (PP=0.181)), for Muslims (63% (PP=0.798) to 26% (PP=0.338)), for Christians (29% (PP=0.430) to 9% (PP=0.092)), and for Other religious groups (51% (PP=0.480) to 14% (PP=0.133)).

[59]The estimates were as follows: for Hindus (12% (PP=0.124) to 16% (PP=0.188)), for Muslims (12% (PP=0.060) to 19% (PP=0.204)), for Christians (22% (PP=0.188) to 15% (PP=0.171)), and for Other religious groups (15% (PP=0.181) to 17% (PP=0.168)).

South (73%), North (65%), Central (57%), while the least for the East (55%) region, in 2009-10 over 1983.

- The West, South, and the UTs had the higher proportion of population who had received education up to graduate & above level. The highest growth was recorded in the South region in 2009-10 over 1983.

- The increase in the proportion of population in the highest educational category (graduate & above) was also substantial in the Central (2% to 7%), North (3% to 8%), Northeast (2% to 4%), and the East (2% to 5%) regions from 1983 to 2009-10.

8.2.4. Intergenerational Educational Mobility

- In 1983, 48% (PP=0.480) of working age population was estimated to display the probability of experiencing the upward educational mobility, which increased to about 67% (PP=0.675) by 2009-10, thus demonstrating a steady and progressive trend over the period. This is in congruence with the study's hypothesis that sons' educational status has improved over their parents' over time.

- The probability of the educational immobility was estimated to be around 44% (PP=0.437) in 1983, which declined to around 25% (PP=0.249) in 2009-10.

- The social hierarchy was clearly maintained in the upward educational mobility, with the ST population (PP=0.488) registering the lowest probability among all social groups, followed by the SC population (PP=0.548) and the Other social groups (PP=0.587) during 1983-2010.

- The ST population (PP=0.065) had, however, the lowest probability of downward educational mobility, which was complemented by the higher probability of educational immobility (PP=0.448) among them during 1983-2010. It was probably for the fact that they were already at the lowest level of education from where the decline is unexpected given the growing level of awareness and spread of education among them.

- The probability of upward educational mobility for population belonging to Hindu (PP=0.581) and Other religious groups (PP=0.577) was almost similar over the period.

- Among all the religious groups, the Christian population (PP=0.633) demonstrated the highest probability of upward educational mobility, while the Muslim population (PP=0.507) displayed the least probability.

- The Muslim population (PP=0.086) exhibited the least probability for downward educational mobility after adjusting for other potential factors, complemented by the highest probability of intergenerational educational immobility (PP=0.407).

- The probability for upward educational mobility was almost at similar level for the Northeast (PP=0.645), West (PP=0.627), and the South (PP=0.623) regions. The UTs (PP=0.639) also recorded the higher upward educational mobility along with the above three regions.

- The population in the East region (PP=0.509) have shown the least probability of upward educational mobility, followed by the Central (PP=0.534), and the North (PP=0.580) regions.

- The population in the East region have exhibited the highest probability of downward educational mobility (PP=0.105) as well as the educational immobility (PP=0.386) among all the regions.

- Seven to eight percent of population were likely to experience downward educational mobility in the Northeast (PP=0.071), South, UTs (PP=0.075 each), North (PP=0.080), and the West (PP=0.081) regions, while the population in the Central (PP=0.099) region displayed around 10% probability of facing downward educational mobility during 1983-2010.

8.2.5. Inequality of Opportunity in Educational Access up to Elementary Level

- In 1986-87, nearly 18% of children aged 6-13 years reported to have attended classes up to elementary level, which increased to 38% by 2007-08.

- Despite a gain of almost 21 percentage points between 1986-87 and 2007-08, the proportion of children attending up to elementary level education was considerably lower in rural areas (37%), compared to that in urban areas (41%) during 2007-08.

- The proportion of female children in age group 6-13 years, who were attending classes up to elementary level, grew tremendously from the level of 16% in 1986-87 to 37% in 2007-08.

- The proportion of children attending up to elementary level education, whose fathers were not literate, was nearly 10% in 1986-87, which increased to around 29% in 2007-08, while the proportion of children whose mothers were not literate, grew from nearly 14% in 1986-87 to around 32% in 2007-08.

- Between 1986-87 and 2007-08, the proportion of the ST children attending up to elementary level education recorded an increase of around 28 percentage points, compared to around 21 percentage points for the SC children, and 18 percentage points for children belonging of Other social groups.

- During 2007-08, there were 37% ST children attending up to elementary level education, compared to 35% children from the SC and 39% from Other social groups.

- The household belonging to the lowest MPCE (Poorest) recorded only 12% children attending up to elementary level education in 1986-87, which grew to 33% in 2007-08; while the corresponding proportion for the highest MPCE quintile (Richest) was estimated to be 32% in 1986-87 and 47% in 2007-08.

- The proportion of children attending up to elementary level of education was estimated to be the lowest for the East (33%) region during 2007-08 (12% in 1986-87). The highest proportion was recorded for the West region (47%) during 2007-08, followed by the South (46%). The Northeast region, despite recording a low proportion of nearly 13% in 1986-87 showed a rise to 37% in 2007-08.

- The variables such as gender, father's and mother's education level, social group, household size, provision of mid-day meal in school, annual expenditure on education, and region of residence emerged as significant determining factors of children (aged 6-13) attending classes up to elementary level at appropriate ages.

- During 1986-87, only 14% of children aged 6-13 years in India had the opportunity to attend classes continuously up to elementary level at appropriate ages, which increased to 35% by 2007-08.

- Almost 65% contribution in the growth of the children's opportunity (during the period of 20 years) was attributed to the coverage effect, in which 45% growth was due to the increase in average coverage rate, and the remaining 20% was attributed to the progress in equality of opportunity.

- The opportunity to male children to attend up to elementary level education at appropriate age was estimated to be around 16% in 1986-87, while it was found to be only 12% for female children. It, nevertheless, increased to around 35% and 34% for male and female children respectively in 2007-08.

- The HOI for children also increased with the rise in the level of parental education. Forty-two percent children had opportunity to attend up to elementary level education at appropriate ages in 2007-08, if their mother's education was up to secondary level or higher. The HOI for children, whose fathers had secondary or higher level education, was estimated to be around 38% in 2007-08.

- The HOI for the ST children was estimated to be around 9% in 1986-87, compared to 13% for the SC children and nearly 15% for children belonging to Other social groups. It increased to 36% for the ST children, and around 34% each for children belonging to the SC and Other social groups by 2007-08.

- The HOI for children belonging to each quintile of the MPCE (from lowest to the highest) was estimated around 12% (Q1), 13% (Q2), 15% (Q3), 17% (Q4), and 17% (Q5) during 1986-87, while the HOI ranged between 33% (Q1) to 35% (Q5) during 2007-08.

- During 2007-08, the HOI for major geographical regions i.e. North, Central, East, West, South, and the Northeast was estimated around 34%, 32%, 31%, 41%, 41%, and 31%, respectively. The HOI for Goa/UTs was estimated around 43% (2007-08), which was the highest among all.

8.3. Conclusions

Drawing upon the above findings, this study finally organizes certain underlying conclusions in the following two sub-sections, i.e., major indications of progress shown by population in different aspects, and the major challenges for the country in the area of occupational mobility and educational development.

8.3.1. Major Indications of Progress

- With considerable development in education, the educated workforce in Agriculture sector appears to have increased over the period.

- The result shows that after the period 1993-94, the workforce (especially male) in the country increasingly participated in Services sector at various occupational grades, which might be considered as an impact of the New Economic Policy. This may have certainly influenced the wages/earnings of population, as even the grade-3 occupation group in Services sector could fetch relatively higher wages as compared to the Agriculture sector.

- Increasing probability of male population engaging in grade 3 occupation groups in Services and Industrial sectors (with a considerable decline in probability to be engaged in grade 2 and grade 3 occupation groups in Agriculture sector) suggests a positive shift of excess workforce from the agriculture to non-agricultural sectors.

- Increasing participation of female workforce in Services sector or in non-Agricultural sector (even though in grade-3 occupation group) during the recent period (in second half of the 2000s) is a welcome sign. The women are increasingly expected to become the part of paid labour force.

- The result from the multivariate regression model suggests a consistent rise in the likelihood of Muslim population engaging in all occupational grades except for IG3 occupation groups in Services and Industrial sectors. Their considerable engagement in services and industrial occupations may be attributed to their concentration mainly in urban areas.

- The country has shown considerable progress in educational attainment by population of different socio-religious and demographic groups, and by regions over period, which appears as a reflection of the success of various educational programmes institutionalized after the National Policy on Education (NPE), 1986.

- The opportunity of continuous progression up to elementary level education among children aged 6-13 appears to increase considerably. This may be attributed to the recent efforts by national and internationally sponsored education programmes, and the increasing awareness of parents. In addition, the differences in such opportunities among children across gender, social groups, and economic status has narrowed down over the period.

8.3.2. Major Challenges

- More than half of the ST population appeared to have been engaged in the lowest grade of agricultural occupations, i.e. agricultural labourer, and their

probability to be engaged in other non-agricultural occupations was also found to be the lowest among all social groups.

- The change in proportion of ST population for overall services occupations was recorded higher compared to the proportional change estimated for the SCs and Other social groups during 1983-2010. However, it appears as a statistical misnomer, as during 2009-10, the proportion of population engaged in Services sector from the SC and Other social groups was around two-fold and three-fold higher in comparison to the ST population.

- The majority of Indian population, despite experiencing a tremendous growth in the occupational engagement in Services and Industrial sectors after economic liberalization, tends to be occupationally immobile over generations. More than half of the country's workforce (52% in 2009-10) was found to be employed in agriculture and allied activities. However, the result shows that the population engaged in Agriculture sector did not experience notable upward mobility over the period. The population in the East and the Northeast regions of India appeared to have lower probability in occupational mobility over generation.

- The nature of labour market or the occupational engagement of population in India is transforming from agricultural to non-agricultural, and unskilled to highly skilled occupations, which necessitates the working age population to possess specific skills.

- The progress in education over generation does not reflect in the occupational mobility over generation. This indicates a certain mismatch between the imparted education and its employability. The lack of the competent workforce in skill-intensive jobs (which has potential to expand further) is attributed to the suboptimal quality of education[60]. Imparting quality education at all levels is another big challenge.

[60]According to the latest report by NASSCOM, only 25% engineering graduates in India were employable.

- Parent's education (and corresponding social status) still tends to play a major role in the children's occupational destinations, while the individual's own educational achievement appears to have little influence on the likelihood of upward mobility in occupational status over their previous generation. This reflects that the majority of Indian population is lacking freedom of development or opportunity to thrive independently. The parent's education often corresponds to their economic status and their social network, which ultimately renders employment benefits to their offspring. Thus, an individual even possessing higher education whose parents are not well educated and engaged in higher-grade occupations may experience less probability to get better job, compared to the individual whose parents are well educated and have influential social network. The latter does have the probability of getting better education, as the parents can manage good schooling and better infrastructure for their wards.

- Muslim population experienced the lowest, both upward and downward educational mobility over generation, due to the fact that they had higher intergenerational immobility in educational attainment.

- Socio-cultural, demographic, economic, and regional inequalities in terms of access to education are the major barriers to achieve sustained long-term social and economic welfare of the population. The rural-urban, economic and regional disparities were clearly evident in the access up to elementary level education among children aged 6-13.

- Gender, parental education, social group, household size, provision of mid-day meal in the school, annual expenditure on education, and region of residence were emerged as significant factors explaining the differences in the continuous progression of children up to elementary level education. This implies that both individual/household and contextual (policy related) factors have important role to play towards improvement in the state of education in the country. However, the well-formulated and executed interventions at community or administrative level have the potential to influence the socio-psychological perceptions and economic constraints of the population. They

are likely to introduce corrections in the incidents of early dropouts[61] or discontinuation of education.

- Mother's education, more than that of father's education, appeared to have influenced the continuous progression of children's education, especially up to elementary level of education. However, the women's access to education in India is not at par with their male counterparts.

8.4. Policy Implications

The results and discussion encompassing this study are indicative of many a problem that requires immediate attention of the policy makers and other stakeholders, if India is to become a land of fair access to opportunities, and not just that of opportunities, across the gender, religion, social groups (castes), rural-urban segments and the regions. Although both the individual/household and contextual (policy related) factors have important roles to play towards improvement in the sub-optimal state of education, yet well formulated and executed interventions at community and administrative levels have the potential to influence the socio-psychological perceptions and economic constraints of the population. Given the constraints of time and scope of the study, this work does not suggest specific policies and the instruments to operationalize the same, it, however, certainly provides an insight into the direction, the policies could be oriented towards. The major suggestions are listed below.

- The educational mobility among Indian population, by and large, is found to be much higher than the occupational mobility suggesting that the proceeding generation, though equipped with better educational qualifications, often lands up with relatively lower grade jobs, as compared to their preceding generation. One plausible reason could be the low employability of the education imparted to the new generation, which does not help the people to be engaged in better-paid jobs. It, however, also does not imply that the schooling of the preceding generation was better. It only reflects the expeditious changes in the job profiles, skill requirements etc. and the

[61]The average retention rate at primary level (Grade I-V) was 73.4% in 2010-11 (NUEPA 2012).

mismatch of the current schooling output with the same. These changes themselves are the outcomes of changing economic and political environment within the country brought about by increasing economic integration of India with rest of the world. These changing ground realities are also echoed by the fact that there is a trend towards shifting of workforce from largely unskilled/semi-skill based agriculture to semi/highly skill based non-agricultural sectors, which warrant altogether different levels of education and specific skills sets. It appears that the content, quality and delivery mechanism of the schooling to which the vast majority of Indian have access, has not been fine-tuned with the changing job paradigms. The policy interventions though have produced results yet they appear to be far from universal in nature leading to wide heterogeneity in outcomes across genders, castes, religions, rural-urban segments and also across various regions. Therefore, massive and continuous efforts are required on the part of planners and policy makers to gear up the education system to match up with the requirements of changing times, along with ensuring fair access of the same to all.

In this regard, it may be interesting to note that the population in the Northeast part of India displays the same phenomenon i.e., high intergenerational educational mobility, along with the lowest occupational mobility. Since, this region per se does not offer much employment opportunities in the industrial and services sectors; the development of education-intensive occupations in Services sector could propel the livelihood pattern in this region.

- The fact that the population engaged in Agriculture sector does stand least chance to experience any notable upward mobility supports the view that education does not equip the working age population with necessary skills. This probably demands effective policy interventions towards the improvement of the above, as already discussed. An alternative could be the encouragement to the diversification of agriculture in favour of more rewarding crops comprising majorly the horticultural and floricultural crops. In any case, the policy intervention must be based on short/medium and long

term strategies towards sustainable development offering more paying employment opportunities in the agricultural and allied sector.

- The higher probability of women (overall) and ST population engaging in the lowest grade of agricultural occupations implies that they own too little skills to realize the benefits of other non-farm livelihood opportunities. This necessitates effective policy interventions so as to facilitate them to attain an education and skill level which may help them to have effective access to the alternative employment opportunities available. Policy interventions encouraging vocational education in these target groups may help.

- Moreover, there have been overwhelming evidences of dropout of children and threat to educational progression at early age in rural areas. If the trend continues, it could pose a serious threat to the overall development, which shall keep a large chunk of population away from the more rewarding modern jobs. This again calls for serious thinking, debate and consequently appropriate policy measures. It may be pointed out that the VET (Vocational Education and Training)-in-schools programs are increasing in importance relative to the traditional school to VET pathway[62]. A well-structured vocational learning in schools can function as an equity strategy performing a 'preventative function' by allowing students 'to develop work-related skills while still advancing their general education, and the training may encourage young people to stay at school longer. This can be combined with certain economic incentives for weaker sections such as compensation to the families for the foregone earnings by children, which cause them to leave schools[63]. The career information and vocational guidance could also be imparted to students at post-school level.

- Mere enrolment in government primary schools, severely lacking in terms of physical and human resources, is not sufficient enough to instill interest

[62]See Knight (2004).

[63]*PROGRESA* in Mexico has considerable impact in reducing poverty and educational attainment among children (Skoufias 2001; Skoufias, Davis & Behrman 1999; Schultz 2000).

among children towards education at very early age. Further, the children also serve the purpose of economic assets to their families; apathy of the parents has also contributed heavily towards the low educational attainments of children especially belonging to the underprivileged groups such as ST/SC, Muslims, and economically backward population. These all barriers are very difficult for the government to overcome unless the NGOs and other institutions are involved and engaged in this process. It also calls for educating such parents and their wards about the long-term benefits of the education, besides providing an exciting and motivating learning environment that could sustain the interest of the children in the continuance of their education.

- The evidently greater influence of mother's education on children's educational progression, as compared to that of father's, special encouragement, through certain interventions, to women's education is most warranted. In this regard, it may be emphasized that the girl child is the most valuable source of labour as it not only starts assisting mother in performing domestic chores right from the early childhood, but also helps the family by taking the responsibility of looking after the younger siblings, which releases mother for undertaking other tasks. The end outcome of these practices is the low educational attainments of the girl child as compared to their male counterparts. Thus, apart from encouraging girl child's education through the provision of free education and some scholarships, there is a need to reduce their economic value during schooling years through legislation and other means such as compensation for the foregone family responsibilities of the girl child.

- It may be pointed out that the information collected through present NSS schedules do not allow gauging sustained occupational status of individuals or changes in occupational structure over a longer period of time in their life course. Moreover, due to increasing nuclearization of families, especially in urban areas, the chances of getting robust sample of households with individuals representing at least two generations at state level or other smaller administrative units are grim. Hence, for more robust and credible

understanding and estimation of intergenerational mobility in occupational and educational attainment, this study suggests that NSSO or other national survey institutions consider collection of the information required for intergenerational studies, at least once in near future. Further, the "Employment and Unemployment" schedule (NSS) of the quinquennial rounds may be redesigned to include the information on occupations and employment of both parents and children in the household irrespective of their place of residence.

8.5. Scope for Future Research

Although this study offers a comprehensive understanding of the progress of structure and intergenerational mobility in occupational status and educational attainment of diverse groups of population, focusing on macro level trends and issues in tandem may have masked much needed micro-level understanding. This is an area, which necessitates further exploration, investigations and detailing. For instance, due to a broader set of occupational classification in terms of grades, the actual variability in the occupational status could not be captured, especially in agriculture sector. Hence, the future studies can focus on examining trends in agricultural occupations with more specific and relevant classifications. In terms of coverage as well, the intergenerational pattern of occupational and educational mobility may be examined specifically in regard of underdeveloped areas (such as eastern, central, and northeastern regions of India) and underprivileged population groups. State-specific estimates would be desirable, especially from the policy point of view. However, the robust appraisal of these aspects at micro level or small geographical area such as state or district using NSS data-set would be challenging. Although, this study has examined the magnitude of intergenerational mobility in occupational class and educational attainment in terms of probability, and distinguishes the likelihood of an individual experiencing upward, downward or no mobility, further studies can examine the similar issues using an opportunity index and other such composite measures to provide aggregate measure of mobility for specific areas and population groups. If the information on educational attainment of an individual is available in terms of years of schooling, it would provide more specific mobility pattern in educational attainment.

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APPENDIX 1

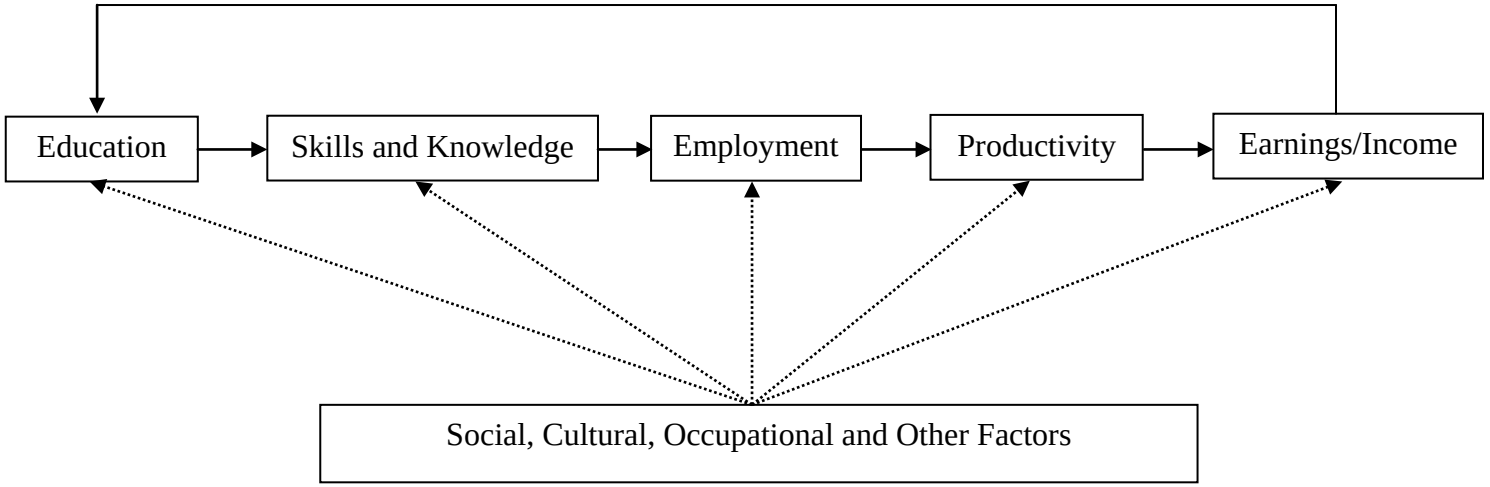

Fig. A1.1. Relationship between Education and Earnings/Income in the Human Capital Framework (After Tilak 2002)

APPENDIX 2

Table A2.1a. Example of Occupations in different grades included in Services Sector

Service-Grade 1	Service-Grade 2	Service-Grade 3
Architect	Personnel Manager	Vaccinator/ Inoculators /Dresser
Planner, Town	Personnel Officer	Peon/Attendant
Physicians	Manpower Officer	Nurse/Midwife/Matron/Maid
Surgeon	Employment Officer	House Keeper/Steward/Governess
Psychiatrist	Vocational Counselor	
Medical Anatomist	Teacher	Cook, Domestic/Institutional
Health Officer	Women's Welfare Organiser	Caretaker, Building/Monuments/Institutions
Nutritionists	Child Welfare Organiser	Hair Dresser/Cutter
Engineers	Family Planning Organiser	Manicurist
Elected Officials	Sub-Editor	Batch Attendant
Ministers	Correspondents/Reporter	Loader, Ship/Aircraft/Transport
Members of Parliament/Legislative Councils	Supervisors	Machinery Mover (Construction)
Professors	Master, Band	Concrete Bucket Hooker (Construction)
Administrative officials	Orchestra Conductor	Crane Hooker
Secretaries in Govt. committees	Astrologers/Priests/Palmists/Sexton	Rigger
Judicial Officials/Lawyers	Field Officers	Splicer (Rope and Cables)
Directors of several institutions e.g. Music, Art, Sports, Education, Film, Drama etc.	Dealers, Wholesale/Retail	Driver/Operator, vehicles
Scientists/Social Scientists/Educationists	Purchasing Agents	Winch Man/Coolie
Chief Editor	Inspectors, Insurance/Sales	Boatswain/Serang/Khalasi/Stoker/Lascar

Note: These are a few examples of occupational status among several such occupational grades reported and included in the classification. The reported codes (as per the NCO) were stratified or filtered out by the NIC codes, and checked arranging across the level of education.

Table A2.1b. Example of Occupations in different grades included in Industrial Sector

Industry-Grade 1	**Industry-Grade 2**	**Industry-Grade 3**
Engineer, Mechanical/Chemical/Industrial	Spinning Master	Helper/Machinist
Metallurgists, Extractive/Process/Production	Weaving Master	Anglesmith/Blacksmith/Farrier
Textile Technologist	Bleaching Master	Cobbler/Shoe Maker
Technologist, Jute/Fiber	Dyeing Master	Cutter/Skiver/Saddler
Technologist, Food/Sugar/Alcohal/Oil	Master, Printing (Textile)	Fitter/Laster/Clicker
Technologist, Wood/Fuel/Rubber	Supervisor and Foreman, Wood Working Machines	Operator
Technologist, Leather/Glass/Ceramics	Supervisor and Foreman, Carpentry, Cabinet Making and Related Wood Working Processes	Sticker/Splitter/Scourer/Stifner
Technologist, Paper/Plastic/Printing	Supervisor and Foreman, Black Smithy	Burnisher/Polisher/Setter/Trim mer
Director/Managing Director, Industry/Factory	Supervisor and Foreman, Electrical and Electronic Equipment	Filler/Paster/Assembler
Proprietor, Industry/Factory	Supervisor and Foreman, Plumbing and Pipe Fitting	Carpenter/Planer/Moulder/Rou ter/Driller
Industrial Relation Officer	Supervisor and Foreman, Welding and Flame Cutting	Hammer Man/Striker/Leverman

Note: These are a few examples of occupational status among several such occupational grades reported and included in the classification. The reported codes (as per the NCO) were stratified or filtered out by the NIC codes, and checked arranging across the level of education.

Table A2.1c. Example of Occupations in different grades included in Agriculture Sector

Agriculture-Grade 1	**Agriculture-Grade 2**	**Agriculture-Grade 3**
Superintendent, Agricultural Farm	Cultivator, General	Ploughman
Farm Overseer, Crop Production	Farmer, General	Agricultural Labourer
Manager, Agriculture Farm	Crop Cultivator	Pruner, Tea Gardens
Overseer, Farm	Crop Farmer	Labourer, Plantation
Fieldman, Agriculture	Vegetable Farmer	Nursery Worker
Manager, Plantation	Cropper , Share	Picker (Coffee,Tea)
Superintendent, Orchard	Planter, Coca/Coffee/Rubber/Tea	Planting Worker
Manager, Livestock Farm	Farmer, Poultry Breeding	Plucker (Coffee, Tea)
Manager, Dairy Farm	Rearer, Silk Worm	Weeding Worker
Manager, Poultry Farm	Grape Cultivator	Lac Treater
	Viniculturist	Palm Juice Tapper

Note: These are a few examples of occupational status among several such occupational grades reported and included in the classification. The reported codes (as per the NCO) were stratified or filtered out by the NIC codes, and checked arranging across the level of education.

Appendix 2.1

The Algebra of Decomposing the Human Opportunity Index

Consider two populations A and B. Let w_k^A denote the population share of circumstance-group k and C_k^A its specific coverage rate in population A, with w_k^B and C_k^B denoting the corresponding characteristics in population B. In this case, HOI^A can be expressed as:

$$HOI^A = C^A - \sum_{k \in V^A} w_k^A (C^A - C_k^A)$$

where

$$C^A = \sum_k w_k^A C_k^A$$

and

$$V^A = \{k: C_k^A < C^A\}$$

with similar expressions holding for HOI^B.

To obtain the decomposition we begin with a hybrid HOI^{AB} combining the group-specific coverage rates of population A with the composition of population B.

$$HOI^{AB} = C^{AB} - \sum_{k \in V^{AB}} w_k^B (C^{AB} - C_k^A)$$

where

$$C^{AB} = \sum_k w_k^B C_k^A$$

and

$$V^{AB} = \{k: C_k^A < C^{AB}\}$$

Since HOI^A and HOI^{AB} share the same group-specific coverage rates, $\Delta_c = HOI^{AB} - HOI^A$ measures the composition effect, i.e., the impact of differences in the distributions of the populations A and B among circumstance groups. On the other hand, since HOI^B and HOI^{AB} have the same population shares, $\Delta_r = HOI^B - HOI^{AB}$

measures the coverage effect, i.e., the impact of the differences in group-specific coverage rates between populations A and B. Notice that the total difference is the sum of the coverage and composition effect: $\Delta = HOI^B - HOI^A = \Delta_r + \Delta_c$.

To further decompose the coverage effect in an equalization effect and a scale effect, we can construct the following hybrid group-specific coverage rate,

$$C_k^{AB} = C_k^A \frac{C^B}{C^{AB}}$$

Based on these hybrid group-specific coverage rates and noticing that

$$C^* = \sum_k w_k^B C_k^{AB} = C^B$$

we can estimate a new index via

$$HOI^* = C^B - \sum_{k \in V^*} w_k^B (C^B - C_k^{AB})$$

where

$$V^* = \{k : C_k^{AB} < C^B\}$$

Since HOI* and HOIAB have the same population shares and level of inequality among group-specific coverage rates, $\Delta_s = HOI^* - HOI^{AB}$ measures the scale effect, i.e., the impact of the differences in the level of the coverage rates between populations A and B. On the other hand, since HOI^B and HOI^* have the same population shares and overall coverage rate, $\Delta_e = HOI^B - HOI^*$ measures the equalization effect, i.e., the impact of the differences in the degree of inequality among group-specific coverage rates between populations A and B. Notice that the coverage effect is the sum of the scale and equalization effects: $\Delta_r = HOI^B - HOI^{AB} = \Delta_s + \Delta_e$.

APPENDIX 3

Table A3.1. Sample size (N) for the analyses of occupational structure and level of education among Indian population (age 16-65), 1983-2010

Variables	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Occupational Status												
Service Group 1	2,970	(1.07)	4,380	(1.26)	4,540	(1.47)	1,441	(1.29)	1,305	(1.54)	1,155	(1.14)
Service Group 2	16,946	(6.54)	20,380	(6.58)	19,648	(7.09)	5,686	(5.59)	5,505	(6.16)	7,855	(6.27)
Service Group 3	18,343	(7.94)	18,661	(7.82)	17,321	(7.91)	8,114	(8.98)	8,749	(11.43)	16,527	(14.85)
Industry Group 1	1,855	(0.68)	2,652	(0.81)	3,059	(1.15)	1,092	(1.20)	950	(1.18)	921	(0.95)
Industry Group 2	10,758	(4.38)	13,758	(5.08)	13,046	(5.15)	4,740	(4.55)	4,371	(4.70)	6,977	(7.30)
Industry Group 3	31,482	(14.39)	33,522	(15.57)	30,103	(15.37)	15,806	(20.36)	15,716	(22.82)	16,329	(18.87)
Agriculture Group 1	3,604	(1.89)	6,531	(2.48)	8,033	(3.53)	4,558	(5.55)	4,832	(6.12)	8,001	(8.54)
Agriculture Group 2	28,749	(13.87)	33,743	(14.16)	29,791	(15.23)	13,398	(18.46)	13,512	(20.46)	8,834	(15.35)
Agriculture Group 3	86,197	(49.23)	81,045	(46.25)	62,561	(43.09)	18,518	(34.02)	10,968	(25.60)	12,406	(26.72)
Education Level												
Not Literate	175,075	(58.80)	173,049	(56.24)	130,703	(50.79)	38,903	(36.79)	25,194	(28.27)	12,570	(21.00)
Literate & below Primary	35,629	(10.37)	40,195	(10.96)	35,099	(11.36)	12,766	(10.05)	11,839	(10.58)	6,125	(8.89)
Primary	43,378	(12.37)	48,708	(12.42)	38,611	(11.54)	17,669	(13.06)	18,608	(15.91)	11,963	(16.27)
Middle	33,734	(9.18)	39,243	(9.20)	40,916	(11.32)	26,102	(18.58)	26,576	(21.50)	18,828	(22.19)
Secondary	26,968	(6.87)	38,641	(8.19)	44,487	(10.84)	26,398	(16.67)	25,112	(18.13)	23,322	(23.72)
Graduate & above	10,427	(2.42)	16,975	(2.99)	19,953	(4.14)	9,176	(4.85)	8,218	(5.60)	8,220	(7.92)
Social group												
ST	32,988	(8.60)	38,656	(8.95)	31,533	(8.61)	14,920	(9.17)	14,553	(8.75)	11,146	(9.48)
SC	48,027	(17.03)	48,977	(17.15)	44,849	(18.28)	21,888	(20.32)	19,793	(20.44)	14,413	(21.53)
Others	244,396	(74.37)	269,171	(73.90)	233,445	(73.10)	94,263	(70.51)	81,173	(70.81)	55,430	(68.99)
Religion												
Hindu	254,656	(83.91)	276,248	(83.34)	245,527	(84.25)	99,988	(82.04)	86,606	(81.36)	60,126	(80.92)
Muslim	41,590	(10.40)	45,919	(11.06)	33,320	(10.28)	18,847	(12.67)	16,473	(13.52)	12,394	(14.49)
Christian	14,639	(2.45)	16,790	(2.23)	16,245	(2.30)	6,066	(2.21)	6,625	(1.95)	4,919	(1.72)
Others	14,526	(3.24)	17,599	(3.37)	14,735	(3.17)	6,151	(3.07)	5,867	(3.17)	3,582	(2.87)

Variables	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Gender												
Male	162,439	(49.55)	177,802	(49.42)	155,078	(49.84)	64,031	(48.49)	55,882	(48.89)	38,952	(48.09)
Female	163,015	(50.45)	179,149	(50.58)	154,727	(50.16)	67,040	(51.51)	59,695	(51.11)	42,079	(51.91)
Sex of the Household Head												
Male	303,509	(93.58)	332,479	(93.42)	287,808	(93.48)	120,389	(92.59)	104,367	(91.32)	72,907	(90.46)
Female	21,499	(6.42)	24,437	(6.58)	22,003	(6.52)	10,682	(7.41)	11,210	(8.68)	8,124	(9.54)
Household size (Mean)	325,421	(6.22)	356,951	(6.05)	309,827	(5.69)	131,071	(6.07)	115,577	(5.92)	81,031	(5.49)
Type of residence												
Rural	214,714	(75.87)	237,599	(77.11)	193,961	(74.99)	82,536	(74.80)	76,881	(74.21)	50,660	(72.96)
Urban	110,741	(24.13)	119,352	(22.89)	115,866	(25.01)	48,535	(25.20)	38,696	(25.79)	30,371	(27.04)
Region												
North	53,368	(12.56)	57,368	(11.80)	41,477	(11.21)	19,566	(12.17)	18,588	(13.02)	13,541	(13.25)
Central	62,947	(22.95)	69,003	(23.81)	62,157	(23.88)	26,803	(24.54)	22,489	(24.22)	16,176	(25.15)
East	59,891	(21.65)	64,181	(21.98)	57,395	(21.31)	23,428	(20.79)	21,160	(21.11)	13,765	(20.80)
West	42,855	(14.39)	47,471	(13.98)	40,279	(14.67)	16,344	(14.70)	14,227	(15.33)	10,157	(15.16)
South	73,900	(25.59)	77,563	(25.12)	68,414	(25.26)	28,427	(24.37)	22,974	(22.71)	15,439	(21.73)
Northeast	27,777	(2.64)	34,839	(3.08)	33,945	(3.43)	12,866	(3.16)	14,071	(3.36)	10,438	(3.64)
Other UTs	4,717	(0.21)	6,526	(0.21)	6,160	(0.24)	3,637	(0.27)	2,068	(0.24)	1,515	(0.27)
Total	325,455		356,951		309,827		131,071		115,577		81,031	

Table A3.2. Predicted probability (with 95% CI) for population engaged in different occupational groups by type of residence, India, 1983-2010

Sector	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Rural												
SG-1	0.003	(0.002, 0.004)	0.003	(0.003, 0.004)	0.004	(0.003, 0.005)	0.006	(0.005, 0.007)	0.009	(0.008, 0.010)	0.006	(0.005, 0.007)
SG-2	0.024	(0.023, 0.025)	0.026	(0.025, 0.027)	0.027	(0.026, 0.028)	0.034	(0.033, 0.036)	0.044	(0.042, 0.047)	0.044	(0.042, 0.047)
SG-3	0.042	(0.041, 0.043)	0.045	(0.044, 0.047)	0.044	(0.043, 0.045)	0.055	(0.053, 0.057)	0.077	(0.074, 0.080)	0.099	(0.096, 0.103)
IG-1	0.002	(0.001, 0.003)	0.003	(0.002, 0.004)	0.004	(0.003, 0.005)	0.005	(0.005, 0.007)	0.006	(0.006, 0.007)	0.005	(0.004, 0.006)
IG-2	0.021	(0.020, 0.022)	0.027	(0.026, 0.028)	0.027	(0.026, 0.028)	0.029	(0.028, 0.031)	0.034	(0.032, 0.036)	0.059	(0.056, 0.062)
IG-3	0.107	(0.105, 0.109)	0.125	(0.123, 0.127)	0.120	(0.118, 0.123)	0.145	(0.141, 0.149)	0.172	(0.168, 0.177)	0.142	(0.138, 0.147)
AG-1	0.014	(0.013, 0.015)	0.020	(0.019, 0.021)	0.031	(0.030, 0.032)	0.043	(0.041, 0.046)	0.053	(0.051, 0.056)	0.102	(0.097, 0.107)
AG-2	0.156	(0.154, 0.158)	0.163	(0.161, 0.166)	0.186	(0.183, 0.188)	0.206	(0.201, 0.211)	0.239	(0.234, 0.245)	0.223	(0.215, 0.231)
AG-3	0.631	(0.628, 0.635)	0.588	(0.584, 0.591)	0.558	(0.555, 0.562)	0.475	(0.468, 0.481)	0.364	(0.357, 0.372)	0.319	(0.310, 0.328)
Urban												
SG-1	0.027	(0.025, 0.028)	0.031	(0.029, 0.033)	0.034	(0.032, 0.036)	0.047	(0.043, 0.051)	0.055	(0.050, 0.059)	0.037	(0.032, 0.042)
SG-2	0.162	(0.159, 0.166)	0.159	(0.155, 0.162)	0.161	(0.157, 0.165)	0.170	(0.163, 0.177)	0.177	(0.170, 0.184)	0.165	(0.158, 0.172)
SG-3	0.233	(0.228, 0.237)	0.222	(0.218, 0.226)	0.216	(0.212, 0.220)	0.222	(0.215, 0.228)	0.249	(0.241, 0.257)	0.300	(0.292, 0.307)
IG-1	0.019	(0.017, 0.020)	0.022	(0.021, 0.024)	0.030	(0.028, 0.032)	0.039	(0.035, 0.043)	0.036	(0.032, 0.040)	0.027	(0.023, 0.031)
IG-2	0.106	(0.103, 0.108)	0.119	(0.116, 0.122)	0.119	(0.116, 0.122)	0.106	(0.101, 0.111)	0.099	(0.094, 0.104)	0.161	(0.153, 0.168)
IG-3	0.345	(0.340, 0.349)	0.353	(0.349, 0.358)	0.342	(0.338, 0.347)	0.338	(0.331, 0.345)	0.324	(0.316, 0.332)	0.250	(0.243, 0.256)
AG-1	0.005	(0.004, 0.006)	0.006	(0.005, 0.007)	0.010	(0.009, 0.011)	0.011	(0.010, 0.012)	0.011	(0.010, 0.012)	0.020	(0.018, 0.022)
AG-2	0.025	(0.024, 0.026)	0.023	(0.022, 0.024)	0.026	(0.025, 0.027)	0.024	(0.023, 0.025)	0.022	(0.021, 0.023)	0.019	(0.018, 0.020)
AG-3	0.080	(0.078, 0.081)	0.065	(0.064, 0.067)	0.062	(0.060, 0.064)	0.043	(0.042, 0.045)	0.027	(0.026, 0.028)	0.022	(0.021, 0.023)

Table A3.3. Predicted probability (with 95% CI) for population engaged in different occupational groups by gender, India, 1983-2010

Gender	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Male												
SG-1	0.007	(0.006, 0.008)	0.009	(0.008, 0.009)	0.009	(0.009, 0.010)	0.015	(0.013, 0.016)	0.019	(0.017, 0.021)	0.013	(0.012, 0.015)
SG-2	0.057	(0.055, 0.058)	0.060	(0.058, 0.061)	0.060	(0.058, 0.061)	0.071	(0.067, 0.074)	0.083	(0.079, 0.086)	0.078	(0.075, 0.082)
SG-3	0.093	(0.091, 0.095)	0.095	(0.093, 0.097)	0.091	(0.089, 0.093)	0.105	(0.102, 0.109)	0.132	(0.128, 0.137)	0.162	(0.157, 0.167)
IG-1	0.005	(0.005, 0.006)	0.007	(0.006, 0.007)	0.009	(0.008, 0.010)	0.013	(0.011, 0.014)	0.013	(0.012, 0.015)	0.010	(0.009, 0.012)
IG-2	0.053	(0.052, 0.055)	0.065	(0.063, 0.067)	0.064	(0.062, 0.066)	0.064	(0.061, 0.067)	0.067	(0.064, 0.070)	0.111	(0.106, 0.116)
IG-3	0.204	(0.201, 0.207)	0.225	(0.222, 0.228)	0.215	(0.212, 0.218)	0.238	(0.233, 0.243)	0.256	(0.250, 0.262)	0.201	(0.195, 0.206)
AG-1	0.020	(0.019, 0.021)	0.026	(0.025, 0.027)	0.040	(0.039, 0.042)	0.052	(0.050, 0.055)	0.058	(0.055, 0.061)	0.105	(0.100, 0.111)
AG-2	0.159	(0.157, 0.162)	0.158	(0.156, 0.161)	0.178	(0.175, 0.181)	0.182	(0.177, 0.186)	0.191	(0.186, 0.196)	0.169	(0.162, 0.175)
AG-3	0.402	(0.398, 0.406)	0.355	(0.352, 0.359)	0.333	(0.330, 0.337)	0.260	(0.255, 0.266)	0.181	(0.176, 0.186)	0.150	(0.145, 0.156)
Female												
SG-1	0.003	(0.002, 0.003)	0.003	(0.003, 0.004)	0.004	(0.003, 0.004)	0.007	(0.006, 0.008)	0.010	(0.009, 0.011)	0.008	(0.006, 0.009)
SG-2	0.026	(0.024, 0.027)	0.029	(0.028, 0.030)	0.030	(0.029, 0.031)	0.039	(0.037, 0.042)	0.053	(0.050, 0.056)	0.055	(0.052, 0.058)
SG-3	0.046	(0.044, 0.047)	0.050	(0.049, 0.052)	0.050	(0.048, 0.052)	0.065	(0.062, 0.067)	0.094	(0.090, 0.097)	0.125	(0.121, 0.130)
IG-1	0.002	(0.002, 0.003)	0.003	(0.002, 0.003)	0.004	(0.003, 0.004)	0.006	(0.005, 0.007)	0.007	(0.006, 0.008)	0.006	(0.005, 0.007)
IG-2	0.016	(0.015, 0.017)	0.020	(0.019, 0.021)	0.021	(0.020, 0.022)	0.023	(0.022, 0.025)	0.028	(0.026, 0.030)	0.051	(0.048, 0.053)
IG-3	0.110	(0.107, 0.113)	0.130	(0.127, 0.133)	0.128	(0.125, 0.131)	0.159	(0.155, 0.164)	0.197	(0.191, 0.202)	0.168	(0.163, 0.174)
AG-1	0.006	(0.005, 0.007)	0.008	(0.008, 0.009)	0.013	(0.013, 0.014)	0.019	(0.018, 0.021)	0.025	(0.023, 0.027)	0.049	(0.046, 0.052)
AG-2	0.073	(0.071, 0.075)	0.077	(0.075, 0.079)	0.090	(0.087, 0.092)	0.103	(0.099, 0.106)	0.124	(0.120, 0.129)	0.120	(0.115, 0.125)
AG-3	0.719	(0.715, 0.724)	0.679	(0.674, 0.683)	0.660	(0.655, 0.665)	0.578	(0.571, 0.585)	0.462	(0.453, 0.470)	0.418	(0.408, 0.427)

Table A3.4. Predicted probability (with 95% CI) for population engaged in different occupational groups by social group, India, 1983-2010

Social Group	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Scheduled Tribes												
SG-1	0.001	(0.001, 0.002)	0.002	(0.001, 0.003)	0.002	(0.001, 0.003)	0.003	(0.002, 0.004)	0.005	(0.004, 0.006)	0.004	(0.003, 0.004)
SG-2	0.013	(0.012, 0.014)	0.015	(0.014, 0.016)	0.015	(0.014, 0.016)	0.021	(0.019, 0.022)	0.029	(0.027, 0.031)	0.031	(0.029, 0.033)
SG-3	0.021	(0.020, 0.022)	0.024	(0.022, 0.025)	0.023	(0.023, 0.025)	0.031	(0.029, 0.033)	0.046	(0.043, 0.049)	0.063	(0.059, 0.067)
IG-1	0.001	(0.001, 0.002)	0.001	(0.001, 0.002)	0.002	(0.001, 0.003)	0.003	(0.002, 0.004)	0.004	(0.003, 0.005)	0.003	(0.003, 0.004)
IG-2	0.009	(0.008, 0.010)	0.012	(0.011, 0.013)	0.012	(0.011, 0.014)	0.014	(0.013, 0.016)	0.018	(0.016, 0.019)	0.033	(0.030, 0.036)
IG-3	0.084	(0.082, 0.087)	0.101	(0.098, 0.104)	0.099	(0.096, 0.103)	0.126	(0.121, 0.131)	0.161	(0.155, 0.167)	0.141	(0.135, 0.147)
AG-1	0.006	(0.005, 0.007)	0.009	(0.008, 0.010)	0.014	(0.013, 0.016)	0.021	(0.019, 0.023)	0.028	(0.025, 0.031)	0.057	(0.052, 0.062)
AG-2	0.105	(0.101, 0.108)	0.112	(0.109, 0.116)	0.130	(0.126, 0.134)	0.152	(0.147, 0.158)	0.190	(0.183, 0.197)	0.188	(0.179, 0.196)
AG-3	0.759	(0.754, 0.764)	0.724	(0.719, 0.729)	0.701	(0.696, 0.707)	0.628	(0.620, 0.636)	0.519	(0.509, 0.528)	0.481	(0.469, 0.492)
Scheduled Castes												
SG-1	0.002	(0.001, 0.002)	0.002	(0.001, 0.003)	0.003	(0.002, 0.003)	0.004	(0.003, 0.005)	0.006	(0.005, 0.007)	0.005	(0.004, 0.006)
SG-2	0.022	(0.021, 0.023)	0.024	(0.023, 0.025)	0.025	(0.024, 0.026)	0.032	(0.030, 0.034)	0.041	(0.039, 0.044)	0.043	(0.040, 0.045)
SG-3	0.065	(0.063, 0.067)	0.070	(0.068, 0.072)	0.069	(0.067, 0.071)	0.087	(0.083, 0.090)	0.120	(0.115, 0.125)	0.160	(0.154, 0.165)
IG-1	0.001	(0.001, 0.002)	0.002	(0.001, 0.003)	0.003	(0.002, 0.004)	0.004	(0.003, 0.005)	0.005	(0.004, 0.006)	0.004	(0.003, 0.005)
IG-2	0.020	(0.019, 0.021)	0.025	(0.024, 0.027)	0.026	(0.025, 0.027)	0.028	(0.026, 0.030)	0.032	(0.030, 0.034)	0.058	(0.055, 0.062)
IG-3	0.172	(0.168, 0.176)	0.199	(0.195, 0.203)	0.196	(0.192, 0.201)	0.236	(0.230, 0.242)	0.279	(0.272, 0.286)	0.238	(0.231, 0.245)
AG-1	0.005	(0.004, 0.006)	0.006	(0.006, 0.007)	0.010	(0.009, 0.011)	0.014	(0.013, 0.016)	0.018	(0.016, 0.019)	0.035	(0.032, 0.038)
AG-2	0.086	(0.083, 0.089)	0.089	(0.087, 0.092)	0.104	(0.101, 0.107)	0.115	(0.111, 0.119)	0.133	(0.128, 0.138)	0.128	(0.122, 0.134)
AG-3	0.628	(0.623, 0.633)	0.582	(0.576, 0.587)	0.564	(0.559, 0.570)	0.479	(0.471, 0.487)	0.366	(0.358, 0.374)	0.330	(0.321, 0.340)
Others												
SG-1	0.009	(0.008, 0.010)	0.011	(0.010, 0.012)	0.012	(0.011, 0.013)	0.019	(0.017, 0.020)	0.024	(0.022, 0.026)	0.017	(0.014, 0.019)
SG-2	0.065	(0.063, 0.067)	0.069	(0.066, 0.070)	0.069	(0.067, 0.071)	0.082	(0.078, 0.085)	0.096	(0.091, 0.100)	0.090	(0.086, 0.094)
SG-3	0.094	(0.092, 0.096)	0.097	(0.095, 0.099)	0.093	(0.091, 0.095)	0.108	(0.104, 0.111)	0.136	(0.131, 0.140)	0.165	(0.160, 0.170)
IG-1	0.006	(0.005, 0.007)	0.008	(0.007, 0.009)	0.011	(0.010, 0.012)	0.015	(0.013, 0.017)	0.016	(0.014, 0.018)	0.012	(0.011, 0.014)
IG-2	0.054	(0.052, 0.055)	0.065	(0.064, 0.067)	0.065	(0.063, 0.066)	0.065	(0.062, 0.068)	0.068	(0.064, 0.071)	0.111	(0.107, 0.116)
IG-3	0.187	(0.184, 0.190)	0.207	(0.204, 0.210)	0.198	(0.195, 0.201)	0.220	(0.215, 0.224)	0.237	(0.231, 0.242)	0.184	(0.180, 0.189)
AG-1	0.021	(0.020, 0.022)	0.028	(0.027, 0.029)	0.043	(0.041, 0.044)	0.055	(0.053, 0.058)	0.061	(0.058, 0.064)	0.111	(0.105, 0.117)
AG-2	0.144	(0.141, 0.146)	0.143	(0.141, 0.145)	0.161	(0.158, 0.164)	0.164	(0.160, 0.168)	0.173	(0.168, 0.178)	0.152	(0.146, 0.158)
AG-3	0.420	(0.416, 0.423)	0.371	(0.368, 0.375)	0.349	(0.345, 0.353)	0.273	(0.267, 0.278)	0.190	(0.185, 0.195)	0.157	(0.151, 0.162)

Table A3.5. Predicted probability (with 95% CI) for population engaged in different occupational groups by religion, India, 1983-2010

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Hindu												
SG-1	0.005	(0.004, 0.006)	0.006	(0.006, 0.007)	0.007	(0.006, 0.008)	0.011	(0.010, 0.013)	0.016	(0.014, 0.017)	0.011	(0.010, 0.013)
SG-2	0.044	(0.043, 0.046)	0.048	(0.047, 0.049)	0.048	(0.047, 0.050)	0.060	(0.057, 0.063)	0.073	(0.070, 0.073)	0.072	(0.068, 0.075)
SG-3	0.071	(0.069, 0.073)	0.075	(0.073, 0.077)	0.073	(0.071, 0.074)	0.087	(0.084, 0.090)	0.115	(0.111, 0.119)	0.145	(0.141, 0.150)
IG-1	0.004	(0.003, 0.005)	0.005	(0.005, 0.006)	0.007	(0.006, 0.008)	0.010	(0.009, 0.011)	0.011	(0.010, 0.012)	0.009	(0.007, 0.010)
IG-2	0.035	(0.034, 0.036)	0.043	(0.042, 0.044)	0.043	(0.042, 0.044)	0.045	(0.043, 0.047)	0.049	(0.047, 0.052)	0.084	(0.080, 0.088)
IG-3	0.162	(0.159, 0.164)	0.184	(0.181, 0.186)	0.177	(0.175, 0.180)	0.205	(0.200, 0.209)	0.230	(0.225, 0.236)	0.186	(0.181, 0.191)
AG-1	0.015	(0.014, 0.016)	0.020	(0.020, 0.021)	0.032	(0.031, 0.033)	0.043	(0.041, 0.045)	0.050	(0.047, 0.052)	0.093	(0.088, 0.098)
AG-2	0.138	(0.135, 0.140)	0.140	(0.138, 0.143)	0.159	(0.157, 0.162)	0.170	(0.165, 0.174)	0.187	(0.182, 0.191)	0.170	(0.164, 0.176)
AG-3	0.527	(0.523, 0.531)	0.478	(0.475, 0.482)	0.454	(0.450, 0.457)	0.369	(0.363, 0.376)	0.269	(0.263, 0.275)	0.230	(0.223, 0.237)
Muslim												
SG-1	0.007	(0.006, 0.008)	0.008	(0.007, 0.009)	0.009	(0.008, 0.010)	0.014	(0.012, 0.015)	0.017	(0.015, 0.019)	0.012	(0.011, 0.014)
SG-2	0.045	(0.043, 0.047)	0.046	(0.044, 0.048)	0.047	(0.045, 0.050)	0.055	(0.052, 0.058)	0.063	(0.059, 0.066)	0.061	(0.057, 0.064)
SG-3	0.134	(0.130, 0.139)	0.135	(0.131, 0.140)	0.133	(0.128, 0.137)	0.150	(0.145, 0.156)	0.185	(0.178, 0.192)	0.230	(0.222, 0.238)
IG-1	0.005	(0.004, 0.006)	0.007	(0.006, 0.008)	0.009	(0.008, 0.010)	0.013	(0.011, 0.015)	0.013	(0.011, 0.015)	0.010	(0.009, 0.012)
IG-2	0.071	(0.068, 0.074)	0.084	(0.081, 0.088)	0.085	(0.082, 0.089)	0.084	(0.079, 0.088)	0.086	(0.081, 0.090)	0.144	(0.137, 0.150)
IG-3	0.321	(0.315, 0.327)	0.348	(0.341, 0.354)	0.340	(0.334, 0.347)	0.370	(0.361, 0.378)	0.388	(0.379, 0.397)	0.309	(0.301, 0.317)
AG-1	0.007	(0.006, 0.008)	0.009	(0.008, 0.010)	0.014	(0.013, 0.016)	0.018	(0.017, 0.020)	0.020	(0.018, 0.022)	0.037	(0.033, 0.040)
AG-2	0.072	(0.069, 0.074)	0.070	(0.067, 0.072)	0.080	(0.077, 0.083)	0.080	(0.077, 0.084)	0.082	(0.078, 0.086)	0.074	(0.070, 0.078)
AG-3	0.338	(0.331, 0.346)	0.293	(0.286, 0.300)	0.282	(0.275, 0.289)	0.216	(0.209, 0.223)	0.146	(0.141, 0.152)	0.124	(0.118, 0.129)
Christian												
SG-1	0.009	(0.008, 0.010)	0.011	(0.010, 0.013)	0.012	(0.010, 0.014)	0.018	(0.015, 0.021)	0.023	(0.020, 0.027)	0.016	(0.013, 0.019)
SG-2	0.117	(0.111, 0.124)	0.123	(0.116, 0.130)	0.123	(0.116, 0.130)	0.143	(0.134, 0.152)	0.163	(0.153, 0.173)	0.156	(0.147, 0.166)
SG-3	0.109	(0.102, 0.115)	0.111	(0.105, 0.118)	0.107	(0.100, 0.113)	0.120	(0.113, 0.128)	0.148	(0.139, 0.157)	0.184	(0.173, 0.194)
IG-1	0.006	(0.005, 0.007)	0.007	(0.006, 0.008)	0.010	(0.008, 0.011)	0.014	(0.011, 0.016)	0.014	(0.011, 0.016)	0.011	(0.009, 0.013)
IG-2	0.041	(0.037, 0.044)	0.049	(0.044, 0.054)	0.048	(0.044, 0.053)	0.047	(0.043, 0.052)	0.048	(0.043, 0.053)	0.081	(0.073, 0.089)
IG-3	0.186	(0.178, 0.194)	0.205	(0.196, 0.213)	0.195	(0.187, 0.204)	0.212	(0.202, 0.221)	0.222	(0.212, 0.232)	0.177	(0.168, 0.185)
AG-1	0.016	(0.014, 0.017)	0.021	(0.018, 0.023)	0.031	(0.028, 0.035)	0.040	(0.036, 0.044)	0.043	(0.039, 0.048)	0.080	(0.071, 0.088)
AG-2	0.165	(0.159, 0.172)	0.164	(0.157, 0.170)	0.183	(0.176, 0.191)	0.183	(0.175, 0.192)	0.188	(0.179, 0.197)	0.169	(0.160, 0.177)

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
AG-3	0.352	(0.341, 0.363)	0.310	(0.299, 0.320)	0.290	(0.280, 0.301)	0.222	(0.213, 0.232)	0.151	(0.143, 0.158)	0.127	(0.120, 0.134)
Others												
SG-1	0.009	(0.008, 0.011)	0.012	(0.010, 0.014)	0.013	(0.011, 0.015)	0.020	(0.017, 0.024)	0.026	(0.022, 0.031)	0.018	(0.014, 0.021)
SG-2	0.062	(0.058, 0.066)	0.065	(0.062, 0.069)	0.065	(0.061, 0.069)	0.078	(0.072, 0.083)	0.092	(0.085, 0.098)	0.085	(0.079, 0.091)
SG-3	0.089	(0.083, 0.094)	0.092	(0.086, 0.097)	0.087	(0.082, 0.093)	0.101	(0.095, 0.108)	0.129	(0.121, 0.137)	0.155	(0.145, 0.164)
IG-1	0.007	(0.006, 0.008)	0.009	(0.008, 0.011)	0.013	(0.011, 0.014)	0.018	(0.015, 0.021)	0.019	(0.016, 0.022)	0.014	(0.012, 0.017)
IG-2	0.054	(0.050, 0.058)	0.066	(0.061, 0.070)	0.065	(0.060, 0.069)	0.065	(0.060, 0.070)	0.069	(0.063, 0.074)	0.111	(0.103, 0.119)
IG-3	0.162	(0.154, 0.169)	0.180	(0.172, 0.188)	0.171	(0.163, 0.179)	0.190	(0.181, 0.199)	0.206	(0.197, 0.216)	0.159	(0.150, 0.167)
AG-1	0.026	(0.024, 0.028)	0.035	(0.032, 0.037)	0.053	(0.050, 0.057)	0.070	(0.064, 0.075)	0.078	(0.072, 0.084)	0.138	(0.128, 0.149)
AG-2	0.147	(0.140, 0.154)	0.147	(0.140, 0.154)	0.164	(0.156, 0.171)	0.168	(0.160, 0.177)	0.178	(0.169, 0.187)	0.155	(0.146, 0.164)
AG-3	0.444	(0.434, 0.455)	0.395	(0.384, 0.405)	0.369	(0.359, 0.379)	0.290	(0.280, 0.300)	0.203	(0.195, 0.211)	0.165	(0.158, 0.173)

Table A3.6. Predicted probability (with 95% CI) for population engaged in different occupational groups by region of residence, India, 1983-2010

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
North												
SG-1	0.008	(0.007, 0.009)	0.010	(0.009, 0.011)	0.011	(0.010, 0.012)	0.017	(0.015, 0.019)	0.022	(0.020, 0.025)	0.016	(0.014, 0.018)
SG-2	0.061	(0.058, 0.063)	0.064	(0.061, 0.066)	0.064	(0.062, 0.067)	0.076	(0.072, 0.080)	0.088	(0.084, 0.093)	0.085	(0.081, 0.089)
SG-3	0.100	(0.097, 0.104)	0.103	(0.099, 0.106)	0.099	(0.096, 0.103)	0.114	(0.109, 0.119)	0.143	(0.137, 0.149)	0.178	(0.171, 0.184)
IG-1	0.008	(0.007, 0.009)	0.010	(0.009, 0.011)	0.013	(0.012, 0.015)	0.019	(0.015, 0.022)	0.019	(0.017, 0.022)	0.015	(0.013, 0.017)
IG-2	0.050	(0.048, 0.052)	0.060	(0.058, 0.063)	0.060	(0.057, 0.063)	0.060	(0.056, 0.064)	0.062	(0.059, 0.066)	0.104	(0.099, 0.110)
IG-3	0.250	(0.245, 0.256)	0.275	(0.269, 0.281)	0.265	(0.260, 0.271)	0.292	(0.284, 0.299)	0.312	(0.305, 0.320)	0.249	(0.241, 0.256)
AG-1	0.017	(0.016, 0.018)	0.023	(0.021, 0.024)	0.035	(0.033, 0.037)	0.045	(0.042, 0.048)	0.050	(0.047, 0.053)	0.092	(0.086, 0.098)
AG-2	0.104	(0.101, 0.107)	0.103	(0.100, 0.106)	0.116	(0.113, 0.120)	0.118	(0.114, 0.122)	0.123	(0.119, 0.128)	0.111	(0.106, 0.116)
AG-3	0.402	(0.395, 0.408)	0.353	(0.347, 0.359)	0.335	(0.329, 0.341)	0.260	(0.253, 0.266)	0.180	(0.174, 0.185)	0.151	(0.146, 0.157)
Central												
SG-1	0.003	(0.002, 0.003)	0.004	(0.003, 0.005)	0.004	(0.004, 0.005)	0.007	(0.006, 0.008)	0.010	(0.009, 0.011)	0.007	(0.006, 0.009)
SG-2	0.030	(0.029, 0.032)	0.033	(0.032, 0.034)	0.034	(0.032, 0.035)	0.042	(0.040, 0.045)	0.053	(0.050, 0.056)	0.052	(0.049, 0.055)
SG-3	0.053	(0.051, 0.055)	0.057	(0.055, 0.059)	0.055	(0.053, 0.057)	0.067	(0.065, 0.070)	0.091	(0.087, 0.095)	0.115	(0.111, 0.120)
IG-1	0.002	(0.001, 0.003)	0.003	(0.002, 0.003)	0.003	(0.003, 0.004)	0.005	(0.004, 0.006)	0.006	(0.005, 0.007)	0.005	(0.004, 0.006)
IG-2	0.032	(0.030, 0.033)	0.040	(0.038, 0.041)	0.040	(0.038, 0.041)	0.042	(0.040, 0.045)	0.047	(0.045, 0.050)	0.081	(0.077, 0.085)
IG-3	0.143	(0.140, 0.146)	0.164	(0.160, 0.167)	0.158	(0.155, 0.162)	0.186	(0.181, 0.191)	0.215	(0.209, 0.221)	0.174	(0.169, 0.180)
AG-1	0.016	(0.015, 0.017)	0.022	(0.021, 0.023)	0.034	(0.032, 0.036)	0.047	(0.044, 0.049)	0.056	(0.052, 0.059)	0.104	(0.099, 0.110)
AG-2	0.151	(0.147, 0.154)	0.155	(0.152, 0.158)	0.176	(0.172, 0.180)	0.191	(0.186, 0.196)	0.215	(0.209, 0.222)	0.197	(0.190, 0.205)
AG-3	0.570	(0.565, 0.575)	0.523	(0.518, 0.528)	0.496	(0.490, 0.501)	0.412	(0.405, 0.419)	0.307	(0.300, 0.314)	0.264	(0.255, 0.272)
East												
SG-1	0.004	(0.003, 0.004)	0.005	(0.004, 0.005)	0.005	(0.005, 0.006)	0.009	(0.008, 0.010)	0.012	(0.011, 0.014)	0.009	(0.008, 0.010)
SG-2	0.037	(0.036, 0.039)	0.040	(0.039, 0.042)	0.041	(0.039, 0.043)	0.051	(0.049, 0.054)	0.064	(0.061, 0.067)	0.063	(0.059, 0.066)
SG-3	0.066	(0.063, 0.068)	0.070	(0.067, 0.072)	0.068	(0.066, 0.070)	0.083	(0.079, 0.086)	0.111	(0.107, 0.115)	0.140	(0.135, 0.146)
IG-1	0.003	(0.002, 0.003)	0.004	(0.003, 0.004)	0.005	(0.005, 0.006)	0.008	(0.007, 0.009)	0.009	(0.007, 0.010)	0.007	(0.006, 0.008)
IG-2	0.037	(0.035, 0.038)	0.046	(0.044, 0.048)	0.046	(0.045, 0.048)	0.049	(0.046, 0.052)	0.055	(0.052, 0.058)	0.093	(0.089, 0.098)
IG-3	0.153	(0.150, 0.157)	0.175	(0.172, 0.179)	0.170	(0.166, 0.174)	0.199	(0.194, 0.205)	0.228	(0.222, 0.234)	0.185	(0.179, 0.191)
AG-1	0.013	(0.012, 0.014)	0.018	(0.017, 0.019)	0.028	(0.027, 0.030)	0.039	(0.036, 0.041)	0.046	(0.043, 0.049)	0.086	(0.080, 0.091)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
AG-2	0.124	(0.121, 0.127)	0.127	(0.124, 0.131)	0.145	(0.142, 0.149)	0.157	(0.152, 0.162)	0.176	(0.170, 0.181)	0.161	(0.154, 0.167)
AG-3	0.563	(0.557, 0.569)	0.514	(0.508, 0.520)	0.490	(0.485, 0.496)	0.405	(0.397, 0.413)	0.300	(0.292, 0.307)	0.257	(0.248, 0.266)
West												
SG-1	0.008	(0.007, 0.009)	0.010	(0.009, 0.011)	0.011	(0.010, 0.012)	0.017	(0.015, 0.019)	0.022	(0.020, 0.025)	0.016	(0.013, 0.018)
SG-2	0.062	(0.060, 0.064)	0.066	(0.063, 0.068)	0.066	(0.064, 0.069)	0.079	(0.075, 0.083)	0.093	(0.089, 0.098)	0.091	(0.086, 0.095)
SG-3	0.088	(0.086, 0.091)	0.092	(0.089, 0.095)	0.088	(0.085, 0.091)	0.103	(0.098, 0.107)	0.131	(0.125, 0.136)	0.164	(0.158, 0.170)
IG-1	0.007	(0.006, 0.008)	0.009	(0.008, 0.010)	0.013	(0.011, 0.014)	0.018	(0.016, 0.021)	0.019	(0.017, 0.022)	0.015	(0.013, 0.018)
IG-2	0.040	(0.038, 0.042)	0.049	(0.047, 0.051)	0.048	(0.046, 0.051)	0.049	(0.046, 0.052)	0.052	(0.048, 0.055)	0.087	(0.082, 0.092)
IG-3	0.186	(0.182, 0.190)	0.207	(0.203, 0.212)	0.199	(0.194, 0.203)	0.222	(0.216, 0.228)	0.241	(0.235, 0.248)	0.194	(0.188, 0.199)
AG-1	0.016	(0.015, 0.017)	0.021	(0.020, 0.022)	0.033	(0.031, 0.034)	0.043	(0.040, 0.045)	0.048	(0.044, 0.051)	0.089	(0.083, 0.095)
AG-2	0.154	(0.150, 0.158)	0.154	(0.150, 0.158)	0.174	(0.169, 0.178)	0.179	(0.173, 0.185)	0.190	(0.184, 0.196)	0.172	(0.165, 0.180)
AG-3	0.439	(0.433, 0.445)	0.391	(0.386, 0.397)	0.369	(0.363, 0.374)	0.291	(0.284, 0.297)	0.204	(0.198, 0.210)	0.173	(0.167, 0.180)
South												
SG-1	0.007	(0.007, 0.008)	0.009	(0.009, 0.010)	0.010	(0.009, 0.011)	0.016	(0.015, 0.018)	0.022	(0.019, 0.024)	0.015	(0.013, 0.017)
SG-2	0.055	(0.053, 0.056)	0.058	(0.057, 0.060)	0.059	(0.057, 0.061)	0.072	(0.068, 0.076)	0.086	(0.082, 0.090)	0.084	(0.080, 0.088)
SG-3	0.101	(0.099, 0.104)	0.106	(0.103, 0.108)	0.103	(0.100, 0.106)	0.121	(0.117, 0.126)	0.156	(0.151, 0.162)	0.197	(0.191, 0.204)
IG-1	0.005	(0.005, 0.006)	0.007	(0.006, 0.008)	0.009	(0.009, 0.010)	0.014	(0.012, 0.016)	0.015	(0.013, 0.017)	0.012	(0.010, 0.013)
IG-2	0.038	(0.036, 0.039)	0.046	(0.045, 0.048)	0.046	(0.045, 0.048)	0.048	(0.045, 0.050)	0.051	(0.048, 0.054)	0.087	(0.082, 0.091)
IG-3	0.193	(0.190, 0.197)	0.217	(0.213, 0.221)	0.211	(0.207, 0.215)	0.239	(0.233, 0.244)	0.262	(0.256, 0.269)	0.212	(0.206, 0.218)
AG-1	0.011	(0.010, 0.012)	0.015	(0.014, 0.016	0.024	(0.022, 0.025)	0.031	(0.029, 0.033)	0.035	(0.033, 0.038)	0.066	(0.061, 0.071)
AG-2	0.107	(0.104, 0.109)	0.108	(0.105, 0.110)	0.123	(0.120, 0.126)	0.128	(0.124, 0.132)	0.138	(0.133, 0.143)	0.126	(0.120, 0.131)
AG-3	0.482	(0.478, 0.487)	0.433	(0.428, 0.438)	0.414	(0.408, 0.419)	0.330	(0.324, 0.337)	0.234	(0.228, 0.241)	0.201	(0.194, 0.207)
Northeast												
SG-1	0.004	(0.003, 0.004)	0.005	(0.004, 0.006)	0.005	(0.004, 0.006)	0.008	(0.007, 0.010)	0.011	(0.010, 0.013)	0.008	(0.007, 0.009)
SG-2	0.055	(0.053, 0.058)	0.059	(0.057, 0.062)	0.059	(0.056, 0.061)	0.071	(0.067, 0.076)	0.086	(0.081, 0.090)	0.082	(0.078, 0.087)
SG-3	0.055	(0.052, 0.058)	0.057	(0.054, 0.060)	0.054	(0.051, 0.057)	0.064	(0.061, 0.068)	0.083	(0.078, 0.088)	0.103	(0.098, 0.109)
IG-1	0.003	(0.002, 0.004)	0.004	(0.003, 0.005)	0.005	(0.004, 0.006)	0.007	(0.006, 0.009)	0.008	(0.006, 0.009)	0.006	(0.005, 0.007)
IG-2	0.048	(0.045, 0.051)	0.059	(0.056, 0.062)	0.058	(0.055, 0.061)	0.060	(0.056, 0.064)	0.064	(0.060, 0.068)	0.107	(0.101, 0.113)
IG-3	0.111	(0.107, 0.116)	0.126	(0.121, 0.131)	0.118	(0.114, 0.123)	0.135	(0.129, 0.141)	0.149	(0.142, 0.155)	0.118	(0.113, 0.124)
AG-1	0.017	(0.015, 0.018)	0.022	(0.020, 0.024)	0.034	(0.031, 0.037)	0.045	(0.041, 0.049)	0.051	(0.047, 0.056)	0.094	(0.087, 0.102)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
AG-2	0.267	(0.260, 0.274)	0.270	(0.263, 0.278)	0.300	(0.292, 0.307)	0.314	(0.305, 0.324)	0.339	(0.329, 0.349)	0.304	(0.293, 0.315)
AG-3	0.440	(0.431, 0.450)	0.397	(0.488, 0.406)	0.367	(0.359, 0.376)	0.295	(0.286, 0.304)	0.210	(0.202, 0.218)	0.177	(0.169, 0.185)
Other UTs												
SG-1	0.018	(0.014, 0.022)	0.021	(0.017, 0.025)	0.023	(0.019, 0.028)	0.033	(0.026, 0.040)	0.039	(0.031, 0.047)	0.027	(0.021, 0.033)
SG-2	0.154	(0.142, 0.166)	0.153	(0.141, 0.165)	0.156	(0.144, 0.168)	0.168	(0.155, 0.182)	0.179	(0.164, 0.193)	0.170	(0.156, 0.183)
SG-3	0.206	(0.190, 0.222)	0.201	(0.185, 0.216)	0.195	(0.180, 0.211)	0.205	(0.189, 0.222)	0.235	(0.217, 0.253)	0.288	(0.268, 0.253)
IG-1	0.011	(0.009, 0.014)	0.014	(0.011, 0.017)	0.019	(0.014, 0.023)	0.025	(0.018, 0.031)	0.023	(0.018, 0.029)	0.018	(0.013, 0.023)
IG-2	0.072	(0.064, 0.080)	0.082	(0.073, 0.092)	0.083	(0.074, 0.092)	0.076	(0.067, 0.085)	0.072	(0.063, 0.080)	0.119	(0.106, 0.132)
IG-3	0.334	(0.317, 0.352)	0.350	(0.332, 0.367)	0.339	(0.322, 0.357)	0.343	(0.325, 0.361)	0.335	(0.316, 0.353)	0.263	(0.247, 0.279)
AG-1	0.007	(0.005, 0.008)	0.008	(0.006, 0.010)	0.013	(0.010, 0.016)	0.015	(0.011, 0.019)	0.015	(0.011, 0.019)	0.028	(0.021, 0.035)
AG-2	0.052	(0.046, 0.058)	0.049	(0.043, 0.055)	0.056	(0.050, 0.062)	0.052	(0.046, 0.058)	0.050	(0.044, 0.056)	0.044	(0.039, 0.049)
AG-3	0.146	(0.134, 0.158)	0.122	(0.112, 0.132)	0.116	(0.106, 0.126)	0.083	(0.075, 0.090)	0.052	(0.047, 0.057)	0.043	(0.039, 0.048)

Table A3.7a. Occupational status of population (%) by gender, Rural India, 1983-2010

Gender	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
SG-1	0.54	(0.46,0.63)	0.62	(0.56,0.69)	0.68	(0.57,0.82)	0.74	(0.62,0.88)	0.89	(0.76,1.05)	0.20	(0.14,0.27)
SG-2	4.28	(4.07,4.49)	4.31	(4.13,4.50)	4.51	(4.29,4.74)	3.52	(3.23,3.84)	3.91	(3.62,4.22)	2.47	(2.15,2.83)
SG-3	4.81	(4.58,5.04)	5.12	(4.89,5.35)	5.10	(4.87,5.34)	6.20	(5.81,6.61)	8.46	(8.00,8.95)	9.26	(8.59,9.98)
IG-1	0.25	(0.21,0.30)	0.40	(0.34,0.48)	0.50	(0.43,0.58)	0.77	(0.58,1.02)	0.60	(0.49,0.73)	0.24	(0.16,0.37)
IG-2	3.17	(2.99,3.36)	3.95	(3.76,4.16)	3.98	(3.78,4.19)	3.67	(3.37,4.00)	4.11	(3.79,4.46)	5.40	(4.91,5.93)
IG-3	10.86	(10.47,11.27)	12.64	(12.15,13.15)	12.16	(11.68,12.65)	16.89	(16.06,17.75)	19.94	(19.14,20.76)	16.42	(15.48,17.40)
AG-1	3.02	(2.87,3.19)	3.95	(3.78,4.13)	5.69	(5.47,5.93)	8.74	(8.29,9.22)	8.97	(8.47,9.49)	12.99	(12.10,13.93)
AG-2	21.51	(21.08,21.95)	21.46	(21.03,21.89)	22.90	(22.43,23.37)	26.14	(25.35,26.95)	27.58	(26.73,28.44)	24.44	(23.22,25.71)
AG-3	51.57	(50.91,52.23)	47.55	(46.88,48.21)	44.49	(43.80,45.19)	33.33	(32.25,34.43)	25.54	(24.66,26.45)	28.59	(27.18,30.04)
Female												
SG-1	0.18	(0.13,0.23)	0.31	(0.25,0.39)	0.23	(0.16,0.33)	0.27	(0.19,0.39)	0.46	(0.32,0.64)	0.55	(0.38,0.80)
SG-2	1.20	(1.07,1.34)	1.47	(1.33,1.62)	1.68	(1.42,1.99)	2.29	(1.96,2.67)	3.27	(2.87,3.72)	3.27	(2.93,3.64)
SG-3	3.46	(3.18,3.77)	3.45	(3.17,3.75)	2.88	(2.63,3.15)	2.47	(2.13,2.87)	2.73	(2.37,3.14)	10.06	(9.42,10.74)
IG-1	0.10	(0.07,0.16)	0.21	(0.16,0.29)	0.61	(0.42,0.90)	0.59	(0.39,0.88)	0.86	(0.59,1.25)	0.20	(0.13,0.31)
IG-2	1.52	(1.36,1.71)	1.75	(1.55,1.98)	1.52	(1.34,1.72)	0.98	(0.78,1.24)	1.40	(1.15,1.70)	3.49	(3.12,3.90)
IG-3	7.54	(7.05,8.06)	9.33	(8.70,9.99)	7.88	(7.28,8.52)	10.71	(9.73,11.78)	13.84	(12.76,15.01)	16.10	(15.23,17.02)
AG-1	0.28	(0.23,0.34)	0.47	(0.41,0.55)	0.71	(0.60,0.84)	2.28	(1.94,2.68)	4.56	(4.05,5.14)	8.27	(7.63,8.94)
AG-2	6.17	(5.80,6.55)	6.78	(6.43,7.15)	8.84	(8.39,9.32)	15.31	(14.39,16.28)	22.24	(21.07,23.45)	16.35	(15.33,17.42)
AG-3	79.55	(78.84,80.25)	76.24	(75.43,77.03)	75.66	(74.76,76.53)	65.10	(63.71,66.47)	50.65	(49.15,52.14)	41.72	(40.33,43.12)

Table A3.7b. Occupational status of population (%) by gender, Urban India, 1983-2010

Gender	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
SG-1	3.84	(3.56,4.13)	4.42	(4.13,4.73)	5.04	(4.68,5.43)	3.81	(3.34,4.35)	3.97	(3.37,4.66)	2.33	(1.78,3.04)
SG-2	19.22	(18.57,19.89)	19.30	(18.69,19.93)	18.83	(18.18,19.50)	12.98	(12.14,13.87)	12.34	(11.43,13.32)	12.65	(11.55,13.84)
SG-3	20.77	(20.09,21.46)	20.13	(19.53,20.75)	19.54	(18.87,20.24)	22.96	(21.94,24.02)	26.96	(25.44,28.54)	28.66	(27.26,30.11)
IG-1	2.76	(2.45,3.10)	2.99	(2.74,3.26)	3.68	(3.37,4.01)	3.09	(2.70,3.53)	2.83	(2.37,3.38)	2.93	(2.21,3.87)
IG-2	11.88	(11.29,12.50)	13.37	(12.81,13.95)	12.91	(12.38,13.46)	11.72	(10.71,12.81)	10.31	(9.39,11.30)	16.89	(15.40,18.50)
IG-3	32.14	(31.10,33.20)	31.77	(30.83,32.73)	31.56	(30.59,32.54)	39.98	(38.50,41.48)	39.10	(37.29,40.95)	28.03	(26.49,29.63)
AG-1	0.90	(0.78,1.04)	0.84	(0.74,0.95)	1.12	(0.99,1.27)	0.94	(0.76,1.15)	0.93	(0.65,1.33)	3.11	(2.56,3.77)
AG-2	2.96	(2.68,3.27)	2.49	(2.27,2.73)	2.61	(2.36,2.88)	2.16	(1.86,2.50)	2.01	(1.67,2.43)	2.65	(2.25,3.12)
AG-3	5.53	(5.05,6.06)	4.69	(4.29,5.12)	4.71	(4.26,5.20)	2.36	(2.01,2.78)	1.55	(1.27,1.88)	2.75	(2.28,3.32)
Female												
SG-1	1.88	(1.54,2.29)	3.01	(2.56,3.53)	2.97	(2.54,3.47)	3.51	(2.65,4.65)	4.54	(3.49,5.90)	4.06	(3.21,5.11)
SG-2	15.30	(14.07,16.62)	17.54	(16.26,18.89)	19.66	(18.31,21.09)	20.93	(18.71,23.33)	22.89	(20.34,25.66)	18.19	(17.03,19.41)
SG-3	23.26	(21.79,24.80)	22.61	(21.17,24.12)	22.06	(20.66,23.54)	21.64	(19.25,24.23)	23.70	(21.09,26.51)	28.85	(27.44,30.31)
IG-1	0.92	(0.61,1.39)	1.01	(0.75,1.36)	1.66	(1.23,2.23)	1.95	(1.45,2.62)	2.90	(1.97,4.24)	2.92	(2.28,3.74)
IG-2	5.71	(4.99,6.51)	6.61	(5.90,7.40)	6.15	(5.51,6.85)	3.78	(2.98,4.79)	3.12	(2.32,4.20)	13.29	(12.23,14.43)
IG-3	27.94	(25.98,29.98)	28.42	(26.65,30.26)	27.91	(26.18,29.72)	34.42	(31.55,37.42)	31.57	(28.35,34.97)	23.71	(22.39,25.09)
AG-1	0.22	(0.13,0.35)	0.29	(0.19,0.44)	0.30	(0.22,0.43)	0.24	(0.11,0.53)	0.68	(0.40,1.16)	3.42	(2.72,4.29)
AG-2	2.63	(2.16,3.21)	2.85	(2.36,3.42)	2.49	(2.11,2.95)	2.23	(1.65,3.00)	3.02	(2.23,4.09)	1.99	(1.64,2.41)
AG-3	22.14	(20.25,24.16)	17.67	(15.99,19.48)	16.79	(15.17,18.54)	11.30	(9.31,13.64)	7.58	(5.66,10.08)	3.57	(3.08,4.13)

Table A3.8a. Occupational status of population (%) by social group, Rural India, 1983-2010

Social Group	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
SG-1	0.08	(0.04,0.14)	0.10	(0.06,0.17)	0.27	(0.17,0.45)	0.25	(0.13,0.48)	0.27	(0.16,0.45)	0.26	(0.09,0.72)
SG-2	1.44	(1.21,1.71)	1.71	(1.48,1.98)	1.76	(1.46,2.11)	1.61	(1.21,2.13)	2.04	(1.54,2.70)	1.54	(1.17,2.03)
SG-3	1.76	(1.48,2.09)	2.13	(1.77,2.55)	1.67	(1.39,2.01)	1.47	(1.14,1.88)	2.56	(1.98,3.30)	4.41	(3.50,5.54)
IG-1	0.08	(0.04,0.14)	0.07	(0.04,0.13)	0.21	(0.10,0.44)	0.36	(0.21,0.62)	0.39	(0.16,0.93)	0.29	(0.07,1.27)
IG-2	1.01	(0.75,1.35)	1.35	(0.93,1.96)	1.44	(1.05,1.98)	0.91	(0.59,1.39)	1.27	(0.86,1.89)	1.92	(1.24,2.95)
IG-3	6.82	(6.01,7.72)	11.12	(9.72,12.69)	8.43	(7.39,9.60)	11.20	(9.51,13.16)	13.27	(11.61,15.14)	11.80	(10.08,13.77)
AG-1	0.39	(0.29,0.51)	0.72	(0.59,0.87)	1.34	(1.11,1.61)	2.77	(2.26,3.38)	3.47	(2.85,4.22)	7.78	(6.48,9.31)
AG-2	11.08	(10.18,12.04)	11.13	(10.37,11.94)	13.43	(12.49,14.42)	20.27	(18.74,21.89)	26.83	(24.92,28.83)	21.01	(18.63,23.60)
AG-3	77.37	(75.94,78.74)	71.68	(69.98,73.31)	71.45	(69.86,72.99)	61.18	(58.87,63.43)	49.90	(47.43,52.37)	51.00	(47.89,54.11)
Scheduled Castes												
SG-1	0.21	(0.14,0.31)	0.26	(0.18,0.37)	0.24	(0.17,0.35)	0.42	(0.28,0.63)	0.56	(0.37,0.83)	0.24	(0.15,0.39)
SG-2	2.06	(1.83,2.32)	2.19	(1.95,2.46)	2.20	(1.92,2.50)	2.41	(2.04,2.85)	3.03	(2.52,3.63)	1.80	(1.46,2.21)
SG-3	5.28	(4.69,5.93)	4.91	(4.51,5.35)	4.26	(3.88,4.67)	4.75	(4.19,5.37)	6.25	(5.54,7.04)	7.67	(6.59,8.90)
IG-1	0.13	(0.08,0.23)	0.27	(0.18,0.41)	0.33	(0.20,0.53)	0.20	(0.12,0.34)	0.49	(0.31,0.76)	0.14	(0.06,0.32)
IG-2	1.41	(1.19,1.66)	2.04	(1.76,2.37)	2.23	(1.96,2.53)	1.62	(1.33,1.98)	2.07	(1.66,2.57)	4.38	(3.77,5.10)
IG-3	10.96	(10.09,11.90)	12.62	(11.79,13.50)	12.20	(11.39,13.06)	17.47	(16.13,18.90)	22.64	(21.15,24.20)	24.49	(22.55,26.54)
AG-1	0.50	(0.41,0.61)	0.73	(0.62,0.87)	1.31	(1.14,1.51)	2.53	(2.14,2.98)	3.29	(2.76,3.91)	3.68	(3.01,4.49)
AG-2	7.85	(7.30,8.43)	8.92	(8.37,9.49)	11.16	(10.57,11.79)	17.85	(16.77,18.97)	21.17	(19.77,22.63)	19.98	(18.13,21.96)
AG-3	71.61	(70.41,72.78)	68.05	(66.92,69.16)	66.08	(64.89,67.24)	52.76	(51.09,54.42)	40.52	(38.70,42.37)	37.62	(35.17,40.14)
Others												
SG-1	0.55	(0.47,0.65)	0.68	(0.61,0.77)	0.70	(0.56,0.87)	0.74	(0.62,0.89)	0.94	(0.80,1.11)	0.46	(0.32,0.65)
SG-2	4.04	(3.83,4.27)	4.15	(3.95,4.34)	4.51	(4.26,4.79)	3.77	(3.43,4.14)	4.31	(4.00,4.65)	3.54	(3.14,3.99)
SG-3	4.62	(4.40,4.85)	4.99	(4.73,5.26)	5.04	(4.79,5.30)	6.04	(5.62,6.49)	7.93	(7.45,8.43)	11.40	(10.64,12.21)
IG-1	0.25	(0.21,0.30)	0.42	(0.35,0.50)	0.65	(0.54,0.79)	0.98	(0.74,1.30)	0.80	(0.64,0.99)	0.24	(0.16,0.35)
IG-2	3.32	(3.13,3.53)	4.01	(3.79,4.23)	3.93	(3.72,4.15)	3.77	(3.44,4.13)	4.20	(3.87,4.55)	4.87	(4.42,5.36)
IG-3	10.07	(9.64,10.52)	11.46	(10.94,11.99)	10.99	(10.45,11.55)	15.11	(14.26,15.99)	17.75	(16.88,18.65)	14.09	(13.20,15.03)
AG-1	2.99	(2.84,3.15)	3.94	(3.76,4.12)	5.71	(5.47,5.96)	9.31	(8.79,9.85)	10.08	(9.52,10.68)	13.52	(12.65,14.45)
AG-2	20.41	(19.98,20.86)	20.51	(20.08,20.95)	22.23	(21.73,22.74)	25.45	(24.58,26.34)	27.55	(26.63,28.50)	20.12	(19.04,21.23)
AG-3	53.73	(53.01,54.46)	49.85	(49.09,50.61)	46.24	(45.44,47.04)	34.84	(33.61,36.08)	26.44	(25.47,27.44)	31.77	(30.35,33.22)

Table A3.8b. Occupational status of population (%) by social group, Urban India, 1983-2010

Social Group	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
SG-1	1.90	(1.24,2.91)	2.09	(1.45,3.00)	3.26	(2.12,4.99)	2.36	(1.43,3.88)	1.32	(0.76,2.28)	1.03	(0.51,2.07)
SG-2	15.54	(10.40,22.58)	13.77	(11.67,16.17)	17.23	(14.47,20.38)	10.90	(8.54,13.80)	11.59	(7.83,16.84)	13.77	(10.36,18.08)
SG-3	17.99	(14.44,22.19)	20.97	(18.00,24.29)	18.97	(15.95,22.42)	22.77	(18.95,27.10)	25.00	(19.52,31.41)	25.09	(20.57,30.23)
IG-1	0.78	(0.44,1.37)	1.17	(0.63,2.17)	2.05	(1.08,3.85)	1.87	(0.91,3.81)	2.02	(0.73,5.47)	1.00	(0.39,2.56)
IG-2	5.28	(3.67,7.54)	8.59	(6.56,11.16)	6.97	(5.14,9.39)	5.22	(3.71,7.30)	5.02	(3.04,8.19)	11.72	(8.74,15.55)
IG-3	35.37	(28.84,42.49)	34.71	(31.04,38.56)	33.59	(29.16,38.34)	39.82	(33.41,46.60)	33.28	(23.93,44.15)	26.62	(21.98,31.84)
AG-1	0.33	(0.16,0.68)	0.66	(0.31,1.38)	0.42	(0.23,0.79)	0.86	(0.35,2.09)	6.68	(2.39,17.26)	3.06	(1.94,4.79)
AG-2	2.17	(1.46,3.22)	3.46	(2.22,5.36)	3.94	(2.80,5.52)	4.68	(3.17,6.86)	5.36	(3.04,9.27)	8.55	(4.56,15.48)
AG-3	20.65	(14.33,28.81)	14.60	(11.16,18.87)	13.56	(9.74,18.58)	11.52	(8.12,16.09)	9.75	(4.97,18.25)	9.15	(5.97,13.78)
Scheduled Castes												
SG-1	0.90	(0.57,1.43)	1.18	(0.88,1.59)	1.48	(1.08,2.03)	1.45	(0.95,2.20)	1.32	(0.87,2.01)	0.96	(0.62,1.50)
SG-2	9.49	(8.36,10.76)	8.83	(7.92,9.83)	10.11	(8.87,11.49)	8.00	(6.75,9.45)	10.16	(7.96,12.88)	10.20	(8.44,12.27)
SG-3	31.85	(29.43,34.37)	30.38	(28.28,32.56)	27.09	(24.72,29.58)	26.70	(23.97,29.61)	29.59	(26.37,33.03)	29.91	(26.78,33.24)
IG-1	1.57	(0.52,4.61)	0.73	(0.43,1.23)	1.18	(0.76,1.83)	1.48	(0.92,2.39)	1.50	(0.85,2.61)	0.94	(0.47,1.87)
IG-2	4.66	(3.84,5.63)	5.92	(5.11,6.85)	6.41	(5.36,7.65)	7.11	(4.61,10.81)	3.80	(2.93,4.91)	13.25	(11.37,15.38)
IG-3	37.64	(35.18,40.16)	38.49	(36.20,40.83)	37.93	(35.20,40.73)	44.23	(40.79,47.73)	48.51	(44.23,52.80)	37.47	(34.54,40.50)
AG-1	0.17	(0.09,0.34)	0.13	(0.07,0.25)	0.23	(0.11,0.45)	0.43	(0.21,0.85)	0.24	(0.11,0.51)	1.11	(0.72,1.73)
AG-2	1.59	(1.25,2.02)	1.39	(1.10,1.75)	2.02	(1.60,2.56)	2.54	(1.86,3.44)	1.90	(1.37,2.63)	2.45	(1.85,3.25)
AG-3	12.14	(10.52,13.98)	12.95	(11.17,14.96)	13.55	(11.37,16.09)	8.07	(6.31,10.28)	3.00	(2.09,4.28)	3.70	(2.84,4.82)
Others												
SG-1	3.97	(3.69,4.28)	4.71	(4.40,5.04)	5.25	(4.87,5.65)	4.30	(3.77,4.88)	4.74	(4.06,5.54)	3.71	(2.97,4.62)
SG-2	20.07	(19.41,20.75)	20.73	(20.04,21.44)	20.45	(19.75,21.17)	15.65	(14.68,16.67)	15.02	(13.98,16.12)	16.49	(15.48,17.55)
SG-3	19.70	(19.03,20.40)	19.11	(18.49,19.74)	18.89	(18.25,19.54)	21.97	(20.90,23.08)	25.81	(24.30,27.38)	28.65	(27.37,29.97)
IG-1	2.65	(2.40,2.93)	2.99	(2.74,3.27)	3.72	(3.40,4.06)	3.24	(2.84,3.70)	3.15	(2.63,3.78)	3.40	(2.78,4.15)
IG-2	12.01	(11.41,12.64)	13.28	(12.72,13.86)	12.77	(12.23,13.34)	11.38	(10.52,12.31)	10.39	(9.44,11.42)	15.62	(14.43,16.89)
IG-3	30.28	(29.22,31.37)	29.95	(28.98,30.93)	29.71	(28.78,30.66)	38.04	(36.53,39.57)	35.81	(34.00,37.66)	23.50	(22.20,24.86)
AG-1	0.90	(0.78,1.03)	0.84	(0.74,0.95)	1.12	(1.00,1.27)	0.90	(0.72,1.13)	0.80	(0.62,1.03)	3.71	(3.07,4.47)
AG-2	3.14	(2.84,3.48)	2.68	(2.43,2.95)	2.63	(2.38,2.91)	1.97	(1.67,2.33)	2.11	(1.72,2.59)	2.09	(1.78,2.45)
AG-3	7.28	(6.63,8.00)	5.71	(5.18,6.29)	5.46	(4.94,6.04)	2.55	(2.14,3.03)	2.17	(1.79,2.63)	2.84	(2.40,3.35)

Table A3.9a. Occupational status of population (%) by religion, Rural India, 1983-2010

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
SG-1	0.41	(0.34,0.48)	0.51	(0.45,0.57)	0.51	(0.41,0.64)	0.56	(0.47,0.67)	0.73	(0.61,0.86)	0.40	(0.29,0.56)
SG-2	3.20	(3.03,3.38)	3.31	(3.16,3.48)	3.53	(3.31,3.76)	3.03	(2.77,3.32)	3.61	(3.34,3.90)	2.91	(2.60,3.26)
SG-3	4.19	(3.97,4.43)	4.35	(4.13,4.58)	4.19	(3.99,4.40)	4.66	(4.34,5.00)	6.27	(5.89,6.66)	8.85	(8.25,9.50)
IG-1	0.20	(0.16,0.24)	0.31	(0.26,0.38)	0.49	(0.40,0.59)	0.71	(0.54,0.94)	0.67	(0.53,0.85)	0.21	(0.14,0.31)
IG-2	2.42	(2.27,2.58)	2.99	(2.81,3.17)	2.94	(2.77,3.12)	2.67	(2.43,2.94)	3.17	(2.91,3.46)	4.31	(3.93,4.72)
IG-3	9.27	(8.88,9.67)	11.14	(10.69,11.62)	10.37	(9.91,10.85)	14.10	(13.40,14.84)	17.19	(16.44,17.96)	15.22	(14.39,16.08)
AG-1	2.18	(2.06,2.31)	2.96	(2.82,3.10)	4.35	(4.16,4.55)	7.18	(6.78,7.59)	8.18	(7.72,8.66)	11.13	(10.41,11.89)
AG-2	16.82	(16.44,17.21)	17.24	(16.87,17.63)	18.98	(18.55,19.42)	23.39	(22.70,24.10)	26.61	(25.81,27.44)	21.46	(20.48,22.49)
AG-3	61.31	(60.65,61.97)	57.19	(56.52,57.85)	54.65	(53.92,55.39)	43.70	(42.69,44.72)	33.57	(32.62,34.54)	35.52	(34.24,36.82)
Muslim												
SG-1	0.59	(0.44,0.80)	0.70	(0.52,0.93)	0.92	(0.61,1.38)	0.90	(0.57,1.42)	1.02	(0.68,1.51)	0.23	(0.12,0.45)
SG-2	3.36	(2.96,3.80)	3.53	(3.09,4.04)	3.93	(3.33,4.65)	3.81	(2.93,4.95)	4.00	(3.26,4.90)	2.19	(1.64,2.91)
SG-3	6.26	(5.60,7.00)	6.87	(6.12,7.71)	7.20	(6.46,8.03)	9.02	(7.61,10.65)	11.16	(9.73,12.78)	15.15	(13.11,17.43)
IG-1	0.22	(0.14,0.34)	0.53	(0.38,0.73)	0.95	(0.61,1.48)	0.87	(0.51,1.49)	0.58	(0.34,0.98)	0.24	(0.06,1.00)
IG-2	5.60	(5.01,6.25)	6.59	(5.97,7.28)	7.49	(6.75,8.30)	5.33	(4.37,6.49)	5.22	(4.38,6.22)	4.38	(3.51,5.45)
IG-3	16.83	(15.44,18.33)	17.25	(15.74,18.88)	17.95	(16.32,19.70)	26.03	(22.59,29.80)	28.42	(25.77,31.23)	23.96	(21.27,26.89)
AG-1	1.44	(1.19,1.74)	1.73	(1.48,2.02)	2.39	(1.99,2.85)	3.52	(2.79,4.42)	3.17	(2.46,4.07)	4.93	(3.95,6.14)
AG-2	13.50	(12.58,14.48)	13.83	(12.87,14.85)	15.03	(13.91,16.23)	17.23	(15.08,19.61)	18.24	(16.28,20.38)	11.44	(9.61,13.56)
AG-3	52.20	(50.45,53.94)	48.97	(46.79,51.16)	44.13	(42.18,46.11)	33.29	(28.45,38.52)	28.19	(25.68,30.84)	37.49	(33.98,41.13)
Christian												
SG-1	0.64	(0.42,0.97)	0.97	(0.63,1.49)	0.64	(0.40,1.01)	0.57	(0.25,1.32)	0.88	(0.47,1.66)	0.76	(0.38,1.53)
SG-2	8.75	(7.37,10.35)	7.64	(6.38,9.11)	8.43	(7.10,9.97)	5.61	(3.94,7.91)	7.93	(5.82,10.73)	6.67	(5.02,8.80)
SG-3	6.43	(5.30,7.78)	6.73	(5.48,8.24)	5.00	(3.95,6.31)	7.62	(5.63,10.24)	10.29	(7.95,13.21)	10.95	(8.56,13.90)
IG-1	0.29	(0.15,0.57)	0.56	(0.34,0.93)	0.92	(0.46,1.84)	0.12	(0.04,0.38)	0.98	(0.48,2.01)	0.27	(0.14,0.49)
IG-2	2.59	(1.83,3.65)	2.68	(2.06,3.47)	3.33	(2.55,4.34)	1.53	(0.83,2.80)	1.97	(1.13,3.41)	7.00	(4.81,10.08)
IG-3	10.88	(9.11,12.94)	11.72	(9.84,13.91)	9.66	(7.96,11.68)	16.80	(13.12,21.27)	16.85	(13.49,20.84)	10.14	(7.29,13.94)
AG-1	2.36	(1.77,3.15)	2.75	(2.20,3.43)	3.62	(2.93,4.47)	3.86	(2.78,5.34)	5.69	(4.09,7.87)	12.54	(9.68,16.10)
AG-2	23.03	(20.92,25.28)	22.04	(19.81,24.44)	25.88	(23.36,28.56)	29.77	(25.95,33.90)	31.77	(27.82,35.99)	22.21	(18.26,26.73)
AG-3	45.04	(41.57,48.55)	44.92	(41.28,48.61)	42.53	(38.60,46.57)	34.11	(28.88,39.75)	23.64	(19.67,28.14)	29.48	(24.24,35.31)

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Others												
SG-1	0.39	(0.23,0.67)	0.43	(0.27,0.68)	0.79	(0.37,1.68)	1.05	(0.58,1.89)	1.15	(0.67,1.99)	0.28	(0.12,0.65)
SG-2	3.07	(2.53,3.72)	4.69	(3.83,5.74)	4.57	(3.77,5.54)	3.42	(2.50,4.66)	3.46	(2.62,4.56)	3.20	(2.19,4.65)
SG-3	4.05	(3.33,4.93)	4.72	(3.77,5.90)	5.24	(4.12,6.65)	5.58	(4.01,7.71)	6.90	(5.33,8.88)	8.66	(6.53,11.40)
IG-1	0.46	(0.21,1.02)	0.66	(0.38,1.14)	0.56	(0.32,0.98)	1.00	(0.41,2.41)	0.80	(0.39,1.61)	0.52	(0.17,1.64)
IG-2	2.43	(1.81,3.26)	3.58	(2.70,4.74)	2.44	(1.73,3.43)	3.38	(2.29,5.00)	2.98	(2.07,4.27)	5.61	(3.97,7.87)
IG-3	8.46	(6.97,10.23)	10.75	(6.65,16.94)	11.02	(9.13,13.25)	11.16	(9.10,13.67)	15.30	(12.68,18.34)	15.43	(11.93,19.71)
AG-1	4.06	(3.42,4.80)	5.02	(4.24,5.94)	6.86	(5.92,7.93)	10.53	(8.66,12.74)	10.50	(8.69,12.65)	16.72	(13.54,20.47)
AG-2	20.32	(18.46,22.32)	17.82	(16.15,19.61)	19.14	(17.53,20.87)	24.03	(21.15,27.17)	31.89	(28.17,35.84)	21.33	(16.86,26.61)
AG-3	56.75	(54.08,59.39)	52.33	(47.89,56.72)	49.38	(46.61,52.15)	39.85	(35.75,44.09)	27.02	(23.27,31.13)	28.26	(23.35,33.75)

Table A3.9b. Occupational status of population (%) by religion, Urban India, 1983-2010

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
SG-1	3.67	(3.39,3.96)	4.50	(4.19,4.82)	4.92	(4.56,5.31)	3.93	(3.46,4.47)	4.23	(3.59,4.98)	3.32	(2.65,4.15)
SG-2	19.31	(18.61,20.04)	20.21	(19.50,20.94)	20.11	(19.34,20.90)	15.04	(14.07,16.07)	15.29	(14.18,16.46)	17.07	(15.99,18.22)
SG-3	20.99	(20.23,21.78)	20.69	(19.99,21.40)	19.69	(18.95,20.45)	22.61	(21.49,23.78)	26.86	(25.30,28.49)	27.62	(26.33,28.95)
IG-1	2.53	(2.18,2.94)	2.64	(2.40,2.91)	3.37	(3.06,3.71)	3.05	(2.64,3.52)	2.79	(2.29,3.40)	3.48	(2.79,4.33)
IG-2	10.28	(9.70,10.89)	11.54	(10.99,12.12)	11.15	(10.62,11.69)	10.07	(9.07,11.17)	8.75	(7.88,9.71)	15.78	(14.55,17.09)
IG-3	30.30	(29.17,31.46)	29.61	(28.62,30.62)	29.68	(28.63,30.75)	37.57	(35.98,39.19)	35.86	(33.91,37.85)	23.47	(22.15,24.85)
AG-1	0.80	(0.69,0.93)	0.77	(0.67,0.88)	1.01	(0.88,1.16)	0.92	(0.73,1.15)	0.93	(0.71,1.23)	3.56	(2.91,4.35)
AG-2	3.10	(2.79,3.44)	2.69	(2.44,2.97)	2.76	(2.50,3.06)	2.48	(2.12,2.89)	2.42	(1.98,2.95)	2.51	(2.14,2.96)
AG-3	9.01	(8.24,9.85)	7.35	(6.70,8.07)	7.31	(6.62,8.07)	4.33	(3.68,5.09)	2.87	(2.33,3.54)	3.18	(2.71,3.72)
Muslim												
SG-1	2.33	(1.86,2.93)	2.15	(1.73,2.66)	2.90	(2.32,3.62)	2.17	(1.63,2.89)	2.55	(1.74,3.70)	1.71	(0.82,3.54)
SG-2	10.88	(9.84,12.01)	9.79	(8.88,10.79)	9.84	(8.98,10.79)	9.04	(7.73,10.54)	7.09	(5.76,8.69)	6.84	(5.24,8.89)
SG-3	22.51	(20.65,24.49)	20.61	(19.13,22.18)	21.64	(20.14,23.23)	21.72	(19.52,24.08)	25.46	(22.71,28.43)	33.86	(30.98,36.87)
IG-1	1.85	(1.43,2.38)	2.14	(1.67,2.72)	2.32	(1.84,2.92)	2.27	(1.68,3.05)	3.18	(2.24,4.48)	0.92	(0.58,1.48)
IG-2	13.17	(11.93,14.52)	15.68	(14.35,17.10)	14.83	(13.50,16.27)	12.71	(10.67,15.07)	10.02	(8.36,11.96)	12.06	(10.24,14.14)
IG-3	40.54	(38.35,42.77)	41.92	(39.67,44.19)	41.79	(39.60,44.01)	48.77	(45.88,51.67)	48.61	(45.09,52.14)	37.95	(34.95,41.05)
AG-1	0.40	(0.26,0.62)	0.36	(0.24,0.53)	0.68	(0.47,0.98)	0.30	(0.17,0.53)	0.79	(0.19,3.30)	1.87	(1.15,3.04)
AG-2	1.89	(1.46,2.45)	1.60	(1.27,2.01)	1.52	(1.16,2.00)	1.09	(0.74,1.60)	1.01	(0.68,1.52)	1.42	(0.93,2.18)
AG-3	6.42	(5.25,7.84)	5.77	(4.77,6.97)	4.47	(3.70,5.39)	1.94	(1.35,2.79)	1.29	(0.84,1.99)	3.36	(2.50,4.51)
Christian												
SG-1	3.69	(2.56,5.29)	4.33	(3.25,5.75)	5.59	(3.85,8.05)	3.85	(1.98,7.35)	4.03	(1.78,8.87)	4.86	(2.56,9.05)
SG-2	30.90	(24.67,37.92)	31.44	(27.81,35.30)	29.53	(26.19,33.10)	26.43	(20.46,33.40)	23.81	(18.17,30.55)	22.61	(16.15,30.72)
SG-3	21.28	(18.19,24.73)	20.63	(17.99,23.55)	19.35	(16.95,21.99)	31.15	(24.23,39.04)	26.73	(19.28,35.78)	22.19	(17.47,27.75)
IG-1	2.23	(1.38,3.59)	2.28	(1.58,3.28)	3.93	(2.15,7.06)	1.18	(0.59,2.35)	1.49	(0.56,3.92)	2.60	(1.21,5.48)
IG-2	4.96	(3.58,6.83)	5.96	(4.08,8.62)	6.51	(4.78,8.81)	3.60	(2.23,5.77)	5.03	(2.63,9.41)	22.77	(17.08,29.68)
IG-3	28.40	(24.07,33.16)	24.22	(20.91,27.86)	24.33	(21.50,27.41)	29.11	(23.36,35.61)	32.04	(24.82,40.25)	17.24	(12.50,23.30)
AG-1	0.62	(0.32,1.18)	1.04	(0.54,1.99)	1.35	(0.81,2.24)	0.22	(0.08,0.59)	0.60	(0.31,1.15)	2.72	(1.36,5.39)
AG-2	2.81	(1.94,4.07)	3.92	(2.31,6.57)	4.03	(3.10,5.23)	2.69	(1.68,4.29)	3.19	(1.89,5.33)	3.60	(2.11,6.07)
AG-3	5.11	(3.49,7.44)	6.19	(3.98,9.52)	5.38	(3.08,9.25)	1.77	(0.87,3.57)	3.08	(1.16,7.97)	1.41	(0.78,2.52)

Religion	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Others												
SG-1	4.30	(3.33,5.53)	5.24	(4.13,6.63)	5.65	(4.36,7.29)	8.72	(4.14,17.46)	8.83	(5.53,13.83)	6.97	(3.49,13.44)
SG-2	21.60	(19.25,24.16)	20.25	(17.92,22.80)	20.68	(18.23,23.36)	14.31	(11.16,18.17)	18.18	(13.96,23.34)	19.44	(14.25,25.94)
SG-3	20.44	(17.54,23.69)	17.65	(15.47,20.06)	20.46	(17.52,23.74)	24.71	(19.28,31.08)	20.40	(13.20,30.16)	30.20	(23.89,37.36)
IG-1	2.93	(2.15,3.98)	5.10	(3.82,6.79)	6.03	(4.24,8.50)	4.71	(2.69,8.10)	3.14	(1.54,6.27)	1.66	(0.91,3.00)
IG-2	18.16	(15.65,20.98)	17.09	(14.73,19.74)	17.61	(14.83,20.79)	12.65	(9.70,16.33)	16.12	(10.48,23.99)	12.59	(9.31,16.81)
IG-3	22.37	(19.40,25.64)	27.16	(23.29,31.42)	21.61	(18.37,25.25)	29.02	(23.54,35.18)	29.06	(22.28,36.92)	20.05	(15.68,25.28)
AG-1	1.96	(1.05,3.64)	1.61	(1.09,2.37)	1.15	(0.74,1.77)	2.21	(1.19,4.07)	0.66	(0.25,1.74)	4.37	(2.49,7.59)
AG-2	2.83	(1.95,4.11)	2.30	(1.56,3.38)	1.61	(1.02,2.54)	0.63	(0.23,1.70)	2.22	(1.00,4.89)	2.27	(1.23,4.16)
AG-3	5.40	(3.89,7.45)	3.59	(2.46,5.21)	5.21	(3.30,8.14)	3.06	(1.27,7.18)	1.39	(0.57,3.33)	2.45	(1.38,4.33)

Table A3.10a. Occupational status of population (%) by region of residence, Rural India, 1983-2010

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
SG-1	0.31	(0.23,0.41)	0.54	(0.41,0.72)	0.84	(0.57,1.23)	0.99	(0.69,1.41)	0.91	(0.63,1.32)	0.44	(0.23,0.75)
SG-2	3.47	(2.97,4.05)	3.87	(3.48,4.30)	4.21	(3.69,4.80)	3.72	(2.88,4.80)	4.19	(3.57,4.93)	3.52	(2.89,4.30)
SG-3	4.29	(3.38,5.43)	4.22	(3.75,4.75)	4.91	(4.31,5.58)	5.78	(4.90,6.81)	9.03	(7.91,10.30)	11.21	(9.67,12.95)
IG-1	0.33	(0.22,0.50)	0.51	(0.33,0.78)	0.54	(0.37,0.77)	1.67	(0.86,3.23)	0.56	(0.34,0.94)	0.56	(0.23,1.36)
IG-2	2.22	(1.83,2.68)	2.97	(2.50,3.52)	2.96	(2.54,3.44)	3.23	(2.35,4.43)	3.30	(2.70,4.02)	5.64	(4.78,6.64)
IG-3	11.00	(9.90,12.21)	18.52	(16.73,20.45)	16.43	(14.94,18.04)	21.59	(19.08,24.33)	23.92	(22.09,25.85)	22.27	(20.17,24.53)
AG-1	2.70	(2.34,3.12)	3.25	(2.77,3.80)	5.19	(4.68,5.76)	9.20	(8.01,10.54)	9.48	(8.53,10.52)	13.93	(12.19,15.87)
AG-2	16.24	(15.20,17.33)	15.21	(14.42,16.04)	17.11	(16.06,18.21)	23.01	(20.72,25.48)	22.85	(21.25,24.54)	11.69	(10.25,13.30)
AG-3	59.44	(57.26,61.59)	50.92	(49.08,52.75)	47.83	(45.88,49.79)	30.80	(27.75,34.03)	25.75	(23.75,27.86)	30.75	(28.20,33.42)
Central												
SG-1	0.28	(0.22,0.36)	0.27	(0.21,0.34)	0.38	(0.30,0.48)	0.29	(0.19,0.43)	0.52	(0.37,0.72)	0.20	(0.11,0.37)
SG-2	2.25	(2.00,2.53)	2.39	(2.17,2.63)	2.42	(2.16,2.71)	2.53	(2.11,3.03)	2.57	(2.18,3.03)	2.07	(1.50,2.86)
SG-3	3.33	(3.02,3.68)	3.12	(2.83,3.45)	3.33	(2.98,3.73)	3.98	(3.42,4.62)	5.35	(4.65,6.13)	7.28	(6.22,8.50)
IG-1	0.11	(0.07,0.17)	0.09	(0.06,0.15)	0.12	(0.07,0.22)	0.19	(0.10,0.36)	0.34	(0.20,0.57)	0.15	(0.05,0.45)
IG-2	2.28	(2.00,2.59)	2.60	(2.34,2.90)	2.75	(2.45,3.08)	3.24	(2.79,3.78)	3.25	(2.76,3.82)	2.90	(2.37,3.56)
IG-3	8.31	(7.64,9.03)	8.26	(7.61,8.97)	9.04	(8.31,9.83)	13.47	(12.20,14.86)	18.07	(16.40,19.87)	17.78	(16.08,19.62)
AG-1	2.64	(2.40,2.89)	3.82	(3.54,4.13)	6.04	(5.62,6.49)	7.73	(7.03,8.49)	9.05	(8.17,10.03)	9.36	(8.25,10.59)
AG-2	17.90	(17.21,18.62)	18.53	(17.83,19.24)	20.54	(19.77,21.33)	25.94	(24.68,27.25)	27.97	(26.41,29.59)	21.59	(19.82,23.47)
AG-3	62.90	(61.74,64.05)	60.91	(59.77,62.04)	55.39	(54.13,56.63)	42.63	(40.85,44.42)	32.89	(31.09,34.74)	38.67	(36.31,41.08)
East												
SG-1	0.54	(0.35,0.83)	0.50	(0.39,0.63)	0.48	(0.37,0.62)	0.69	(0.45,1.05)	0.72	(0.49,1.06)	0.49	(0.23,1.04)
SG-2	3.75	(3.35,4.20)	3.42	(3.11,3.76)	3.64	(3.28,4.04)	2.50	(2.06,3.04)	3.29	(2.79,3.88)	2.15	(1.74,2.64)
SG-3	4.38	(3.98,4.82)	4.76	(4.32,5.25)	4.51	(4.08,4.98)	4.04	(3.47,4.70)	6.25	(5.49,7.12)	10.64	(9.41,12.00)
IG-1	0.18	(0.11,0.28)	0.28	(0.21,0.38)	0.50	(0.34,0.72)	0.54	(0.35,0.84)	1.09	(0.69,1.71)	0.12	(0.06,0.22)
IG-2	3.78	(3.40,4.19)	4.66	(4.19,5.18)	4.85	(4.42,5.32)	3.60	(3.06,4.22)	5.25	(4.53,6.09)	2.61	(2.14,3.18)
IG-3	10.27	(9.39,11.21)	11.13	(10.17,12.16)	9.94	(9.12,10.82)	14.14	(12.63,15.79)	18.48	(16.95,20.12)	18.03	(16.34,19.84)
AG-1	2.50	(2.22,2.82)	3.18	(2.91,3.47)	4.44	(4.06,4.84)	7.05	(6.24,7.95)	6.80	(5.93,7.78)	8.29	(7.11,9.65)
AG-2	16.30	(15.52,17.12)	17.27	(16.44,18.13)	18.12	(17.30,18.96)	19.59	(18.25,21.00)	21.86	(20.40,23.39)	14.54	(13.06,16.15)
AG-3	58.31	(56.93,59.66)	54.80	(53.36,56.23)	53.54	(52.12,54.95)	47.86	(45.35,50.38)	36.26	(34.28,38.28)	43.14	(40.59,45.73)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
West												
SG-1	0.32	(0.22,0.44)	0.55	(0.41,0.74)	0.47	(0.32,0.67)	0.87	(0.61,1.24)	1.19	(0.85,1.67)	0.30	(0.12,0.76)
SG-2	3.08	(2.72,3.47)	3.61	(3.15,4.14)	3.71	(3.24,4.23)	2.90	(2.28,3.67)	4.19	(3.37,5.19)	3.33	(2.67,4.14)
SG-3	2.95	(2.59,3.36)	3.45	(3.00,3.96)	3.52	(3.08,4.02)	4.65	(3.73,5.78)	5.51	(4.67,6.48)	8.19	(7.00,9.55)
IG-1	0.16	(0.10,0.27)	0.47	(0.29,0.74)	0.55	(0.37,0.83)	1.09	(0.69,1.72)	0.82	(0.50,1.36)	0.18	(0.08,0.44)
IG-2	1.92	(1.64,2.24)	2.43	(2.01,2.95)	2.32	(1.91,2.82)	2.21	(1.70,2.86)	2.39	(1.85,3.08)	4.55	(3.34,6.17
IG-3	8.20	(7.32,9.17)	11.83	(10.53,13.25)	10.33	(8.82,12.06)	11.56	(9.79,13.60)	12.27	(10.73,14.00)	8.27	(6.82,10.00)
AG-1	1.77	(1.52,2.06)	2.38	(2.11,2.69)	3.49	(3.08,3.95)	7.34	(6.38,8.44)	10.45	(9.14,11.92)	13.50	(11.56,15.70)
AG-2	19.26	(18.21,20.35)	18.62	(17.66,19.63)	21.56	(20.42,22.74)	29.54	(27.59,31.56)	34.80	(32.65,37.03)	30.97	(27.99,34.11)
AG-3	62.35	(60.84,63.83)	56.66	(54.89,58.40)	54.06	(51.99,56.12)	39.85	(37.41,42.34)	28.38	(26.16,30.71)	30.72	(27.42,34.23)
South												
SG-1	0.57	(0.48,0.68)	0.78	(0.65,0.94)	0.71	(0.45,1.13)	0.54	(0.40,0.72)	0.81	(0.61,1.07)	0.51	(0.35,0.75)
SG-2	3.82	(3.53,4.12)	3.78	(3.48,4.10)	4.30	(3.76,4.92)	4.02	(3.51,4.60)	4.83	(4.31,5.40)	4.06	(3.36,4.89)
SG-3	6.30	(5.86,6.78)	6.79	(6.27,7.38)	5.88	(5.45,6.35)	6.95	(6.30,7.66)	8.71	(7.95,9.54)	11.86	(10.51,13.36)
IG-1	0.28	(0.22,0.37)	0.48	(0.37,0.63)	0.92	(0.66,1.27)	0.81	(0.54,1.22)	0.70	(0.53,0.93)	0.21	(0.12,0.38)
IG-2	2.53	(2.29,2.79)	3.27	(2.96,3.61)	2.76	(2.48,3.07)	1.95	(1.63,2.32)	2.06	(1.75,2.43)	7.71	(6.73,8.83)
IG-3	11.45	(10.66,12.30)	12.61	(11.75,13.52)	11.90	(11.03,12.82)	16.77	(15.37,18.27)	19.63	(18.20,21.13)	14.10	(12.58,15.77)
AG-1	1.55	(1.39,1.73)	2.06	(1.88,2.25)	2.76	(2.52,3.03)	4.93	(4.32,5.63)	4.81	(4.21,5.49)	10.87	(9.45,12.47)
AG-2	13.62	(13.03,14.23)	13.94	(13.35,14.56)	15.43	(14.69,16.20)	17.76	(16.66,18.91)	21.28	(19.82,22.82)	22.42	(20.36,24.62)
AG-3	59.88	(58.69,61.05)	56.29	(54.95,57.61)	55.34	(53.87,56.81)	46.27	(44.47,48.07)	37.17	(35.32,39.07)	28.25	(25.83,30.82)
Northeast												
SG-1	0.53	(0.34,0.80)	0.53	(0.36,0.77)	0.51	(0.35,0.75)	0.43	(0.21,0.88)	0.22	(0.14,0.35)	0.41	(0.25,0.67)
SG-2	5.79	(4.95,6.76)	7.52	(6.48,8.72)	6.50	(5.70,7.41)	4.08	(3.27,5.09)	2.75	(2.09,3.60)	3.64	(2.95,4.49)
SG-3	3.30	(2.69,4.05)	4.26	(3.49,5.19)	3.69	(3.01,4.51)	4.93	(3.97,6.11)	5.25	(4.24,6.48)	8.74	(7.37,10.33)
IG-1	0.22	(0.13,0.37)	0.56	(0.32,0.99)	0.53	(0.36,0.79)	0.14	(0.04,0.41)	0.17	(0.10,0.30)	0.40	(0.21,0.77)
IG-2	4.84	(3.72,6.27)	5.29	(4.56,6.13)	6.19	(5.33,7.18)	5.79	(4.63,7.22)	6.31	(5.04,7.87)	4.34	(3.40,5.53)
IG-3	8.23	(7.11,9.50)	9.67	(8.23,11.32)	9.13	(7.98,10.44)	13.29	(11.22,15.66)	13.02	(10.98,15.38)	11.54	(9.40,14.10)
AG-1	1.86	(1.47,2.35)	2.27	(1.86,2.76)	2.90	(2.36,3.56)	5.76	(4.65,7.12)	7.23	(5.72,9.10)	10.66	(8.44,13.38)
AG-2	31.93	(29.60,34.36)	30.08	(27.98,32.27)	30.95	(28.26,33.78)	36.34	(33.00,39.82)	44.32	(41.07,47.62)	27.00	(23.80,30.45)
AG-3	43.31	(40.35,46.32)	39.82	(36.91,42.81)	39.60	(35.72,43.61)	29.24	(24.33,34.69)	20.73	(17.69,24.14)	33.26	(29.50,37.25)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Other UTs												
SG-1	0.72	(0.29,1.78)	1.09	(0.67,1.77)	1.06	(0.53,2.11)	1.14	(0.50,2.57)	3.07	(0.68,12.77)	0.31	(0.08,1.21)
SG-2	6.37	(4.61,8.73)	8.07	(6.41,10.12)	10.32	(7.45,14.13)	8.07	(4.89,13.04)	10.88	(7.07,16.38)	5.97	(2.65,12.88)
SG-3	7.55	(5.30,10.63)	8.24	(6.52,10.35)	8.92	(6.07,12.94)	11.08	(8.09,14.99)	15.43	(10.62,21.87)	21.01	(12.46,33.20)
IG-1	0.93	(0.40,2.17)	0.65	(0.28,1.49)	0.50	(0.23,1.11)	1.31	(0.65,2.64)	1.11	(0.31,3.90)	0.40	(0.12,1.33)
IG-2	2.60	(1.45,4.62)	3.74	(2.54,5.48)	4.91	(3.01,8.00)	3.98	(2.16,7.24)	0.99	(0.42,2.30)	9.79	(5.29,17.40)
IG-3	13.60	(10.43,17.55)	16.74	(13.89,20.03)	24.00	(18.07,31.14)	28.59	(22.79,35.20)	42.42	(32.59,52.88)	25.22	(16.63,36.32)
AG-1	0.54	(0.25,1.16)	1.92	(1.29,2.85)	1.57	(0.86,2.82)	5.13	(1.99,12.58)	1.13	(0.56,2.27)	7.55	(4.89,11.50)
AG-2	13.41	(8.96,19.59)	12.33	(10.01,15.10)	14.97	(11.07,19.94)	20.72	(15.30,27.44)	12.79	(8.60,18.62)	20.12	(12.96,29.87)
AG-3	54.29	(46.91,61.48)	47.22	(41.98,52.53)	33.75	(25.84,42.68)	19.98	(15.35,25.59)	12.19	(7.77,18.62)	9.63	(5.37,16.69)

Table A3.10b. Occupational status of population (%) by region of residence, Urban India, 1983-2010

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
SG-1	3.82	(3.12,4.67)	4.29	(3.65,5.05)	5.31	(4.37,6.44)	5.49	(3.91,7.67)	5.25	(3.88,7.06)	2.83	(2.09,3.83)
SG-2	19.07	(17.19,21.09)	19.94	(18.30,21.70)	19.41	(17.50,21.46)	13.63	(11.62,15.92)	11.36	(9.50,13.53)	14.98	(12.99,17.21)
SG-3	20.81	(18.95,22.79)	18.43	(16.88,20.08)	18.50	(16.74,20.39)	21.24	(19.02,23.65)	26.10	(22.35,30.24)	31.33	(28.46,34.35)
IG-1	3.58	(2.25,5.66)	3.87	(3.18,4.70)	4.30	(3.40,5.43)	3.61	(2.73,4.77)	3.60	(2.60,4.97)	2.79	(1.92,4.03)
IG-2	11.77	(10.46,13.22)	15.38	(13.94,16.93)	13.93	(12.56,15.42)	11.42	(9.14,14.18)	8.80	(6.93,11.11)	14.10	(11.07,17.77)
IG-3	29.11	(26.82,31.51)	30.22	(27.71,32.85)	32.05	(29.00,35.27)	40.03	(36.55,43.61)	39.33	(34.65,44.21)	28.19	(25.09,31.51)
AG-1	0.79	(0.57,1.10)	0.57	(0.41,0.78)	0.69	(0.41,1.14)	1.11	(0.70,1.76)	0.97	(0.46,2.04)	3.44	(2.23,5.27)
AG-2	2.40	(1.86,3.11)	1.72	(1.33,2.22)	1.66	(1.27,2.16)	1.36	(0.82,2.25)	2.00	(1.18,3.38)	0.73	(0.48,1.13)
AG-3	8.65	(6.80,10.94)	5.59	(4.08,7.60)	4.16	(3.18,5.42)	2.11	(1.26,3.51)	2.59	(1.28,5.19)	1.62	(1.16,2.25)
Central												
SG-1	2.92	(2.45,3.48)	3.61	(3.05,4.27)	4.02	(3.41,4.74)	1.76	(1.22,2.54)	3.01	(2.02,4.46)	2.69	(1.53,4.71)
SG-2	17.64	(15.72,19.74)	18.35	(16.91,19.88)	17.84	(16.44,19.33)	11.81	(9.72,14.28)	10.10	(8.19,12.39)	12.79	(10.77,15.11)
SG-3	19.08	(17.55,20.70)	18.98	(17.70,20.33)	17.18	(15.85,18.59)	19.94	(17.94,22.10)	23.03	(19.98,26.40)	28.93	(26.25,31.77)
IG-1	1.63	(1.24,2.12)	1.74	(1.33,2.26)	1.80	(1.41,2.30)	1.23	(0.79,1.92)	2.40	(1.44,3.98)	2.89	(1.66,4.99)
IG-2	15.03	(13.35,16.88)	15.13	(13.87,16.50)	15.37	(14.16,16.67)	16.14	(13.30,19.46)	14.46	(12.01,17.31)	12.50	(10.31,15.08)
IG-3	32.23	(29.81,34.75)	30.06	(28.08,32.13)	30.02	(27.97,32.15)	40.81	(36.99,44.75)	39.18	(35.11,43.41)	29.12	(26.09,32.36)
AG-1	0.89	(0.66,1.20)	1.08	(0.86,1.37)	1.56	(1.24,1.94)	1.29	(0.89,1.86)	1.53	(0.99,2.36)	3.05	(2.21,4.19)
AG-2	3.11	(2.50,3.87)	3.11	(2.53,3.80)	3.80	(3.15,4.59)	2.84	(2.12,3.80)	3.34	(2.35,4.71)	2.57	(1.95,3.39)
AG-3	7.48	(6.29,8.87)	7.94	(6.58,9.55)	8.41	(7.07,9.98)	4.17	(3.11,5.58)	2.96	(2.05,4.28)	5.45	(4.27,6.92)
East												
SG-1	3.29	(2.73,3.97)	3.31	(2.76,3.96)	4.33	(3.60,5.21)	2.92	(2.13,3.99)	2.47	(1.60,3.78)	1.97	(1.27,3.05)
SG-2	20.24	(18.62,21.97)	19.33	(17.69,21.08)	19.99	(18.18,21.94)	13.85	(11.84,16.13)	16.39	(13.76,19.42)	16.08	(13.95,18.45)
SG-3	21.23	(19.55,23.01)	20.96	(19.44,22.56)	20.66	(18.76,22.70)	23.65	(19.68,28.15)	24.87	(21.57,28.50)	30.03	(27.18,33.04)
IG-1	2.09	(1.69,2.59)	2.62	(2.12,3.24)	2.46	(2.01,2.99)	2.05	(1.46,2.86)	1.90	(1.05,3.42)	1.57	(0.93,2.62)
IG-2	12.40	(11.08,13.85)	14.39	(13.02,15.89)	13.80	(12.60,15.09)	13.08	(10.95,15.55)	11.71	(9.77,13.98)	9.07	(7.59,10.79)
IG-3	33.63	(30.90,36.49)	32.26	(29.86,34.75)	31.69	(29.33,34.15)	35.66	(31.95,39.54)	37.25	(33.52,41.14)	31.42	(28.11,34.93)
AG-1	0.43	(0.29,0.63)	0.61	(0.43,0.87)	0.69	(0.49,0.96)	1.05	(0.61,1.79)	0.49	(0.28,0.84)	2.34	(1.66,3.30)
AG-2	1.93	(1.52,2.46)	1.91	(1.50,2.42)	1.74	(1.31,2.30)	2.35	(1.67,3.29)	2.10	(1.28,3.41)	1.48	(1.00,2.20)
AG-3	4.76	(3.67,6.14)	4.61	(3.66,5.81)	4.65	(3.52,6.12)	5.40	(3.66,7.89)	2.82	(1.81,4.37)	6.05	(4.23,8.58)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
West												
SG-1	3.63	(3.08,4.29)	4.40	(3.79,5.10)	5.59	(4.72,6.62)	4.90	(3.93,6.10)	4.01	(3.11,5.15)	3.12	(1.75,5.50)
SG-2	20.01	(18.58,21.53)	20.16	(18.70,21.71)	20.18	(18.72,21.73)	15.01	(13.30,16.89)	16.55	(14.54,18.78)	16.51	(14.36,18.93)
SG-3	19.98	(18.38,21.68)	21.07	(19.59,22.63)	21.35	(19.79,23.01)	24.73	(22.54,27.05)	27.19	(24.26,30.34)	28.39	(25.74,31.20)
IG-1	2.94	(2.42,3.56)	2.70	(2.25,3.23)	4.68	(3.96,5.51)	4.85	(3.94,5.97)	2.91	(2.15,3.94)	4.32	(2.87,6.44)
IG-2	8.96	(8.01,10.01)	10.66	(9.59,11.84)	9.78	(8.82,10.85)	7.62	(6.38,9.07)	6.78	(5.50,8.33)	18.58	(16.39,20.99)
IG-3	32.11	(29.77,34.55)	32.58	(30.40,34.85)	30.92	(28.74,33.19)	37.89	(34.91,40.96)	38.31	(34.37,42.40)	22.07	(19.52,24.84)
AG-1	0.91	(0.67,1.24)	0.61	(0.43,0.86)	0.65	(0.49,0.87)	0.52	(0.30,0.91)	0.34	(0.19,0.62)	2.92	(1.83,4.64)
AG-2	3.02	(2.31,3.94)	2.26	(1.77,2.88)	2.25	(1.73,2.91)	2.07	(1.45,2.94)	2.20	(1.50,3.21)	2.76	(1.93,3.92)
AG-3	8.44	(6.83,10.38)	5.56	(4.46,6.92)	4.59	(3.62,5.82)	2.42	(1.70,3.42)	1.72	(1.15,2.57)	1.34	(0.90,1.98)
South												
SG-1	3.67	(3.19,4.22)	4.71	(4.18,5.30)	4.29	(3.78,4.87)	3.73	(3.09,4.50)	4.86	(3.59,6.53)	4.36	(3.15,6.00)
SG-2	16.28	(15.29,17.32)	17.47	(16.41,18.59)	17.82	(16.63,19.06)	15.37	(13.87,17.01)	14.84	(13.07,16.80)	15.83	(14.36,17.43)
SG-3	23.76	(22.54,25.02)	22.08	(20.93,23.27)	21.25	(20.16,22.38)	23.53	(21.80,25.35)	28.59	(26.05,31.28)	26.83	(24.78,28.98)
IG-1	2.22	(1.89,2.62)	2.66	(2.25,3.16)	3.25	(2.76,3.81)	2.60	(2.03,3.32)	3.14	(2.25,4.36)	2.43	(1.82,3.23)
IG-2	8.12	(7.31,9.01)	8.59	(7.87,9.36)	8.49	(7.74,9.31)	6.89	(5.98,7.93)	6.71	(5.50,8.16)	17.07	(15.36,18.92)
IG-3	31.19	(29.59,32.85)	31.58	(29.95,33.26)	31.27	(29.74,32.85)	40.44	(38.16,42.77)	36.60	(33.85,39.44)	23.69	(21.80,25.70)
AG-1	0.80	(0.61,1.05)	0.75	(0.59,0.95)	1.12	(0.91,1.37)	0.53	(0.33,0.85)	0.98	(0.45,2.15)	3.93	(2.85,5.40)
AG-2	3.28	(2.83,3.80)	2.96	(2.55,3.42)	2.74	(2.36,3.17)	1.98	(1.57,2.50)	1.34	(0.95,1.90)	3.00	(2.40,3.73)
AG-3	10.68	(9.39,12.12)	9.20	(8.08,10.46)	9.78	(8.43,11.32)	4.93	(3.79,6.40)	2.95	(2.16,4.01)	2.87	(2.23,3.68)
Northeast												
SG-1	4.61	(3.45,6.14)	4.33	(3.46,5.40)	5.33	(4.20,6.73)	3.75	(2.11,6.56)	2.21	(1.24,3.89)	0.85	(0.50,1.44)
SG-2	27.41	(23.14,32.13)	28.77	(26.27,31.41)	25.90	(23.18,28.83)	22.31	(17.85,27.49)	19.72	(14.92,25.62)	21.68	(15.74,29.08)
SG-3	16.16	(13.40,19.35)	18.55	(16.35,20.97)	17.03	(14.62,19.76)	22.19	(17.01,28.40)	28.63	(21.11,37.55)	31.39	(25.02,38.55)
IG-1	2.22	(1.60,3.07)	1.94	(1.51,2.49)	3.91	(2.57,5.91)	0.78	(0.36,1.68)	0.44	(0.19,1.05)	1.61	(1.02,2.55)
IG-2	15.45	(12.62,18.77)	17.44	(15.13,20.02)	20.43	(16.99,24.36)	19.77	(14.89,25.76)	12.44	(8.57,17.71)	14.49	(9.79,20.93)
IG-3	18.19	(15.42,21.34)	19.27	(16.97,21.79)	18.83	(16.52,21.39)	23.09	(18.88,27.91)	25.84	(18.99,34.13)	20.29	(15.93,25.47)
AG-1	0.87	(0.48,1.56)	0.92	(0.59,1.44)	1.19	(0.76,1.85)	0.83	(0.44,1.58)	3.19	(1.97,5.13)	4.05	(2.96,5.53)
AG-2	6.58	(4.76,9.04)	6.03	(3.31,10.76)	5.14	(4.06,6.48)	5.44	(2.84,10.17)	7.11	(4.55,10.94)	3.50	(2.56,4.79)
AG-3	8.52	(3.95,17.44)	2.75	(1.82,4.12)	2.24	(1.52,3.30)	1.84	(0.88,3.83)	0.43	(0.16,1.15)	2.13	(1.43,3.17)

Region	**1983**		**1987-88**		**1993-94**		**1999-00**		**2004-05**		**2009-10**	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Other UTs												
SG-1	2.70	(1.51,4.79)	6.64	(4.38,9.94)	5.26	(3.46,7.93)	2.78	(1.71,4.49)	2.89	(1.58,5.26)	4.98	(2.69,9.01)
SG-2	30.07	(24.87,35.84)	24.61	(18.53,31.90)	18.23	(14.55,22.58)	17.22	(13.98,21.02)	28.36	(20.91,37.22)	18.65	(13.66,24.95)
SG-3	24.20	(19.76,29.28)	22.45	(18.60,26.83)	21.53	(17.01,26.87)	28.47	(23.82,33.63)	32.24	(25.08,40.34)	26.65	(20.46,33.91)
IG-1	2.65	(1.40,4.95)	2.03	(0.98,4.15)	3.62	(1.77,7.25)	4.11	(2.28,7.30)	0.55	(0.22,1.38)	2.86	(1.04,7.57)
IG-2	7.16	(5.00,10.14)	6.77	(4.09,10.99)	11.62	(8.54,15.62)	9.61	(6.76,13.49)	3.65	(1.48,8.71)	16.11	(11.78,21.64)
IG-3	24.15	(19.31,29.75)	25.69	(19.42,33.15)	32.34	(24.63,41.13)	32.26	(27.15,37.84)	28.30	(21.69,36.01)	22.10	(17.17,27.97)
AG-1	0.63	(0.17,2.34)	0.85	(0.21,3.42)	0.43	(0.14,1.27)	0.35	(0.084,1.42)	0.07	(0.02,0.29)	4.57	(2.76,7.48)
AG-2	1.35	(0.66,2.74)	1.31	(0.63,2.70)	2.38	(1.40,4.04)	2.14	(0.92,4.90)	2.29	(0.87,5.86)	2.28	(1.20,4.27)
AG-3	7.09	(4.28,11.50)	9.65	(5.96,15.26)	4.59	(2.55,8.14)	3.06	(1.64,5.67)	1.65	(0.77,3.52)	1.81	(0.67,4.83)

Table A3.11a. Proportion (%) of population in Agriculture by age cohort and type of residence, India

Sector	Agriculture Grade 1		Agriculture Grade 2		Agriculture Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural						
1950	4.02	(3.60,4.50)	6.32	(6.02,6.64)	9.62	(9.38,9.90)
1955	6.54	(5.97,7.16)	9.65	(9.26,10.05)	13.00	(12.68,13.33)
1960	7.93	(7.33,8.57)	10.21	(9.82,10.62)	13.19	(12.85,13.53)
1965	8.95	(8.28,9.66)	12.46	(12.03,12.91)	15.39	(15.04,15.74)
1970	13.55	(12.68,14.47)	14.64	(14.15,15.15)	14.99	(14.65,15.34)
1975	14.46	(13.51,15.46)	13.83	(13.32,14.37)	11.75	(11.38,12.14)
1980	19.29	(18.00,20.64)	16.12	(15.44,16.83)	10.70	(10.28,11.14)
1985	25.26	(23.49,27.13)	16.76	(15.86,17.69)	11.36	(10.79,11.96)
Urban						
1950	6.38	(4.71,8.60)	7.70	(6.49,9.10)	10.64	(9.52,11.87)
1955	7.37	(5.49,9.83)	11.24	(9.62,13.08)	13.64	(12.39,15.00)
1960	7.98	(6.16,10.27)	11.18	(9.62,12.96)	13.00	(11.71,14.41)
1965	8.16	(6.35,10.44)	13.40	(11.66,15.36)	16.47	(15.01,18.04)
1970	9.33	(7.20,12.00)	13.22	(11.45,15.21)	16.23	(14.68,17.90)
1975	9.27	(6.95,12.27)	11.94	(10.19,13.94)	9.96	(8.73,11.34)
1980	10.99	(8.29,14.44)	14.32	(11.98,17.04)	8.48	(7.09,10.10)
1985	40.51	(34.22,47.13)	17.00	(14.19,20.24)	11.59	(9.50,14.06)
Total						
1950	4.15	(3.74,4.61)	6.37	(6.08,6.68)	9.65	(9.39,9.92)
1955	6.58	(6.03,7.18)	9.70	(9.32,10.10)	13.02	(12.71,13.34)
1960	7.93	(7.36,8.55)	10.25	(9.86,10.64)	13.18	(12.86,13.52)
1965	8.91	(8.27,9.59)	12.50	(12.07,12.93)	15.42	(15.08,15.76)
1970	13.32	(12.49,14.20)	14.59	(14.11,15.09)	15.03	(14.69,15.37)
1975	14.17	(13.27,15.13)	13.77	(13.27,14.29)	11.70	(11.33,12.07)
1980	18.83	(17.61,20.13)	16.06	(15.39,16.75)	10.64	(10.23,11.06)
1985	26.10	(24.39,27.89)	16.76	(15.90,17.67)	11.37	(10.81,11.95)

Table A3.11b. Proportion (%) of population in Industry by age cohort and type of residence, India

Sector	Industry Grade 1		Industry Grade 2		Industry Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural						
1950	6.44	(4.67,8.83)	8.01	(7.20,8.91)	5.55	(5.19,5.94)
1955	10.45	(8.00,13.53)	11.92	(10.96,12.95)	8.46	(8.00,8.95)
1960	10.80	(8.35,13.86)	12.87	(11.81,14.01)	10.68	(10.15,11.25)
1965	10.13	(7.67,13.26)	11.81	(10.81,12.89)	12.33	(11.75,12.93)
1970	17.38	(11.44,25.53)	13.32	(12.13,14.61)	14.85	(14.20,15.54)
1975	16.28	(12.85,20.40)	10.77	(9.70,11.95)	12.12	(11.49,12.79)
1980	17.23	(13.42,21.85)	12.87	(11.59,14.26)	16.15	(15.35,16.98)
1985	11.29	(7.92,15.86)	18.43	(16.56,20.46)	19.85	(18.84,20.89)
Urban						
1950	8.37	(6.97,10.01)	8.31	(7.60,9.08)	7.16	(6.72,7.62)
1955	10.31	(8.65,12.26)	10.83	(10.02,11.69)	10.08	(9.57,10.60)
1960	10.53	(8.98,12.31)	11.23	(10.39,12.12)	11.34	(10.76,11.94)
1965	9.87	(8.19,11.84)	11.17	(10.29,12.11)	12.26	(11.69,12.85)
1970	12.79	(10.68,15.25)	12.71	(11.35,14.21)	13.87	(13.21,14.55)
1975	9.67	(7.90,11.79)	10.68	(9.74,11.71)	13.05	(12.40,13.73)
1980	16.89	(13.30,21.19)	13.36	(12.10,14.73)	15.51	(14.58,16.49)
1985	21.57	(16.79,27.28)	21.72	(19.12,24.56)	16.74	(15.67,17.86)
Total						
1950	7.66	(6.53,8.97)	8.16	(7.62,8.74)	6.22	(5.94,6.51)
1955	10.36	(8.94,11.99)	11.36	(10.73,12.02)	9.14	(8.80,9.49)
1960	10.63	(9.26,12.18)	12.03	(11.35,12.74)	10.96	(10.56,11.36)
1965	9.96	(8.53,11.61)	11.48	(10.81,12.19)	12.30	(11.89,12.72)
1970	14.48	(11.71,17.77)	13.01	(12.09,13.99)	14.44	(13.97,14.92)
1975	12.10	(10.35,14.09)	10.73	(10.01,11.49)	12.51	(12.06,12.98)
1980	17.01	(14.28,20.14)	13.12	(12.22,14.08)	15.88	(15.29,16.50)
1985	17.80	(14.36,21.85)	20.11	(18.48,21.84)	18.55	(17.83,19.29)

Table A3.11c. Proportion (%) of population in Services by age cohort and type of residence, India

Sector	Services Grade 1		Services Grade 2		Services Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural						
1950	8.67	(6.74,11.08)	11.54	(10.58,12.59)	6.28	(5.71,6.91)
1955	15.37	(10.26,22.38)	13.77	(12.51,15.14)	9.47	(8.77,10.22)
1960	11.09	(8.36,14.57)	11.86	(10.92,12.88)	10.33	(9.59,11.13)
1965	11.62	(8.93,15.00)	10.77	(9.80,11.83)	11.27	(10.43,12.18)
1970	13.33	(10.58,16.65)	12.86	(11.56,14.28)	11.32	(10.48,12.22)
1975	11.72	(9.16,14.89)	11.05	(9.87,12.34)	11.03	(10.15,11.98)
1980	15.66	(12.31,19.71)	14.49	(13.17,15.92)	16.57	(15.40,17.80)
1985	12.55	(9.30,16.73)	13.65	(12.13,15.33)	23.72	(22.06,25.46)
Urban						
1950	11.09	(9.64,12.72)	11.69	(10.97,12.46)	7.01	(6.54,7.51)
1955	12.61	(11.05,14.35)	15.11	(14.23,16.04)	10.02	(9.42,10.67)
1960	10.99	(9.62,12.51)	13.23	(12.43,14.06)	11.03	(10.40,11.70)
1965	9.88	(8.03,12.09)	9.58	(8.94,10.25)	10.25	(9.65,10.89)
1970	12.21	(10.11,14.69)	11.28	(10.49,12.13)	11.82	(11.16,12.52)
1975	12.00	(10.14,14.16)	9.66	(8.83,10.56)	11.00	(10.30,11.75)
1980	15.39	(11.33,20.58)	13.56	(12.41,14.79)	16.41	(15.31,17.58)
1985	15.83	(12.95,19.20)	15.89	(14.51,17.39)	22.44	(21.12,23.82)
Total						
1950	10.37	(9.18,11.68)	11.63	(11.05,12.24)	6.68	(6.32,7.07)
1955	13.43	(11.41,15.75)	14.57	(13.83,15.34)	9.78	(9.32,10.25)
1960	11.02	(9.72,12.46)	12.67	(12.06,13.31)	10.72	(10.24,11.22)
1965	10.40	(8.84,12.20)	10.06	(9.51,10.64)	10.71	(10.21,11.24)
1970	12.55	(10.82,14.50)	11.92	(11.21,12.68)	11.60	(11.08,12.14)
1975	11.92	(10.37,13.66)	10.22	(9.53,10.96)	11.02	(10.46,11.59)
1980	15.47	(12.36,19.19)	13.94	(13.07,14.85)	16.48	(15.68,17.31)
1985	14.85	(12.56,17.48)	14.99	(13.95,16.08)	23.01	(21.98,24.08)

Table A3.12a. Proportion (%) of population in Agriculture by age cohort and gender, India

Gender	Agriculture Grade 1		Agriculture Grade 2		Agriculture Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male						
1950	4.91	(4.414,5.458)	6.90	(6.559,7.258)	9.99	(9.636,10.36)
1955	7.76	(7.104,8.464)	10.57	(10.13,11.03)	13.24	(12.82,13.67)
1960	9.30	(8.618,10.02)	10.89	(10.46,11.34)	14.12	(13.65,14.6)
1965	10.33	(9.59,11.12)	13.15	(12.68,13.65)	16.51	(16.05,16.98)
1970	15.27	(14.32,16.28)	15.17	(14.63,15.73)	15.19	(14.75,15.65)
1975	15.56	(14.55,16.63)	13.99	(13.44,14.57)	11.72	(11.23,12.24)
1980	18.54	(17.21,19.95)	15.48	(14.75,16.24)	10.06	(9.554,10.59)
1985	18.33	(16.76,20.01)	13.83	(12.93,14.78)	9.17	(8.521,9.856)
Female						
1950	0.68	(.411,1.12)	4.24	(3.73,4.80)	9.25	(8.87,9.64)
1955	1.19	(0.82,1.74)	6.18	(5.57,6.85)	12.75	(12.30,13.22)
1960	1.67	(1.20,2.33)	7.64	(6.87,8.50)	12.05	(11.61,12.50)
1965	2.37	(1.70,3.28)	9.84	(9.03,10.72)	14.10	(13.62,14.58)
1970	4.34	(3.34,5.63)	12.26	(11.28,13.31)	14.83	(14.33,15.34)
1975	7.80	(6.18,9.81)	12.86	(11.79,14.01)	11.66	(11.16,12.18)
1980	20.18	(17.12,23.64)	18.37	(16.90,19.95)	11.33	(10.71,11.98)
1985	61.76	(57.56,65.80)	28.61	(26.48,30.83)	14.03	(13.15,14.97)

Table A3.12b. Proportion (%) of population in Industry by age cohort and gender, India

Gender	Industry Grade 1		Industry Grade 2		Industry Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male						
1950	8.69	(7.37,10.21)	8.10	(7.52,8.73)	6.46	(6.14,6.80)
1955	12.01	(10.31,13.93)	12.07	(11.36,12.82)	9.56	(9.17,9.95)
1960	12.36	(10.73,14.20)	12.78	(12.01,13.59)	11.71	(11.24,12.19)
1965	10.31	(8.76,12.10)	12.38	(11.63,13.18)	12.88	(12.40,13.36)
1970	15.39	(12.05,19.45)	14.30	(13.24,15.43)	14.94	(14.40,15.49)
1975	12.16	(10.23,14.40)	11.82	(11.00,12.69)	13.46	(12.93,14.01)
1980	16.62	(13.56,20.21)	12.87	(11.90,13.91)	16.13	(15.44,16.84)
1985	12.47	(9.64,15.97)	15.69	(13.95,17.59)	14.88	(14.16,15.62)
Female						
1950	4.05	(2.56,6.34)	8.46	(7.12,10.03)	5.42	(4.90,5.98)
1955	4.58	(2.74,7.58)	7.83	(6.61,9.26)	7.74	(7.05,8.49)
1960	4.55	(2.94,6.98)	8.30	(6.95,9.88)	8.47	(7.81,9.18)
1965	8.73	(5.77,12.99)	7.00	(5.75,8.49)	10.38	(9.64,11.17)
1970	11.26	(8.04,15.55)	6.62	(5.41,8.07)	12.80	(11.90,13.76)
1975	11.88	(8.47,16.41)	5.30	(4.14,6.76)	9.36	(8.58,10.20)
1980	18.39	(13.27,24.92)	14.37	(12.12,16.96)	15.07	(13.91,16.31)
1985	36.56	(28.31,45.69)	42.13	(38.36,45.99)	30.76	(29.05,32.52)

Table A3.12c. Proportion (%) of population in Services by age cohort and gender, India

Gender	Services Grade 1		Services Grade 2		Services Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male						
1950	11.81	(10.45,13.31)	13.55	(12.83,14.31)	6.72	(6.30,7.16)
1955	15.21	(12.80,17.97)	16.73	(15.81,17.69)	10.10	(9.58,10.65)
1960	12.35	(10.86,14.02)	14.27	(13.53,15.04)	11.63	(11.06,12.22)
1965	11.60	(9.76,13.73)	10.81	(10.15,11.51)	11.70	(11.12,12.32)
1970	13.70	(11.69,16.00)	12.10	(11.31,12.94)	13.00	(12.37,13.65)
1975	13.09	(11.32,15.10)	10.60	(9.79,11.47)	12.31	(11.65,12.99)
1980	13.27	(11.32,15.50)	12.24	(11.32,13.23)	16.82	(15.91,17.76)
1985	8.98	(7.17,11.19)	9.70	(8.75,10.73)	17.73	(16.71,18.80)
Female						
1950	5.04	(3.42,7.38)	5.99	(5.23,6.86)	6.58	(5.84,7.41)
1955	6.88	(4.92,9.54)	8.22	(7.31,9.23)	8.74	(7.83,9.75)
1960	6.08	(4.29,8.54)	7.98	(7.11,8.95)	7.82	(7.00,8.73)
1965	5.97	(3.96,8.91)	7.87	(6.97,8.86)	7.53	(6.61,8.57)
1970	8.27	(5.94,11.40)	11.39	(9.91,13.05)	7.11	(6.30,8.01)
1975	7.58	(5.15,11.02)	9.10	(7.87,10.50)	6.88	(5.98,7.91)
1980	23.62	(13.12,38.78)	18.92	(16.92,21.09)	15.41	(13.83,17.13)
1985	36.56	(28.13,45.91)	30.53	(28.05,33.13)	39.93	(37.63,42.28)

Table A3.13a. Proportion (%) of population in Agriculture by age cohort and social group, India

Social Group	Agriculture Grade 1		Agriculture Grade 2		Agriculture Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes						
1950	2.20	(1.22,3.95)	4.80	(4.07,5.64)	8.55	(7.98,9.16)
1955	1.88	(1.09,3.22)	7.86	(6.95,8.89)	11.66	(10.98,12.37)
1960	4.55	(2.96,6.92)	8.46	(7.52,9.52)	12.20	(11.45,13.00)
1965	5.18	(3.61,7.39)	10.50	(9.40,11.72)	15.10	(14.33,15.91)
1970	11.49	(8.81,14.85)	12.79	(11.50,14.20)	15.17	(14.37,16.01)
1975	15.87	(12.44,20.01)	14.04	(12.62,15.60)	12.07	(11.27,12.91)
1980	23.32	(18.53,28.91)	19.73	(17.77,21.85)	12.43	(11.38,13.56)
1985	35.52	(29.55,41.98)	21.82	(19.00,24.91)	12.82	(11.49,14.27)
Scheduled Castes						
1950	2.10	(1.18,3.71)	4.21	(3.58,4.93)	8.98	(8.50,9.49)
1955	4.47	(3.12,6.36)	6.71	(5.90,7.63)	13.18	(12.60,13.79)
1960	6.89	(4.97,9.49)	7.38	(6.53,8.33)	13.48	(12.89,14.10)
1965	6.02	(4.40,8.20)	9.92	(8.94,11.00)	15.10	(14.48,15.75)
1970	12.92	(9.99,16.56)	14.29	(13.01,15.67)	15.26	(14.62,15.93)
1975	14.25	(11.23,17.92)	16.53	(15.07,18.09)	12.47	(11.81,13.16)
1980	25.18	(19.63,31.67)	19.75	(17.89,21.75)	11.06	(10.26,11.91)
1985	28.17	(22.15,35.09)	21.21	(18.84,23.80)	10.47	(9.41,11.63)
Others						
1950	4.46	(4.00,4.97)	7.03	(6.68,7.41)	10.32	(9.96,10.68)
1955	7.07	(6.45,7.73)	10.57	(10.11,11.04)	13.37	(12.96,13.79)
1960	8.24	(7.61,8.91)	11.08	(10.62,11.55)	13.36	(12.94,13.79)
1965	9.39	(8.68,10.14)	13.30	(12.81,13.80)	15.67	(15.22,16.13)
1970	13.46	(12.57,14.41)	14.92	(14.36,15.49)	14.87	(14.43,15.33)
1975	14.06	(13.09,15.10)	13.18	(12.62,13.77)	11.23	(10.74,11.75)
1980	17.99	(16.75,19.31)	14.78	(14.04,15.55)	9.86	(9.35,10.40)
1985	25.34	(23.48,27.28)	15.14	(14.18,16.15)	11.32	(10.59,12.10)

Table A3.13b. Proportion (%) of population in Industry by age cohort and social group, India

Social Group	Industry Grade 1		Industry Grade 2		Industry Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes						
1950	8.49	(3.85,17.70)	8.24	(5.71,11.74)	6.69	(5.69,7.85)
1955	13.74	(4.59,34.54)	15.53	(11.75,20.26)	8.74	(7.62,10.02)
1960	6.28	(2.50,14.93)	12.82	(9.28,17.43)	11.19	(9.87,12.67)
1965	6.95	(2.76,16.45)	11.20	(8.00,15.47)	13.30	(11.78,14.98)
1970	12.78	(5.05,28.76)	9.72	(6.67,13.96)	15.40	(13.78,17.17)
1975	18.92	(9.60,33.89)	9.21	(6.24,13.39)	13.03	(11.39,14.86)
1980	16.87	(7.35,34.20)	11.11	(7.65,15.86)	14.83	(12.26,17.83)
1985	15.97	(5.28,39.33)	22.17	(14.43,32.50)	16.81	(14.49,19.42)
Scheduled Castes						
1950	8.75	(5.10,14.61)	6.52	(5.15,8.21)	5.50	(4.93,6.12)
1955	7.60	(3.86,14.41)	9.45	(7.81,11.38)	8.23	(7.54,8.99)
1960	9.63	(5.61,16.05)	10.33	(8.53,12.46)	9.35	(8.60,10.15)
1965	12.93	(7.99,20.24)	9.90	(8.01,12.18)	10.50	(9.75,11.29)
1970	11.26	(7.03,17.56)	9.86	(8.11,11.93)	13.12	(12.20,14.10)
1975	11.17	(6.50,18.54)	11.44	(9.12,14.27)	11.70	(10.79,12.69)
1980	15.81	(9.91,24.27)	14.91	(12.14,18.18)	18.11	(16.81,19.47)
1985	22.86	(11.50,40.31)	27.59	(23.48,32.12)	23.50	(21.79,25.30)
Others						
1950	7.53	(6.35,8.90)	8.40	(7.81,9.03)	6.41	(6.08,6.75)
1955	10.47	(9.03,12.11)	11.46	(10.78,12.17)	9.47	(9.07,9.89)
1960	10.89	(9.44,12.54)	12.24	(11.50,13.02)	11.45	(10.99,11.94)
1965	9.82	(8.32,11.56)	11.72	(11.00,12.48)	12.76	(12.27,13.27)
1970	14.83	(11.80,18.47)	13.58	(12.54,14.70)	14.76	(14.20,15.34)
1975	11.90	(10.08,14.00)	10.69	(9.93,11.51)	12.71	(12.18,13.27)
1980	17.12	(14.22,20.48)	12.95	(11.98,13.99)	15.28	(14.60,15.99)
1985	17.43	(14.15,21.29)	18.96	(17.17,20.90)	17.16	(16.35,18.01)

Table A3.13c. Proportion (%) of population in Services by age cohort and social group, India

Social Group	Services Grade 1		Services Grade 2		Services Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes						
1950	6.23	(3.30,11.43)	8.51	(6.58,10.93)	6.14	(4.58,8.18)
1955	15.37	(9.03,24.95)	12.79	(10.37,15.67)	10.82	(8.69,13.40)
1960	18.01	(11.47,27.14)	12.24	(9.72,15.29)	10.40	(8.40,12.83)
1965	8.23	(4.48,14.63)	12.92	(10.39,15.96)	11.51	(9.21,14.30)
1970	16.53	(9.62,26.92)	12.87	(10.21,16.11)	13.16	(10.38,16.54)
1975	9.20	(5.01,16.30)	11.21	(8.40,14.81)	10.29	(7.98,13.18)
1980	13.66	(7.91,22.57)	13.57	(10.65,17.14)	12.41	(10.15,15.10)
1985	12.78	(6.88,22.52)	15.89	(12.18,20.47)	25.27	(20.05,31.31)
Scheduled Castes						
1950	4.85	(2.37,9.69)	9.39	(7.91,11.10)	8.25	(7.29,9.31)
1955	14.78	(9.44,22.38)	11.49	(9.80,13.42)	10.29	(9.27,11.40)
1960	6.44	(3.93,10.37)	11.40	(9.75,13.29)	10.88	(9.73,12.14)
1965	8.77	(5.35,14.04)	8.11	(6.70,9.79)	9.83	(8.80,10.97)
1970	15.56	(10.20,23.00)	12.64	(10.62,14.99)	12.09	(10.85,13.44)
1975	12.69	(8.31,18.91)	10.32	(8.29,12.79)	11.29	(9.98,12.76)
1980	21.51	(14.19,31.22)	17.46	(14.73,20.58)	14.78	(13.12,16.62)
1985	15.42	(10.02,22.98)	19.18	(15.73,23.19)	22.59	(20.11,25.27)
Others						
1950	10.95	(9.65,12.40)	12.09	(11.44,12.77)	6.34	(5.94,6.77)
1955	13.26	(11.09,15.78)	15.06	(14.24,15.92)	9.60	(9.09,10.14)
1960	11.16	(9.77,12.72)	12.86	(12.19,13.56)	10.70	(10.16,11.27)
1965	10.60	(8.91,12.58)	10.17	(9.57,10.80)	10.88	(10.30,11.49)
1970	12.17	(10.35,14.26)	11.78	(10.99,12.61)	11.40	(10.82,12.02)
1975	11.95	(10.28,13.84)	10.16	(9.41,10.96)	10.99	(10.37,11.64)
1980	15.04	(11.68,19.17)	13.50	(12.56,14.50)	17.09	(16.17,18.05)
1985	14.87	(12.39,17.75)	14.39	(13.31,15.54)	22.99	(21.85,24.18)

Table A3.14a. Proportion (%) of population in Agriculture by age cohort and religion, India

Religion	Agriculture Grade 1		Agriculture Grade 2		Agriculture Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu						
1950	4.04	(3.61,4.52)	6.40	(6.08,6.73)	9.78	(9.50,10.06)
1955	6.41	(5.83,7.05)	9.73	(9.31,10.15)	13.12	(12.78,13.46)
1960	8.02	(7.40,8.69)	10.33	(9.91,10.76)	13.29	(12.95,13.65)
1965	8.96	(8.27,9.70)	12.46	(12.01,12.93)	15.42	(15.06,15.78)
1970	13.19	(12.31,14.12)	14.57	(14.05,15.11)	15.15	(14.79,15.52)
1975	14.59	(13.61,15.64)	13.83	(13.28,14.39)	11.85	(11.48,12.22)
1980	19.03	(17.71,20.43)	16.03	(15.30,16.78)	10.48	(10.05,10.93)
1985	25.76	(23.89,27.71)	16.66	(15.72,17.66)	10.92	(10.33,11.53)
Muslim						
1950	5.35	(3.34,8.45)	5.41	(4.48,6.52)	8.05	(7.15,9.05)
1955	8.70	(6.25,11.97)	9.11	(7.80,10.61)	11.69	(10.55,12.94)
1960	9.10	(6.73,12.21)	10.52	(9.12,12.10)	11.24	(10.14,12.44)
1965	7.01	(5.10,9.57)	12.12	(10.64,13.77)	15.16	(13.84,16.59)
1970	13.54	(10.14,17.87)	14.75	(13.05,16.63)	13.68	(12.44,15.03)
1975	11.25	(7.83,15.91)	12.69	(11.01,14.58)	10.18	(8.192,12.59)
1980	14.89	(11.25,19.46)	16.65	(14.43,19.13)	12.24	(10.70,13.96)
1985	30.15	(24.16,36.91)	18.76	(15.94,21.96)	17.76	(15.29,20.52)
Christian						
1950	5.84	(3.07,10.85)	8.18	(6.71,9.95)	11.57	(9.76,13.68)
1955	8.34	(5.40,12.67)	11.15	(9.35,13.24)	13.53	(11.66,15.64)
1960	4.04	(2.18,7.35)	9.18	(7.76,10.84)	13.38	(11.56,15.43)
1965	9.38	(6.06,14.25)	12.39	(10.54,14.51)	14.73	(12.79,16.91)
1970	12.14	(7.72,18.56)	14.56	(12.33,17.12)	15.13	(13.10,17.42)
1975	10.84	(7.08,16.27)	14.83	(12.55,17.45)	12.25	(9.89,15.07)
1980	20.61	(13.76,29.69)	15.93	(13.39,18.85)	11.45	(9.08,14.35)
1985	28.81	(21.85,36.94)	13.77	(10.98,17.14)	7.96	(5.53,11.33)
Others						
1950	4.56	(3.096,6.671)	6.08	(4.829,7.626)	8.61	(7.41,9.99)
1955	7.20	(5.333,9.657)	9.00	(7.293,11.05)	13.10	(11.42,14.98)
1960	6.46	(4.612,8.964)	8.21	(6.797,9.884)	14.81	(13.11,16.68)
1965	9.50	(7.287,12.29)	14.20	(12.01,16.71)	16.61	(14.67,18.75)
1970	16.11	(12.05,21.2)	15.05	(12.39,18.17)	14.54	(12.84,16.42)
1975	10.20	(7.672,13.43)	13.47	(11.14,16.2)	10.52	(8.775,12.56)
1980	18.18	(13.85,23.48)	15.74	(13.02,18.89)	10.86	(8.696,13.49)
1985	27.80	(21.82,34.7)	18.26	(14.41,22.86)	10.95	(8.412,14.14)

Table A3.14b. Proportion (%) of population in Industry by age cohort and religion, India

Religion	Industry Grade 1		Industry Grade 2		Industry Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu						
1950	7.30	(6.10,8.71)	8.04	(7.42,8.71)	6.38	(6.06,6.72)
1955	10.40	(8.81,12.24)	11.26	(10.54,12.02)	9.36	(8.98,9.76)
1960	10.19	(8.72,11.88)	11.93	(11.15,12.76)	11.22	(10.77,11.70)
1965	9.90	(8.31,11.76)	11.70	(10.91,12.53)	12.34	(11.87,12.83)
1970	14.73	(11.46,18.72)	12.66	(11.58,13.84)	14.54	(14.00,15.10)
1975	11.05	(9.15,13.28)	10.36	(9.53,11.25)	12.54	(12.03,13.08)
1980	17.53	(14.40,21.17)	13.00	(11.97,14.10)	15.76	(15.08,16.47)
1985	18.91	(14.92,23.68)	21.06	(19.09,23.16)	17.85	(17.04,18.68)
Muslim						
1950	6.08	(3.82,9.52)	8.60	(7.38,10.01)	5.04	(4.48,5.66)
1955	8.80	(5.93,12.88)	11.44	(10.02,13.04)	7.90	(7.18,8.68)
1960	13.11	(9.04,18.63)	12.75	(11.19,14.49)	9.77	(8.95,10.66)
1965	8.73	(5.91,12.72)	10.75	(9.42,12.24)	11.94	(11.06,12.89)
1970	12.89	(9.29,17.62)	14.57	(12.83,16.51)	13.71	(12.70,14.79)
1975	17.89	(12.82,24.40)	12.28	(10.66,14.12)	12.31	(11.27,13.43)
1980	17.52	(11.40,25.97)	13.42	(11.48,15.64)	16.38	(15.03,17.83)
1985	14.98	(8.67,24.63)	16.18	(13.48,19.30)	22.95	(21.04,24.99)
Christian						
1950	10.25	(4.77,20.67)	8.16	(5.18,12.64)	8.82	(6.84,11.30)
1955	20.25	(9.55,37.90)	11.29	(7.46,16.73)	8.95	(7.04,11.31)
1960	16.97	(7.94,32.64)	10.72	(7.07,15.92)	10.04	(7.95,12.61)
1965	11.88	(5.55,23.64)	8.33	(5.25,12.98)	14.53	(12.08,17.40)
1970	7.11	(3.11,15.43)	9.18	(5.79,14.25)	16.78	(14.10,19.86)
1975	13.06	(6.12,25.72)	8.61	(5.41,13.42)	12.71	(10.31,15.56)
1980	12.44	(4.50,30.00)	20.67	(12.45,32.32)	16.90	(13.73,20.63)
1985	8.04	(3.83,16.10)	23.04	(16.07,31.87)	11.26	(8.60,14.61)
Others						
1950	17.70	(10.89,27.47)	8.87	(6.63,11.78)	6.90	(5.00,9.43)
1955	8.65	(5.24,13.97)	12.84	(10.12,16.15)	10.28	(8.37,12.55)
1960	9.21	(5.48,15.08)	11.61	(9.02,14.82)	11.03	(9.00,13.45)
1965	13.51	(6.69,25.42)	11.74	(8.93,15.29)	11.17	(9.19,13.52)
1970	17.81	(11.78,26.01)	15.41	(11.92,19.69)	14.20	(11.31,17.68)
1975	16.40	(10.54,24.62)	12.69	(9.46,16.81)	12.89	(10.55,15.64)
1980	7.89	(3.54,16.67)	10.80	(7.44,15.41)	15.79	(12.54,19.70)
1985	8.82	(4.86,15.49)	16.05	(11.79,21.48)	17.75	(14.21,21.94)

Table A3.14c. Proportion (%) of population in Services by age cohort and religion, India

Religion	Services Grade 1		Services Grade 2		Services Grade 3	
	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu						
1950	10.79	(9.44,12.32)	11.72	(11.06,12.41)	6.86	(6.44,7.31)
1955	13.75	(11.39,16.52)	14.86	(14.03,15.73)	9.91	(9.39,10.46)
1960	11.11	(9.64,12.77)	12.74	(12.07,13.45)	10.95	(10.39,11.53)
1965	10.96	(9.14,13.08)	10.09	(9.49,10.72)	10.71	(10.14,11.31)
1970	11.77	(10.26,13.47)	11.78	(10.98,12.62)	11.79	(11.18,12.42)
1975	11.66	(9.92,13.65)	9.75	(9.03,10.51)	10.86	(10.24,11.51)
1980	15.86	(12.21,20.35)	13.90	(12.94,14.93)	16.13	(15.22,17.08)
1985	14.10	(11.80,16.77)	15.17	(14.02,16.39)	22.79	(21.59,24.04)
Muslim						
1950	8.39	(5.62,12.35)	11.15	(9.43,13.14)	5.78	(4.99,6.68)
1955	12.62	(9.09,17.26)	12.01	(10.07,14.26)	8.18	(7.21,9.28)
1960	11.23	(7.86,15.80)	10.80	(9.04,12.84)	9.73	(8.65,10.92)
1965	8.22	(5.38,12.37)	10.11	(8.32,12.23)	9.98	(8.78,11.33)
1970	13.69	(9.57,19.21)	13.41	(11.18,16.00)	10.90	(9.74,12.18)
1975	13.72	(9.69,19.09)	13.91	(10.76,17.80)	10.82	(9.51,12.29)
1980	14.77	(10.59,20.22)	14.05	(11.51,17.04)	17.75	(15.80,19.87)
1985	17.35	(9.12,30.51)	14.57	(11.61,18.13)	26.86	(24.54,29.32)
Christian						
1950	9.30	(5.44,15.46)	11.76	(9.52,14.44)	7.96	(5.76,10.89)
1955	14.84	(8.06,25.74)	14.46	(11.77,17.63)	11.53	(9.19,14.39)
1960	12.74	(7.92,19.85)	13.84	(11.32,16.80)	9.36	(7.12,12.20)
1965	6.74	(3.06,14.21)	10.50	(8.39,13.08)	11.34	(8.95,14.26)
1970	11.47	(4.70,25.38)	12.01	(9.69,14.78)	10.26	(7.66,13.61)
1975	9.46	(4.24,19.79)	12.99	(9.59,17.36)	15.25	(11.50,19.94)
1980	15.78	(8.40,27.68)	14.35	(10.75,18.90)	21.60	(16.92,27.14)
1985	19.68	(9.71,35.83)	10.10	(7.09,14.19)	12.71	(9.57,16.70)
Others						
1950	8.08	(4.72,13.50)	10.58	(8.31,13.39)	5.82	(4.29,7.84)
1955	8.74	(5.17,14.38)	13.88	(11.24,17.03)	13.15	(10.56,16.26)
1960	7.79	(4.38,13.48)	14.17	(11.28,17.64)	11.27	(8.94,14.10)
1965	8.14	(4.40,14.56)	8.72	(6.51,11.57)	13.99	(11.19,17.35)
1970	24.00	(9.15,49.76)	11.72	(9.00,15.13)	11.59	(9.25,14.43)
1975	14.23	(8.02,24.02)	9.21	(6.86,12.24)	12.46	(9.18,16.70)
1980	10.17	(5.31,18.61)	13.99	(10.60,18.25)	14.46	(10.67,19.29)
1985	18.85	(8.64,36.33)	17.74	(12.46,24.63)	17.28	(13.41,21.98)

APPENDIX 4

Table A4.1. Analytical sample size for multivariate analysis of Intergenerational Occupational Mobility, India, 1983-2010

Background characteristics	Intergenerational Occupational Mobility			Total
	Upward	Downward	No mobility	
Survey Period				
1983	2,949	6,116	21,121	30,186
1987-88	3,641	7,744	23,015	34,400
1993-94	3,381	8,093	19,650	31,124
1999-00	3,485	6,616	16,715	26,816
2004-05	3,709	6,604	16,582	26,895
2009-10	1,286	8,392	14,732	24,410
Father's education				
Not literate	1,941	25,434	51,167	78,542
Literate & below primary	4,794	5,282	20,596	30,672
Primary	3,393	5,744	16,513	25,650
Middle	2,795	4,549	10,992	18,336
Secondary	4,389	1,923	9,773	16,085
Graduate & above	1,137	630	2,756	4,523
Mother's education				
Not literate	10,395	31,404	75,817	117,616
Literate & below primary	2,222	3,178	10,035	15,435
Primary	2,293	3,184	9,038	14,515
Middle	1,358	1,670	4,794	7,822
Secondary	855	737	3,137	4,729
Graduate & above	175	110	545	830
Son's education				
Not literate	3,931	484	33,276	37,691
Literate & below primary	1,515	4,347	12,074	17,936
Primary	3,127	6,324	20,536	29,987
Middle	4,642	11,640	23,456	39,738
Secondary	3,917	16,770	16,241	36,928
Graduate & above	1,318	3,999	6,213	11,530
Social group				
ST	1,236	5,111	12,209	18,556
SC	2,028	5,379	18,750	26,157
Others	15,185	33,067	80,824	129,076
Religion				
Hindu	13,934	34,447	85,340	133,721
Islam	2,930	4,169	16,732	23,831
Christian	668	2,086	4,190	6,944

Background characteristics	Intergenerational Occupational Mobility			Total
	Upward	Downward	No mobility	
Others	913	2,853	5,518	9,284
Sector				
Rural	11,448	36,732	76,001	124,181
Urban	7,003	6,833	35,814	49,650
Sex of HH head				
Male	18,386	43,434	111,498	173,318
Female	65	130	316	511
Region				
North	3,166	8,462	19,079	30,707
Central	3,800	10,378	25,815	39,993
East	3,067	6,611	20,851	30,529
West	2,781	5,515	14,226	22,522
South	4,095	7,357	21,289	32,741
Northeast	1,162	4,662	9,057	14,881
Other UTs	380	580	1,498	2,458
Total	18,451	43,565	111,815	173,831

Table A4.2a. Intergenerational mobility matrix (figures in %) for occupational status, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	41.97	17.81	6.86	2.43	10.68	1.73	6.81	3.69	100.00
		(34.18,50.18)	(13.75,22.76)	(4.02,11.47)	(1.32,4.44)	(6.27,17.61)	(5.11,12.35)	(0.72,4.09)	(3.90,11.65)	(1.86,7.18)
2	Services Grade 2	2.61	36.46	11.59	2.13	5.35	18.83	4.37	9.71	8.95
		(1.82,3.75)	(33.23,39.82)	(9.64,13.88)	(1.35,3.34)	(4.09,6.98)	(16.14,21.85)	(3.15,6.03)	(7.81,12.02)	(7.03,11.32)
3	Services Grade 3	0.63	5.57	53.28	0.07	3.27	20.04	0.74	5.74	10.67
		(0.36,1.11)	(4.49,6.88)	(50.33,56.22)	(0.02,0.27)	(2.34,4.54)	(17.73,22.57)	(0.43,1.28)	(4.53,7.25)	(8.92,12.71)
4	Industry Grade 1	4.24	8.85	7.35	52.17	2.91	18.16	0.21	2.41	3.71
		(2.43,7.30)	(5.77,13.34)	(3.30,15.56)	(44.04,60.19)	(1.48,5.65)	(12.68,25.31)	(0.04,1.04)	(0.92,6.21)	(1.78,7.56)
5	Industry Grade 2	0.87	5.46	7.39	0.67	61.39	11.85	1.04	5.82	5.51
		(0.55,1.38)	(4.45,6.68)	(5.99,9.08)	(0.34,1.31)	(58.29,64.40)	(9.97,14.02)	(0.55,1.95)	(4.55,7.42)	(4.22,7.17)
6	Industry Grade 3	0.30	4.75	6.23	0.24	1.94	72.39	0.61	4.11	9.44
		(0.14,0.67)	(3.86,5.84)	(5.33,7.27)	(0.12,0.47)	(1.49,2.51)	(70.22,74.45)	(0.35,1.05)	(3.37,4.99)	(8.02,11.08)
7	Agriculture Grade 1	5.31	9.90	4.09	1.57	2.56	5.76	33.34	33.46	4.01
		(2.67,10.30)	(6.59,14.61)	(2.19,7.48)	(0.38,6.31)	(1.26,5.14)	(3.24,10.04)	(26.53,40.92)	(26.68,41.00)	(1.93,8.15)
8	Agriculture Grade 2	0.71	4.76	3.21	0.54	2.13	6.75	12.08	53.81	16.02
		(0.47,1.08)	(4.01,5.64)	(2.68,3.85)	(0.34,0.87)	(1.71,2.63)	(5.84,7.79)	(11.04,13.20)	(52.02,55.58)	(14.72,17.41)
9	Agriculture Grade 3	0.43	1.47	2.28	0.08	0.92	6.56	3.21	24.21	60.85
		(0.14,1.33)	(1.22,1.77)	(1.97,2.63)	(0.04,0.15)	(0.74,1.14)	(5.84,7.35)	(2.81,3.67)	(23.21,25.24)	(59.43,62.25)

Table A4.2b. Intergenerational mobility matrix (figures in %) for occupational status, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	38.90	18.84	8.66	5.03	5.01	10.59	4.03	6.54	2.38
		(32.92,45.23)	(14.88,23.58)	(6.12,12.12)	(2.97,8.39)	(3.21,7.74)	(7.06,15.59)	(2.27,7.05)	(3.53,11.82)	(0.92,6.05)
2	Services Grade 2	2.31	33.04	11.75	2.22	8.90	18.64	6.52	10.09	6.52
		(1.64,3.24)	(30.01,36.22)	(9.99,13.77)	(1.46,3.37)	(7.26,10.87)	(16.18,21.38)	(5.29,8.03)	(8.34,12.17)	(4.94,8.56)
3	Services Grade 3	0.13	5.32	49.42	0.28	4.18	23.50	1.30	6.36	9.52
		(0.04,0.40)	(4.20,6.71)	(46.28,52.56)	(0.07,1.03)	(3.10,5.61)	(20.98,26.22)	(0.82,2.05)	(5.08,7.94)	(7.79,11.59)
4	Industry Grade 1	2.57	8.44	2.36	58.46	9.83	9.53	1.89	2.94	3.98
		(1.35,4.83)	(5.69,12.35)	(1.29,4.29)	(50.61,65.91)	(6.21,15.21)	(5.82,15.22)	(0.61,5.68)	(1.32,6.39)	(1.14,13.00)
5	Industry Grade 2	0.95	4.65	8.24	0.96	61.78	10.77	1.19	6.28	5.18
		(0.61,1.49)	(3.79,5.70)	(6.82,9.93)	(0.55,1.65)	(58.71,64.76)	(9.19,12.58)	(0.81,1.74)	(4.43,8.83)	(3.91,6.84)
6	Industry Grade 3	0.72	3.01	7.01	0.45	2.91	73.55	0.81	4.13	7.41
		(0.49,1.06)	(2.45,3.71)	(6.08,8.08)	(0.18,1.15)	(2.31,3.65)	(71.55,75.46)	(0.46,1.42)	(3.36,5.07)	(6.29,8.72)
7	Agriculture Grade 1	2.91	10.18	4.76	0.65	5.01	5.33	39.07	27.33	4.74
		(1.67,5.04)	(7.56,13.59)	(2.66,8.39)	(0.27,1.59)	(3.31,7.52)	(3.18,8.81)	(33.78,44.64)	(22.50,32.76)	(2.88,7.71)
8	Agriculture Grade 2	0.53	4.54	2.86	0.39	3.97	7.28	13.72	51.61	15.10
		(0.36,0.76)	(3.97,5.19)	(2.39,3.42)	(0.23,0.64)	(3.39,4.66)	(6.46,8.20)	(12.73,14.77)	(50.05,53.17)	(13.93,16.36)
9	Agriculture Grade 3	0.16	1.36	2.65	0.11	1.20	7.49	4.12	24.35	58.56
		(0.10,0.25)	(1.17,1.58)	(2.31,3.04)	(0.06,0.22)	(1.00,1.44)	(6.87,8.15)	(3.73,4.56)	(23.40,25.32)	(57.32,59.79)

Table A4.2c. Intergenerational mobility matrix (figures in %) for occupational status, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	44.47	16.49	7.56	2.92	6.84	8.71	4.75	5.99	2.27
		(38.46,50.66)	(11.99,22.25)	(5.15,10.95)	(1.60,5.26)	(4.60,10.06)	(5.81,12.87)	(2.81,7.92)	(3.15,11.09)	(1.03,4.95)
2	Services Grade 2	3.59	31.43	9.82	2.03	10.39	17.54	8.40	10.43	6.37
		(2.31,5.54)	(28.48,34.54)	(8.07,11.91)	(1.34,3.07)	(8.64,12.44)	(15.22,20.13)	(6.85,10.27)	(8.46,12.80)	(4.71,8.57)
3	Services Grade 3	0.28	5.26	49.86	0.37	4.51	23.36	1.54	7.39	7.42
		(0.13,0.61)	(4.20,6.56)	(46.71,53.02)	(0.18,0.75)	(3.38,6.01)	(20.93,25.97)	(1.03,2.28)	(5.84,9.32)	(5.78,9.49)
4	Industry Grade 1	3.31	10.89	5.09	56.50	4.83	14.83	0.27	0.94	3.33
		(1.36,7.86)	(7.60,15.38)	(2.90,8.76)	(49.25,63.48)	(2.52,9.05)	(10.48,20.58)	(0.09,0.86)	(0.35,2.51)	(1.40,7.73)
5	Industry Grade 2	0.69	4.11	8.42	0.71	62.60	11.96	1.48	4.25	5.78
		(0.36,1.32)	(3.25,5.18)	(6.98,10.12)	(0.39,1.29)	(59.61,65.50)	(10.09,14.13)	(0.91,2.40)	(3.21,5.61)	(4.34,7.66)
6	Industry Grade 3	0.59	3.53	7.95	0.29	2.84	71.74	1.43	4.79	6.86
		(0.34,1.02)	(2.88,4.32)	(6.81,9.25)	(0.15,0.56)	(2.23,3.60)	(69.54,73.84)	(1.02,2.00)	(3.92,5.85)	(5.69,8.24)
7	Agriculture Grade 1	2.43	8.46	2.79	0.38	4.64	6.53	41.18	29.81	3.79
		(1.60,3.67)	(6.34,11.20)	(1.54,5.01)	(0.17,0.83)	(3.28,6.54)	(4.53,9.34)	(36.49,46.03)	(25.00,35.11)	(2.01,7.04)
8	Agriculture Grade 2	0.54	4.75	3.37	0.48	3.49	7.84	20.02	47.60	11.91
		(0.38,0.78)	(4.15,5.42)	(2.81,4.02)	(0.29,0.78)	(2.94,4.15)	(6.86,8.95)	(18.68,21.43)	(45.85,49.35)	(10.77,13.16)
9	Agriculture Grade 3	0.19	1.69	2.88	0.12	1.24	7.64	5.74	28.54	51.99
		(0.11,0.33)	(1.44,1.98)	(2.48,3.33)	(0.06,0.23)	(1.01,1.50)	(6.94,8.39)	(5.23,6.28)	(27.43,29.67)	(50.65,53.32)

Table A4.2d. Intergenerational mobility matrix (figures in %) for occupational status, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	34.47	15.38	12.11	2.37	5.68	19.54	3.36	4.55	2.54
		(28.59,40.87)	(11.35,20.52)	(8.81,16.41)	(1.28,4.36)	(3.70,8.63)	(14.18,26.30)	(1.75,6.35)	(2.11,9.54)	(1.15,5.55)
2	Services Grade 2	3.41	27.98	14.45	2.26	8.54	16.96	11.19	12.11	3.11
		(2.46,4.70)	(24.81,31.38)	(12.13,17.12)	(1.42,3.58)	(6.66,10.89)	(14.56,19.65)	(9.15,13.63)	(9.52,15.28)	(2.01,4.80)
3	Services Grade 3	0.97	5.83	45.04	0.74	3.58	28.80	1.60	6.39	7.05
		(0.54,1.72)	(4.65,7.29)	(41.57,48.55)	(0.34,1.62)	(2.61,4.90)	(25.84,31.96)	(0.99,2.59)	(4.88,8.33)	(4.72,10.39)
4	Industry Grade 1	3.40	7.85	4.44	52.54	3.37	21.93	0.38	4.46	1.64
		(1.44,7.80)	(4.71,12.79)	(2.82,6.93)	(45.38,59.59)	(1.91,5.89)	(16.41,28.66)	(0.10,1.47)	(2.12,9.14)	(0.74,3.62)
5	Industry Grade 2	1.27	5.05	11.07	0.42	56.57	13.70	1.78	6.23	3.91
		(0.76,2.10)	(3.80,6.68)	(9.02,13.53)	(0.23,0.78)	(52.56,60.49)	(11.40,16.38)	(1.12,2.84)	(4.72,8.18)	(2.71,5.60)
6	Industry Grade 3	0.56	3.37	9.19	0.04	3.57	73.38	0.86	5.04	3.99
		(0.35,0.88)	(2.70,4.21)	(7.88,10.70)	(0.01,0.12)	(2.08,6.09)	(70.57,76.01)	(0.55,1.34)	(4.06,6.24)	(3.12,5.09)
7	Agriculture Grade 1	1.58	5.10	4.00	0.27	3.47	6.98	45.00	29.49	4.11
		(0.83,2.99)	(3.63,7.11)	(2.61,6.09)	(0.13,0.56)	(2.24,5.34)	(4.64,10.37)	(40.73,49.34)	(25.51,33.81)	(2.74,6.13)
8	Agriculture Grade 2	0.69	3.14	4.01	0.38	3.20	9.84	20.25	47.63	10.88
		(0.44,1.06)	(2.56,3.84)	(3.34,4.80)	(0.19,0.78)	(2.61,3.93)	(8.55,11.29)	(18.63,21.97)	(45.50,49.77)	(9.57,12.33)
9	Agriculture Grade 3	0.26	1.59	3.34	0.13	1.03	9.98	6.00	30.06	47.62
		(0.14,0.46)	(1.29,1.96)	(2.85,3.91)	(0.06,0.27)	(0.81,1.31)	(8.90,11.18)	(5.38,6.69)	(28.65,31.50)	(45.93,49.31)

Table A4.2e. Intergenerational mobility matrix (figures in %) for occupational status, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	44.04	11.82	18.67	1.96	5.19	11.72	2.09	2.65	1.86
		(37.04,51.29)	(8.61,16.01)	(13.34,25.50)	(0.85,4.49)	(2.99,8.88)	(8.10,16.66)	(1.17,3.72)	(1.51,4.61)	(0.85,4.00)
2	Services Grade 2	3.97	33.20	16.15	1.95	8.38	18.76	8.57	7.14	1.89
		(2.89,5.42)	(29.47,37.15)	(13.51,19.20)	(1.11,3.40)	(6.49,10.75)	(15.93,21.97)	(7.04,10.39)	(5.65,8.98)	(1.21,2.93)
3	Services Grade 3	0.66	6.29	48.81	0.20	3.55	29.59	1.33	5.15	4.43
		(0.32,1.36)	(4.95,7.97)	(45.56,52.07)	(0.09,0.45)	(2.56,4.89)	(26.46,32.92)	(0.89,1.97)	(3.95,6.68)	(3.26,5.98)
4	Industry Grade 1	2.57	5.08	8.88	44.09	7.20	24.43	2.95	3.82	0.98
		(1.22,5.36)	(3.09,8.23)	(5.73,13.52)	(36.67,51.78)	(3.84,13.11)	(17.87,32.44)	(1.66,5.20)	(1.51,9.33)	(0.26,3.59)
5	Industry Grade 2	1.00	4.96	13.74	0.49	53.20	15.56	2.22	5.82	3.02
		(0.57,1.74)	(3.81,6.42)	(11.24,16.69)	(0.21,1.10)	(49.33,57.03)	(12.81,18.78)	(1.48,3.31)	(4.25,7.92)	(1.97,4.59)
6	Industry Grade 3	0.37	3.68	10.29	0.39	1.83	73.08	1.26	5.50	3.60
		(0.19,0.75)	(2.93,4.61)	(8.63,12.23)	(0.16,0.94)	(1.37,2.43)	(70.65,75.38)	(0.87,1.84)	(4.56,6.68)	(2.81,4.61)
7	Agriculture Grade 1	2.84	7.14	5.13	0.61	7.62	7.92	45.09	21.64	2.02
		(1.45,5.49)	(5.41,9.37)	(3.57,7.30)	(0.24,1.54)	(5.53,10.41)	(5.75,10.80)	(40.36,49.90)	(17.99,25.80)	(0.99,4.07)
8	Agriculture Grade 2	0.88	3.68	5.86	0.20	3.42	11.07	18.46	47.70	8.73
		(0.55,1.41)	(3.00,4.50)	(4.97,6.90)	(0.10,0.41)	(2.74,4.27)	(9.67,12.64)	(16.83,20.22)	(45.47,49.95)	(7.46,10.19)
9	Agriculture Grade 3	0.45	1.92	4.96	0.09	1.80	12.03	5.47	33.51	39.77
		(0.28,0.72)	(1.57,2.35)	(4.28,5.75)	(0.04,0.19)	(1.42,2.28)	(10.95,13.21)	(4.78,6.25)	(31.88,35.19)	(37.98,41.59)

Table A4.2f. Intergenerational mobility matrix (figures in %) for occupational status, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	61.43	8.88	16.64	0.65	1.79	3.64	3.83	1.74	1.41
		(46.38,74.57)	(5.00,15.30)	(9.64,27.19)	(0.18,2.33)	(0.56,5.57)	(1.06,11.68)	(0.99,13.66)	(0.35,8.17)	(0.20,9.23)
2	Services Grade 2	3.43	58.42	18.56	2.19	8.37	2.40	4.36	1.92	0.36
		(2.21,5.30)	(53.21,63.45)	(15.19,22.47)	(0.70,6.64)	(4.86,14.05)	(1.35,4.22)	(3.07,6.15)	(1.21,3.03)	(0.08,1.55)
3	Services Grade 3	1.26	11.80	63.32	0.44	5.80	10.09	2.69	2.77	1.82
		(0.82,1.94)	(10.17,13.66)	(60.72,65.84)	(0.28,0.68)	(4.71,7.14)	(8.70,11.67)	(2.11,3.43)	(2.17,3.54)	(1.25,2.64)
4	Industry Grade 1		1.28	0.11	79.35	9.86	0.20	8.46	0.72	0.02
			(0.22,7.12)	(0.03,0.47)	(69.08,86.86)	(5.08,18.27)	(0.05,0.89)	(4.43,15.57)	(0.11,4.42)	(0.00,0.12)
5	Industry Grade 2	0.08	3.96	2.37	7.61	62.55	20.60	0.64	1.63	0.56
		(0.01,0.58)	(1.98,7.77)	(1.05,5.26)	(4.67,12.18)	(56.57,68.17)	(16.41,25.53)	(0.34,1.20)	(0.59,4.38)	(0.26,1.22)
6	Industry Grade 3	0.07	0.54	1.12	0.50	24.86	67.97	0.43	2.06	2.46
		(0.02,0.18)	(0.28,1.02)	(0.75,1.67)	(0.27,0.92)	(22.69,27.16)	(65.53,70.31)	(0.21,0.89)	(1.43,2.96)	(1.77,3.41)
7	Agriculture Grade 1	0.18	2.85	2.84	5.15	0.51	1.42	63.34	16.31	7.40
		(0.07,0.45)	(1.45,5.55)	(1.78,4.51)	(3.03,8.62)	(0.20,1.31)	(0.71,2.84)	(56.91,69.33)	(12.22,21.45)	(4.41,12.17)
8	Agriculture Grade 2	0.01	0.88	1.28	0.17	1.33	2.54	37.89	44.41	11.49
		(0.00,0.05)	(0.53,1.46)	(0.81,2.02)	(0.03,0.86)	(0.78,2.27)	(1.16,5.47)	(32.64,43.44)	(39.46,49.47)	(8.33,15.65)
9	Agriculture Grade 3	0.07	0.34	1.06	0.03	0.75	2.45	15.04	37.26	43.00
		(0.02,0.25)	(0.21,0.53)	(0.83,1.35)	(0.01,0.24)	(0.48,1.17)	(1.96,3.07)	(13.51,16.70)	(34.89,39.68)	(40.45,45.59)

Table A4.3a. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	27.11	11.88	3.20	1.36	9.58	5.60	5.19	22.49	13.60
		(16.23,41.66)	(6.07,21.94)	(0.79,11.98)	(0.19,8.97)	(2.87,27.57)	(1.55,18.29)	(1.78,14.19)	(14.29,33.55)	(6.95,24.91)
2	Services Grade 2	1.37	25.47	5.52	1.09	2.37	15.78	8.96	20.09	19.34
		(0.58,3.19)	(21.12,30.39)	(3.60,8.37)	(0.34,3.44)	(1.27,4.40)	(11.57,21.16)	(6.35,12.51)	(16.23,24.61)	(15.28,24.16)
3	Services Grade 3	0.62	3.26	46.69	0.00	1.83	13.69	1.50	11.10	21.33
		(0.22,1.73)	(2.05,5.13)	(42.28,51.15)		(0.96,3.43)	(10.69,17.37)	(0.83,2.69)	(8.66,14.11)	(17.88,25.25)
4	Industry Grade 1	5.79	3.01	1.79	36.88	2.91	18.79	0.00	12.97	17.87
		(1.56,19.24)	(0.41,18.76)	(0.25,11.60)	(20.58,56.85)	(0.40,18.25)	(7.37,40.21)		(4.85,30.34)	(8.30,34.33)
5	Industry Grade 2	0.56	2.92	4.20	0.25	54.74	9.86	0.95	13.49	13.03
		(0.19,1.64)	(1.85,4.60)	(2.71,6.46)	(0.04,1.50)	(49.70,59.69)	(7.22,13.31)	(0.34,2.61)	(10.59,17.03)	(10.10,16.66)
6	Industry Grade 3	0.06	3.25	3.36	0.01	1.40	68.22	0.94	6.64	16.12
		(0.01,0.43)	(2.38,4.43)	(2.43,4.62)	(0.00,0.08)	(0.89,2.18)	(65.06,71.23)	(0.51,1.73)	(5.39,8.14)	(13.75,18.81)
7	Agriculture Grade 1	4.51	8.81	3.77	1.40	1.81	5.22	34.34	35.49	4.64
		(1.95,10.09)	(5.41,14.04)	(1.81,7.66)	(0.23,8.01)	(0.67,4.83)	(2.74,9.73)	(26.76,42.82)	(27.98,43.79)	(2.24,9.38)
8	Agriculture Grade 2	0.55	4.60	2.83	0.45	1.68	6.31	11.96	55.04	16.58
		(0.36,0.84)	(3.82,5.52)	(2.33,3.45)	(0.26,0.78)	(1.30,2.18)	(5.39,7.38)	(10.88,13.13)	(53.18,56.87)	(15.21,18.04)
9	Agriculture Grade 3	0.43	1.40	1.97	0.06	0.88	6.00	3.27	24.35	61.63
		(0.13,1.40)	(1.15,1.71)	(1.70,2.29)	(0.03,0.14)	(0.70,1.11)	(5.29,6.81)	(2.85,3.74)	(23.33,25.40)	(60.18,63.07)

Table A4.3b. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	32.52	12.76	8.91	2.45	2.98	8.22	8.04	18.12	6.01
		(22.91,43.86)	(7.36,21.21)	(4.61,16.51)	(0.64,8.87)	(0.99,8.63)	(3.57,17.83)	(4.12,15.09)	(9.99,30.63)	(2.17,15.58)
2	Services Grade 2	1.70	22.94	8.47	1.29	6.05	11.97	13.35	20.68	13.56
		(0.88,3.26)	(19.14,27.23)	(6.21,11.45)	(0.54,3.05)	(4.13,8.77)	(9.02,15.74)	(10.77,16.42)	(17.09,24.80)	(10.26,17.70)
3	Services Grade 3	0.03	2.68	45.89	0.05	2.91	16.67	2.45	11.69	17.64
		(0.01,0.12)	(1.71,4.17)	(41.13,50.73)	(0.01,0.35)	(1.79,4.68)	(13.58,20.30)	(1.51,3.97)	(9.26,14.67)	(14.37,21.46)
4	Industry Grade 1	0.00	6.50	0.79	55.85	6.70	8.17	5.12	7.71	9.15
			(2.74,14.64)	(0.11,5.42)	(41.18,69.57)	(2.88,14.82)	(3.12,19.76)	(1.68,14.51)	(3.50,16.13)	(2.22,30.86)
5	Industry Grade 2	0.45	2.34	7.34	0.30	53.52	8.72	2.48	13.62	11.23
		(0.18,1.14)	(1.46,3.74)	(5.34,10.01)	(0.06,1.55)	(48.15,58.81)	(6.52,11.57)	(1.66,3.70)	(9.65,18.89)	(8.45,14.78)
6	Industry Grade 3	0.34	2.05	3.42	0.55	2.21	72.45	1.20	6.26	11.52
		(0.15,0.77)	(1.43,2.94)	(2.60,4.47)	(0.16,1.89)	(1.51,3.22)	(69.58,75.14)	(0.65,2.23)	(5.02,7.79)	(9.71,13.62)
7	Agriculture Grade 1	1.70	9.56	4.81	0.61	4.09	5.43	40.25	28.65	4.91
		(0.90,3.18)	(6.85,13.18)	(2.57,8.83)	(0.23,1.63)	(2.50,6.64)	(3.14,9.23)	(34.58,46.19)	(23.46,34.46)	(2.92,8.16)
8	Agriculture Grade 2	0.50	4.35	2.65	0.31	3.75	6.99	13.58	52.49	15.38
		(0.33,0.74)	(3.77,5.01)	(2.19,3.22)	(0.18,0.51)	(3.17,4.44)	(6.16,7.92)	(12.57,14.65)	(50.89,54.09)	(14.18,16.68)
9	Agriculture Grade 3	0.15	1.33	2.45	0.11	1.15	7.11	4.16	24.56	58.98
		(0.10,0.25)	(1.13,1.55)	(2.12,2.83)	(0.06,0.23)	(0.95,1.39)	(6.49,7.79)	(3.75,4.61)	(23.59,25.55)	(57.71,60.24)

Table A4.3c. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	41.56	11.72	2.72	0.78	7.41	3.94	11.32	15.43	5.13
		(30.99,52.96)	(4.27,28.35)	(1.00,7.21)	(0.19,3.13)	(3.40,15.39)	(1.56,9.56)	(6.02,20.29)	(7.79,28.28)	(1.95,12.80)
2	Services Grade 2	2.12	21.19	4.92	1.16	9.20	12.51	15.52	20.68	12.69
		(0.57,7.49)	(17.32,25.66)	(3.23,7.43)	(0.58,2.32)	(6.77,12.39)	(9.60,16.14)	(12.50,19.12)	(16.89,25.07)	(9.42,16.89)
3	Services Grade 3	0.22	4.16	45.67	0.00	3.48	16.45	2.85	13.79	13.37
		(0.05,1.06)	(2.70,6.36)	(40.74,50.69)		(2.20,5.47)	(13.09,20.46)	(1.86,4.34)	(10.84,17.39)	(10.28,17.22)
4	Industry Grade 1	1.80	10.72	3.01	50.17	3.24	16.11	0.90	3.11	10.95
		(0.25,11.78)	(5.22,20.75)	(0.88,9.77)	(36.44,63.87)	(0.54,17.02)	(8.06,29.62)	(0.28,2.87)	(1.13,8.23)	(4.76,23.22)
5	Industry Grade 2	0.71	2.64	6.91	0.32	54.54	10.81	3.28	8.67	12.12
		(0.21,2.34)	(1.63,4.25)	(4.90,9.67)	(0.08,1.21)	(49.60,59.39)	(7.98,14.49)	(2.02,5.30)	(6.48,11.51)	(9.14,15.91)
6	Industry Grade 3	0.50	1.94	4.02	0.16	1.84	69.89	2.44	7.84	11.37
		(0.18,1.36)	(1.27,2.93)	(2.96,5.43)	(0.04,0.64)	(1.16,2.93)	(66.62,72.96)	(1.72,3.47)	(6.33,9.67)	(9.38,13.73)
7	Agriculture Grade 1	2.15	7.55	2.47	0.25	4.28	6.05	41.36	31.65	4.25
		(1.33,3.45)	(5.41,10.44)	(1.23,4.90)	(0.10,0.63)	(2.90,6.27)	(3.94,9.18)	(36.32,46.58)	(26.39,37.42)	(2.25,7.87)
8	Agriculture Grade 2	0.47	4.47	3.06	0.39	3.16	7.63	20.21	48.38	12.24
		(0.31,0.70)	(3.87,5.15)	(2.51,3.72)	(0.21,0.71)	(2.63,3.80)	(6.62,8.78)	(18.83,21.67)	(46.57,50.19)	(11.05,13.53)
9	Agriculture Grade 3	0.15	1.54	2.51	0.12	1.17	7.23	5.82	28.96	52.51
		(0.08,0.27)	(1.30,1.82)	(2.12,2.96)	(0.06,0.23)	(0.95,1.44)	(6.53,7.99)	(5.31,6.40)	(27.82,30.12)	(51.15,53.88)

Table A4.3d. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	26.77	9.44	7.26	0.07	4.21	24.74	9.14	11.35	7.02
		(18.06,37.74)	(4.60,18.39)	(3.75,13.60)	(0.02,0.33)	(1.56,10.89)	(13.78,40.33)	(4.72,16.96)	(5.06,23.52)	(3.13,15.02)
2	Services Grade 2	1.53	22.05	9.75	1.57	5.63	10.07	20.80	23.11	5.49
		(0.77,2.99)	(17.77,27.02)	(6.77,13.85)	(0.62,3.90)	(3.44,9.10)	(7.51,13.36)	(16.92,25.31)	(18.39,28.63)	(3.43,8.67)
3	Services Grade 3	1.22	3.23	39.24	0.22	4.03	22.48	3.21	12.65	13.72
		(0.52,2.85)	(2.00,5.19)	(33.74,45.02)	(0.04,1.13)	(2.44,6.60)	(18.02,27.66)	(1.93,5.29)	(9.62,16.46)	(9.10,20.16)
4	Industry Grade 1	3.31	5.68	3.35	47.09	2.24	24.74	0.28	9.90	3.40
		(0.72,13.92)	(1.76,16.87)	(1.51,7.27)	(35.23,59.30)	(0.84,5.85)	(15.48,37.11)	(0.10,0.77)	(4.73,19.54)	(1.45,7.80)
5	Industry Grade 2	1.16	3.36	7.13	0.03	51.82	12.86	3.74	12.06	7.86
		(0.44,3.04)	(1.96,5.68)	(5.06,9.95)	(0.01,0.10)	(44.93,58.64)	(9.35,17.44)	(2.34,5.91)	(9.01,15.97)	(5.38,11.34)
6	Industry Grade 3	0.30	1.96	5.93	0.03	1.89	73.10	1.51	8.56	6.73
		(0.12,0.76)	(1.30,2.96)	(4.43,7.90)	(0.00,0.19)	(1.03,3.43)	(69.30,76.59)	(0.95,2.38)	(6.82,10.70)	(5.18,8.69)
7	Agriculture Grade 1	1.41	4.28	3.59	0.19	3.01	6.32	46.37	30.53	4.32
		(0.69,2.89)	(2.90,6.27)	(2.22,5.75)	(0.08,0.44)	(1.80,4.99)	(4.02,9.80)	(41.92,50.87)	(26.35,35.06)	(2.86,6.46)
8	Agriculture Grade 2	0.66	2.96	3.65	0.36	3.13	9.37	20.59	48.28	11.00
		(0.42,1.04)	(2.39,3.67)	(2.99,4.46)	(0.17,0.78)	(2.52,3.87)	(8.08,10.84)	(18.93,22.36)	(46.09,50.48)	(9.66,12.50)
9	Agriculture Grade 3	0.24	1.47	3.06	0.13	0.99	9.37	5.99	30.37	48.39
		(0.13,0.45)	(1.17,1.84)	(2.58,3.63)	(0.06,0.27)	(0.77,1.26)	(8.28,10.59)	(5.36,6.69)	(28.93,31.86)	(46.66,50.12)

Table A4.3e. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	40.54	7.40	17.13	1.00	1.53	14.79	6.20	6.41	5.00
		(29.78,52.29)	(4.18,12.79)	(9.16,29.75)	(0.29,3.36)	(0.61,3.79)	(8.38,24.77)	(3.47,10.82)	(3.55,11.31)	(2.20,10.99)
2	Services Grade 2	2.32	29.50	10.15	1.17	8.88	15.02	15.75	13.72	3.51
		(1.41,3.79)	(24.84,34.62)	(7.50,13.59)	(0.46,2.90)	(6.19,12.57)	(11.57,19.28)	(12.98,18.98)	(10.93,17.07)	(2.22,5.50)
3	Services Grade 3	0.26	4.05	46.88	0.13	3.20	25.03	2.56	9.59	8.30
		(0.11,0.62)	(2.75,5.92)	(42.47,51.34)	(0.05,0.36)	(1.93,5.26)	(21.18,29.33)	(1.70,3.83)	(7.30,12.50)	(6.08,11.23)
4	Industry Grade 1	0.56	3.67	10.14	38.31	8.03	21.55	6.86	8.40	2.49
		(0.17,1.83)	(1.54,8.51)	(5.24,18.69)	(28.69,48.94)	(2.54,22.62)	(12.96,33.63)	(3.92,11.75)	(2.97,21.55)	(0.66,8.89)
5	Industry Grade 2	1.06	3.69	13.08	0.34	48.62	13.78	4.07	10.02	5.35
		(0.48,2.29)	(2.59,5.23)	(9.73,17.35)	(0.11,1.01)	(43.28,54.00)	(9.95,18.78)	(2.70,6.08)	(7.40,13.42)	(3.46,8.20)
6	Industry Grade 3	0.27	3.09	6.81	0.13	1.12	72.38	2.03	8.45	5.72
		(0.08,0.91)	(2.18,4.36)	(5.44,8.51)	(0.05,0.36)	(0.71,1.75)	(69.42,75.15)	(1.38,2.96)	(6.93,10.28)	(4.45,7.32)
7	Agriculture Grade 1	2.48	6.28	4.92	0.60	7.97	8.13	44.99	22.40	2.23
		(1.14,5.29)	(4.63,8.47)	(3.31,7.25)	(0.21,1.67)	(5.72,10.99)	(5.89,11.12)	(40.35,49.71)	(18.54,26.81)	(1.10,4.49)
8	Agriculture Grade 2	0.89	3.52	5.53	0.19	3.04	10.62	18.83	48.37	9.01
		(0.55,1.44)	(2.86,4.33)	(4.65,6.57)	(0.09,0.41)	(2.44,3.77)	(9.21,12.21)	(17.15,20.64)	(46.07,50.67)	(7.69,10.53)
9	Agriculture Grade 3	0.45	1.79	4.57	0.08	1.59	11.57	5.47	34.05	40.42
		(0.28,0.73)	(1.45,2.22)	(3.91,5.32)	(0.04,0.19)	(1.25,2.02)	(10.50,12.74)	(4.78,6.26)	(32.37,35.76)	(38.60,42.28)

Table A4.3f. Intergenerational mobility matrix (figures in %) for occupational status, Rural India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	38.27	7.05	15.29	0.44	1.58	4.21	18.10	8.33	6.72
		(21.17,58.86)	(2.60,17.75)	(5.53,35.78)	(0.06,3.25)	(0.45,5.39)	(0.87,18.00)	(5.13,47.46)	(1.93,29.51)	(1.10,31.90)
2	Services Grade 2	1.40	50.20	20.20	0.43	7.54	2.74	11.93	4.55	1.02
		(0.43,4.45)	(42.34,58.05)	(14.42,27.55)	(0.11,1.69)	(4.66,11.98)	(1.05,6.93)	(8.35,16.75)	(2.83,7.22)	(0.24,4.28)
3	Services Grade 3	0.66	9.83	61.21	0.34	5.65	10.29	3.95	5.08	2.99
		(0.32,1.37)	(7.27,13.17)	(56.92,65.34)	(0.15,0.80)	(3.97,7.99)	(8.12,12.97)	(3.02,5.14)	(3.90,6.58)	(2.13,4.19)
4	Industry Grade 1	0.00	0.00	0.35	61.77	13.71	0.76	23.04	0.28	0.09
				(0.05,2.71)	(35.21,82.77)	(3.39,41.85)	(0.10,5.69)	(8.02,50.69)	(0.04,2.14)	(0.01,0.72)
5	Industry Grade 2	0.00	2.67	3.61	4.21	58.60	26.40	1.67	1.44	1.41
			(0.54,12.09)	(1.06,11.59)	(1.35,12.39)	(48.19,68.29)	(18.10,36.79)	(0.86,3.23)	(0.60,3.39)	(0.61,3.21)
6	Industry Grade 3	0.07	0.30	1.08	0.41	22.10	68.53	0.67	3.18	3.65
		(0.02,0.24)	(0.09,1.00)	(0.61,1.92)	(0.18,0.91)	(19.43,25.02)	(65.31,71.58)	(0.32,1.40)	(2.18,4.61)	(2.58,5.13)
7	Agriculture Grade 1	0.19	3.13	2.23	0.76	0.20	0.67	66.54	17.48	8.80
		(0.07,0.53)	(1.49,6.45)	(1.24,3.98)	(0.28,2.09)	(0.08,0.50)	(0.24,1.85)	(58.96,73.36)	(12.79,23.43)	(5.23,14.45)
8	Agriculture Grade 2	0.01	0.80	1.17	0.03	1.34	2.67	37.78	45.07	11.14
		(0.00,0.05)	(0.47,1.37)	(0.71,1.92)	(0.01,0.16)	(0.77,2.33)	(1.20,5.82)	(32.32,43.57)	(39.86,50.39)	(7.85,15.56)
9	Agriculture Grade 3	0.08	0.33	0.98	0.04	0.68	2.32	14.93	37.25	43.41
		(0.02,0.26)	(0.20,0.53)	(0.75,1.28)	(0.01,0.24)	(0.41,1.11)	(1.82,2.95)	(13.36,16.65)	(34.81,39.76)	(40.77,46.08)

Table A4.4a. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	47.37	19.96	8.20	2.82	11.08	8.90	0.47	1.12	0.09
		(38.37,56.54)	(15.02,26.04)	(4.62,14.13)	(1.50,5.25)	(6.10,19.30)	(5.56,13.93)	(0.15,1.49)	(0.16,7.51)	(0.01,0.62)
2	Services Grade 2	3.59	45.04	16.33	2.93	7.68	21.22	0.79	1.59	0.83
		(2.41,5.30)	(40.70,49.45)	(13.39,19.78)	(1.82,4.69)	(5.75,10.18)	(17.98,24.87)	(0.35,1.73)	(0.82,3.06)	(0.42,1.64)
3	Services Grade 3	0.63	7.40	58.53	0.12	4.41	25.09	0.14	1.48	2.19
		(0.34,1.17)	(5.83,9.36)	(54.61,62.35)	(0.03,0.47)	(3.00,6.46)	(21.88,28.60)	(0.03,0.55)	(0.81,2.67)	(1.30,3.65)
4	Industry Grade 1	3.88	10.18	8.62	55.67	2.91	18.01	0.26	0.00	0.47
		(2.14,6.94)	(6.58,15.44)	(3.77,18.51)	(46.63,64.34)	(1.45,5.78)	(12.19,25.80)	(0.05,1.28)		(0.11,1.90)
5	Industry Grade 2	1.08	7.17	9.54	0.96	65.88	13.19	1.09	0.65	0.44
		(0.65,1.77)	(5.72,8.95)	(7.52,12.04)	(0.46,1.96)	(62.07,69.49)	(10.73,16.13)	(0.48,2.46)	(0.33,1.29)	(0.12,1.65)
6	Industry Grade 3	0.61	6.62	9.82	0.52	2.61	77.60	0.19	0.95	1.08
		(0.26,1.42)	(5.04,8.66)	(8.26,11.63)	(0.26,1.04)	(1.90,3.59)	(74.80,80.16)	(0.06,0.62)	(0.60,1.51)	(0.60,1.93)
7	Agriculture Grade 1	10.38	16.80	6.10	2.63	7.26	9.20	27.01	20.61	0.00
		(3.29,28.26)	(8.75,29.84)	(2.03,16.95)	(0.60,10.77)	(2.93,16.87)	(2.56,28.12)	(15.71,42.34)	(9.94,37.92)	
8	Agriculture Grade 2	3.17	7.33	9.13	1.91	9.08	13.62	14.03	34.50	7.23
		(1.11,8.72)	(5.01,10.60)	(5.75,14.21)	(0.76,4.70)	(6.29,12.95)	(9.84,18.55)	(10.74,18.11)	(28.91,40.56)	(4.56,11.28)
9	Agriculture Grade 3	0.48	3.11	9.82	0.44	1.83	20.11	1.83	20.77	41.63
		(0.11,2.09)	(1.91,5.01)	(6.55,14.47)	(0.12,1.61)	(0.98,3.37)	(16.28,24.57)	(1.04,3.20)	(16.20,26.23)	(36.13,47.34)

Table A4.4b. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	42.51	22.28	8.53	6.49	6.17	11.93	1.77	0.00	0.33
		(35.28,50.07)	(17.24,28.29)	(5.74,12.49)	(3.67,11.22)	(3.82,9.80)	(7.53,18.40)	(0.60,5.07)		(0.05,2.32)
2	Services Grade 2	2.82	41.47	14.49	3.00	11.28	24.20	0.83	1.26	0.65
		(1.90,4.16)	(37.12,45.95)	(11.99,17.40)	(1.86,4.80)	(8.87,14.25)	(20.63,28.16)	(0.42,1.64)	(0.66,2.42)	(0.30,1.39)
3	Services Grade 3	0.24	7.92	52.89	0.50	5.43	30.23	0.16	1.11	1.53
		(0.07,0.80)	(6.03,10.35)	(48.77,56.97)	(0.12,2.07)	(3.72,7.85)	(26.52,34.21)	(0.05,0.50)	(0.59,2.08)	(0.92,2.53)
4	Industry Grade 1	4.08	9.58	3.28	59.99	11.65	10.32	0.00	0.14	0.96
		(2.15,7.59)	(6.20,14.51)	(1.74,6.09)	(51.16,68.22)	(6.80,19.26)	(5.82,17.63)		(0.02,1.01)	(0.16,5.67)
5	Industry Grade 2	1.35	6.48	8.95	1.48	68.29	12.38	0.17	0.50	0.41
		(0.81,2.24)	(5.18,8.07)	(7.09,11.25)	(0.83,2.62)	(64.94,71.46)	(10.29,14.82)	(0.05,0.63)	(0.23,1.09)	(0.16,1.03)
6	Industry Grade 3	1.29	4.49	12.53	0.30	3.98	75.24	0.20	0.86	1.12
		(0.84,1.98)	(3.52,5.71)	(10.69,14.62)	(0.15,0.60)	(3.04,5.20)	(72.63,77.67)	(0.09,0.45)	(0.53,1.40)	(0.62,2.01)
7	Agriculture Grade 1	14.95	16.41	4.29	1.09	14.15	4.37	27.44	14.26	3.05
		(5.99,32.63)	(8.72,28.76)	(1.33,12.94)	(0.15,7.45)	(6.83,27.06)	(1.01,16.92)	(16.01,42.85)	(5.81,30.98)	(0.71,12.18)
8	Agriculture Grade 2	1.31	9.83	8.36	2.51	9.82	15.08	17.56	27.98	7.56
		(0.58,2.92)	(7.10,13.46)	(5.29,12.96)	(0.61,9.79)	(6.36,14.88)	(10.47,21.24)	(12.93,23.41)	(22.70,33.95)	(4.48,12.49)
9	Agriculture Grade 3	0.29	2.53	9.36	0.10	2.85	20.12	2.91	17.36	44.48
		(0.07,1.16)	(1.54,4.14)	(6.64,13.04)	(0.02,0.60)	(1.53,5.26)	(16.28,24.60)	(1.80,4.67)	(13.88,21.50)	(39.62,49.44)

Table A4.4c. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	46.08	19.12	10.23	4.10	6.53	11.35	1.12	0.78	0.70
		(38.91,53.42)	(14.24,25.19)	(6.92,14.87)	(2.18,7.56)	(4.24,9.93)	(7.41,17.00)	(0.39,3.19)	(0.11,5.31)	(0.17,2.85)
2	Services Grade 2	5.02	41.39	14.59	2.88	11.54	22.43	1.47	0.46	0.22
		(3.63,6.90)	(37.29,45.61)	(11.75,17.99)	(1.74,4.75)	(9.19,14.39)	(19.10,26.16)	(0.79,2.71)	(0.22,0.94)	(0.05,0.90)
3	Services Grade 3	0.34	6.26	53.70	0.71	5.46	29.67	0.34	1.54	1.99
		(0.15,0.75)	(4.89,7.99)	(49.82,57.52)	(0.35,1.43)	(3.75,7.87)	(26.41,33.15)	(0.12,0.98)	(0.79,2.98)	(1.04,3.77)
4	Industry Grade 1	3.98	10.97	5.99	59.27	5.52	14.27	0.00	0.00	0.00
		(1.48,10.24)	(7.24,16.29)	(3.21,10.91)	(50.82,67.20)	(2.81,10.56)	(9.61,20.69)			
5	Industry Grade 2	0.67	5.32	9.66	1.03	69.21	12.91	0.00	0.62	0.58
		(0.36,1.26)	(4.08,6.90)	(7.76,11.96)	(0.53,2.01)	(65.76,72.45)	(10.59,15.65)	(0.00,0.01)	(0.28,1.39)	(0.16,2.04)
6	Industry Grade 3	0.70	5.51	12.84	0.45	4.07	74.05	0.16	0.99	1.23
		(0.40,1.20)	(4.38,6.90)	(10.80,15.20)	(0.22,0.94)	(3.11,5.32)	(71.22,76.69)	(0.06,0.45)	(0.59,1.66)	(0.77,1.96)
7	Agriculture Grade 1	4.75	15.93	5.44	1.41	7.61	10.51	39.71	14.65	0.00
		(2.08,10.47)	(9.14,26.31)	(1.80,15.30)	(0.34,5.66)	(3.44,16.03)	(6.01,17.74)	(28.17,52.52)	(8.10,25.05)	
8	Agriculture Grade 2	2.02	10.39	9.61	2.27	10.27	12.15	16.11	31.84	5.34
		(0.84,4.78)	(7.38,14.43)	(6.52,13.96)	(1.11,4.59)	(6.48,15.89)	(8.74,16.63)	(12.09,21.15)	(26.60,37.58)	(2.88,9.70)
9	Agriculture Grade 3	1.25	5.67	12.67	0.15	2.92	18.44	3.39	17.37	38.12
		(0.34,4.50)	(3.64,8.74)	(9.75,16.32)	(0.04,0.66)	(1.65,5.11)	(14.08,23.78)	(2.24,5.12)	(13.93,21.45)	(32.62,43.94)

Table A4.4d. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	38.84	18.76	14.86	3.68	6.51	16.60	0.07	0.69	0.00
		(31.65,46.54)	(13.51,25.44)	(10.41,20.77)	(1.98,6.74)	(4.11,10.17)	(12.02,22.47)	(0.01,0.53)	(0.10,4.53)	
2	Services Grade 2	5.34	34.06	19.28	2.97	11.53	24.04	1.31	0.80	0.67
		(3.70,7.65)	(29.74,38.67)	(15.98,23.07)	(1.78,4.94)	(8.76,15.02)	(20.28,28.25)	(0.65,2.61)	(0.30,2.07)	(0.27,1.68)
3	Services Grade 3	0.74	8.15	50.20	1.20	3.17	34.44	0.17	0.81	1.10
		(0.38,1.45)	(6.34,10.41)	(46.14,54.26)	(0.50,2.85)	(2.19,4.57)	(30.82,38.25)	(0.05,0.55)	(0.26,2.51)	(0.48,2.51)
4	Industry Grade 1	3.47	9.60	5.32	56.96	4.29	19.64	0.46	0.05	0.21
		(1.32,8.79)	(5.79,15.51)	(3.06,9.08)	(48.56,64.97)	(2.14,8.40)	(13.81,27.16)	(0.06,3.22)	(0.01,0.28)	(0.03,1.49)
5	Industry Grade 2	1.37	6.60	14.67	0.78	60.90	14.47	0.00	0.91	0.29
		(0.84,2.23)	(4.74,9.11)	(11.47,18.59)	(0.41,1.47)	(56.32,65.30)	(11.72,17.74)		(0.34,2.37)	(0.09,0.92)
6	Industry Grade 3	0.87	5.13	13.25	0.05	5.67	73.72	0.05	0.66	0.58
		(0.51,1.48)	(3.96,6.63)	(11.16,15.66)	(0.01,0.21)	(2.77,11.26)	(69.42,77.62)	(0.01,0.17)	(0.36,1.22)	(0.31,1.12)
7	Agriculture Grade 1	4.09	17.41	10.25	1.53	10.40	17.03	24.43	13.78	1.07
		(1.04,14.74)	(9.46,29.84)	(4.29,22.56)	(0.39,5.86)	(5.01,20.34)	(7.14,35.38)	(13.94,39.23)	(7.09,25.09)	(0.15,7.20)
8	Agriculture Grade 2	1.31	7.88	13.51	0.96	5.15	22.48	11.03	30.09	7.60
		(0.26,6.31)	(4.40,13.70)	(9.57,18.73)	(0.22,4.07)	(2.68,9.67)	(15.89,30.79)	(7.14,16.66)	(23.79,37.24)	(4.48,12.62)
9	Agriculture Grade 3	0.78	5.26	11.86	0.06	2.35	28.62	6.43	20.50	24.15
		(0.30,2.02)	(3.22,8.47)	(8.29,16.68)	(0.01,0.36)	(0.91,5.93)	(22.93,35.07)	(4.03,10.11)	(16.29,25.46)	(19.30,29.76)

Table A4.4e. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	45.82	14.06	19.45	2.46	7.06	10.15	0.00	0.74	0.26
		(36.99,54.93)	(9.64,20.07)	(12.99,28.09)	(0.92,6.41)	(3.85,12.59)	(6.25,16.06)		(0.15,3.46)	(0.04,1.81)
2	Services Grade 2	5.69	37.07	22.43	2.77	7.86	22.67	1.06	0.26	0.20
		(3.83,8.37)	(31.33,43.20)	(18.01,27.56)	(1.37,5.50)	(5.48,11.15)	(18.35,27.67)	(0.336,3.28)	(0.12,0.53)	(0.05,0.81)
3	Services Grade 3	1.06	8.51	50.72	0.27	3.89	34.10	0.11	0.75	0.59
		(0.44,2.53)	(6.29,11.43)	(45.95,55.47)	(0.09,0.79)	(2.55,5.90)	(29.42,39.11)	(0.04,0.27)	(0.37,1.50)	(0.22,1.54)
4	Industry Grade 1	3.89	5.99	8.07	47.85	6.66	26.30	0.40	0.84	0.00
		(1.73,8.52)	(3.28,10.70)	(4.48,14.11)	(37.60,58.29)	(3.38,12.70)	(17.67,37.25)	(0.06,2.70)	(0.22,3.10)	
5	Industry Grade 2	0.93	6.42	14.51	0.66	58.48	17.62	0.09	0.97	0.31
		(0.43,2.03)	(4.46,9.18)	(11.03,18.84)	(0.21,2.02)	(52.97,63.79)	(13.99,21.96)	(0.02,0.36)	(0.16,5.69)	(0.08,1.20)
6	Industry Grade 3	0.53	4.58	15.63	0.77	2.91	74.15	0.09	0.96	0.36
		(0.24,1.20)	(3.43,6.11)	(12.22,19.78)	(0.26,2.29)	(2.00,4.21)	(69.89,78.00)	(0.02,0.41)	(0.47,1.96)	(0.15,0.86)
7	Agriculture Grade 1	6.31	15.34	7.13	0.71	4.27	5.90	46.01	14.33	0.00
		(1.63,21.55)	(7.47,28.89)	(2.97,16.14)	(0.16,3.14)	(1.40,12.31)	(1.14,25.51)	(25.14,68.38)	(6.30,29.39)	
8	Agriculture Grade 2	0.73	7.38	13.54	0.33	12.26	21.51	9.79	32.20	2.26
		(0.18,3.00)	(3.17,16.25)	(8.40,21.10)	(0.05,2.33)	(5.58,24.84)	(13.92,31.72)	(5.57,16.64)	(24.88,40.52)	(0.85,5.90)
9	Agriculture Grade 3	0.33	5.91	17.49	0.25	8.51	26.59	5.39	16.58	18.96
		(0.09,1.18)	(3.45,9.94)	(10.82,27.01)	(0.04,1.76)	(3.90,17.58)	(18.20,37.09)	(2.13,12.95)	(11.56,23.20)	(13.67,25.69)

Table A4.4f. Intergenerational mobility matrix (figures in %) for occupational status, Urban India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	67.56	9.37	16.99	0.70	1.85	3.48	0.05	0.00	0.00
		(51.09,80.58)	(4.78,17.53)	(8.95,29.90)	(0.16,3.01)	(0.46,7.18)	(0.75,14.77)	(0.01,0.38)		
2	Services Grade 2	4.56	62.97	17.65	3.16	8.83	2.21	0.17	0.46	0.00
		(2.83,7.26)	(55.90,69.53)	(13.75,22.36)	(0.93,10.15)	(4.08,18.06)	(1.08,4.46)	(0.07,0.42)	(0.10,2.13)	
3	Services Grade 3	1.78	13.49	65.12	0.52	5.94	9.91	1.62	0.81	0.82
		(1.06,2.96)	(11.55,15.71)	(61.98,68.13)	(0.31,0.86)	(4.63,7.58)	(8.23,11.89)	(0.98,2.67)	(0.41,1.59)	(0.26,2.60)
4	Industry Grade 1	0.00	1.55	0.06	83.08	9.04	0.09	5.37	0.81	0.00
			(0.26,8.58)	(0.01,0.47)	(72.39,90.19)	(4.26,18.15)	(0.01,0.638)	(2.36,11.78)	(0.11,5.64)	
5	Industry Grade 2	0.13	4.72	1.64	9.63	64.89	17.16	0.03	1.74	0.06
		(0.02,0.92)	(2.20,9.86)	(0.63,4.17)	(5.59,16.10)	(57.70,71.46)	(13.10,22.15)	(0.01,0.11)	(0.41,7.05)	(0.01,0.45)
6	Industry Grade 3	0.05	0.93	1.19	0.65	29.53	67.02	0.02	0.16	0.44
		(0.01,0.39)	(0.45,1.94)	(0.73,1.93)	(0.26,1.64)	(26.04,33.27)	(63.28,70.56)	(0.01,0.09)	(0.07,0.36)	(0.23,0.88)
7	Agriculture Grade 1	0.11	1.54	5.73	25.84	1.98	4.96	48.23	10.83	0.80
		(0.01,0.76)	(0.53,4.39)	(2.64,11.96)	(16.42,38.19)	(0.54,6.95)	(1.92,12.21)	(39.06,57.52)	(5.37,20.62)	(0.20,3.11)
8	Agriculture Grade 2	0.00	1.87	2.84	2.02	1.23	0.85	39.40	35.43	16.36
			(0.41,8.04)	(0.89,8.69)	(0.28,13.15)	(0.18,7.86)	(0.12,5.76)	(22.71,58.99)	(23.41,49.62)	(8.08,30.35)
9	Agriculture Grade 3	0.00	0.62	3.11	0.00	2.68	6.11	17.91	37.46	32.12
			(0.17,2.20)	(1.70,5.61)		(1.10,6.41)	(3.66,10.03)	(12.65,24.72)	(31.52,43.80)	(26.24,38.62)

Table A4.5a. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	20.36	20.80	0.00	25.26	0.00	27.72	4.81	1.06	0.00
		(4.61,57.49)	(2.94,69.52)		(5.44,66.50)		(4.31,76.57)	(0.59,30.08)	(0.13,8.25)	
2	Services Grade 2	0.37	27.52	4.95	0.00	1.63	7.94	0.91	14.65	42.04
		(0.05,2.60)	(13.84,47.30)	(1.19,18.44)		(0.22,10.90)	(3.15,18.62)	(0.22,3.72)	(7.17,27.60)	(24.93,61.29)
3	Services Grade 3	0.00	5.82	36.60	0.00	0.91	21.08	0.00	5.80	29.79
			(2.27,14.12)	(24.01,51.33)		(0.20,3.98)	(11.20,36.13)		(1.77,17.40)	(15.80,48.96)
4	Industry Grade 1	0.00	21.23	0.00	58.24	0.38	20.15	0.00	0.00	0.00
			(3.01,70.07)		(23.99,86.04)	(0.05,3.07)	(5.12,54.14)			
5	Industry Grade 2	0.00	4.12	4.57	0.54	50.53	13.78	0.00	17.55	8.91
			(0.92,16.61)	(0.97,18.94)	(0.07,3.84)	(31.86,69.06)	(4.53,35.00)		(6.80,38.31)	(2.16,30.17)
6	Industry Grade 3	0.00	1.06	6.07	0.00	0.25	68.86	0.00	3.21	20.56
			(0.33,3.31)	(2.63,13.41)		(0.03,1.74)	(59.00,77.27)		(1.48,6.86)	(13.62,29.81)
7	Agriculture Grade 1	23.41	31.26	0.00	0.00	0.00	0.60	31.26	11.31	2.15
		(2.79,76.51)	(12.73,58.65)				(0.06,5.46)	(12.73,58.65)	(1.29,55.42)	(0.23,17.46)
8	Agriculture Grade 2	0.24	4.54	1.44	0.00	0.25	8.37	5.43	56.26	23.47
		(0.04,1.54)	(2.33,8.67)	(0.58,3.52)		(0.07,0.81)	(5.37,12.83)	(3.23,9.00)	(49.53,62.77)	(18.00,30.00)
9	Agriculture Grade 3	0.06	0.85	0.99	0.00	0.36	5.37	0.45	16.83	75.09
		(0.01,0.36)	(0.46,1.58)	(0.55,1.76)		(0.15,0.87)	(4.07,7.05)	(0.21,0.96)	(14.67,19.24)	(72.21,77.76)

Table A4.5b. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	15.83	36.39	17.05	0.91	26.32	0.00	0.00	0.23	3.26
		(2.60,57.02)	(18.75,58.65)	(2.69,60.43)	(0.10,7.83)	(8.37,58.29)			(0.02,2.16)	(0.35,24.52)
2	Services Grade 2	1.10	22.27	7.84	0.00	6.90	4.74	1.73	22.75	32.67
		(0.15,7.53)	(11.88,37.85)	(3.23,17.85)		(2.22,19.50)	(1.06,18.71)	(0.51,5.64)	(12.12,38.61)	(19.53,49.25)
3	Services Grade 3	0.00	5.68	40.90	0.00	3.19	15.61	0.00	11.61	23.01
			(1.87,15.96)	(26.14,57.52)		(0.78,12.15)	(8.00,28.25)		(4.95,24.88)	(11.07,41.78)
4	Industry Grade 1	0.00	21.72	0.00	65.53	0.00	3.93	4.34	4.48	0.00
			(3.41,68.53)		(20.58,93.31)		(0.40,29.18)	(0.45,31.45)	(0.46,32.18)	
5	Industry Grade 2	0.00	0.13	20.19	1.11	60.90	2.62	1.31	7.28	6.47
			(0.04,0.47)	(7.78,43.17)	(0.15,7.65)	(40.27,78.25)	(0.63,10.22)	(0.18,8.79)	(1.27,32.48)	(1.11,29.96)
6	Industry Grade 3	0.51	1.37	2.98	0.10	1.44	67.75	0.09	5.50	20.26
		(0.12,2.11)	(0.50,3.68)	(1.57,5.61)	(0.02,0.68)	(0.33,6.14)	(58.45,75.82)	(0.01,0.64)	(2.71,10.83)	(14.02,28.37)
7	Agriculture Grade 1	0.00	0.65	10.70	0.00	0.00	0.00	15.86	72.78	0.00
			(0.08,5.44)	(1.29,52.38)				(3.25,51.43)	(33.87,93.32)	
8	Agriculture Grade 2	0.06	2.85	1.16	0.02	1.47	8.79	6.40	53.30	25.94
		(0.01,0.44)	(1.61,4.98)	(0.41,3.28)	(0.00,0.14)	(0.61,3.49)	(5.79,13.13)	(4.25,9.53)	(47.26,59.25)	(20.73,31.94)
9	Agriculture Grade 3	0.01	0.69	1.86	0.00	0.36	7.25	1.34	18.47	70.01
		(0.00,0.08)	(0.42,1.16)	(1.20,2.87)		(0.17,0.75)	(5.37,9.71)	(0.85,2.09)	(16.36,20.80)	(66.77,73.07)

Table A4.5c. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	36.17	8.18	10.54	0.87	0.00	0.00	0.27	24.89	19.08
		(15.96,62.84)	(1.17,40.17)	(1.45,48.65)	(0.13,5.71)			(0.05,1.59)	(7.41,57.84)	(2.28,70.40)
2	Services Grade 2	0.25	21.47	8.70	1.30	2.78	12.05	4.98	27.93	20.55
		(0.05,1.12)	(9.52,41.56)	(3.04,22.46)	(0.18,8.75)	(0.90,8.30)	(4.30,29.44)	(0.91,22.95)	(13.49,49.06)	(9.66,38.48)
3	Services Grade 3	0.37	3.28	36.99	0.00	1.03	19.52	4.77	14.78	19.25
		(0.06,2.33)	(0.52,18.04)	(21.24,56.11)		(0.14,7.03)	(7.95,40.53)	(1.68,12.76)	(6.82,29.12)	(7.70,40.53)
4	Industry Grade 1	0.00	73.47	18.65	0.00	3.94	0.00	3.94	0.00	0.00
			(31.10,94.44)	(2.54,66.90)		(0.51,24.57)		(0.51,24.57)		
5	Industry Grade 2	0.11	1.04	11.84	0.00	45.30	6.35	0.10	16.63	18.64
		(0.02,0.50)	(0.26,4.10)	(4.05,29.91)		(21.97,70.89)	(1.13,28.60)	(0.02,0.42)	(5.73,39.56)	(4.94,50.27)
6	Industry Grade 3	0.68	2.18	5.42	0.45	1.58	69.41	1.37	5.85	13.07
		(0.10,4.55)	(0.83,5.60)	(2.50,11.38)	(0.06,3.17)	(0.49,4.94)	(60.52,77.05)	(0.40,4.61)	(3.04,10.95)	(7.53,21.74)
7	Agriculture Grade 1	0.00	8.64	0.00	0.00	0.04	0.00	51.20	33.02	7.09
			(1.69,34.29)			(0.01,0.35)		(23.89,77.81)	(11.32,65.56)	(1.05,35.35)
8	Agriculture Grade 2	0.08	2.54	0.62	0.12	0.13	8.77	14.03	56.96	16.75
		(0.01,0.45)	(1.22,5.22)	(0.18,2.11)	(0.02,0.69)	(0.04,0.43)	(4.96,15.04)	(10.18,19.03)	(50.40,63.28)	(12.37,22.28)
9	Agriculture Grade 3	0.01	0.65	1.49	0.00	0.44	7.35	1.88	22.78	65.39
		(0.00,0.06)	(0.35,1.23)	(0.90,2.47)		(0.19,0.99)	(5.38,9.97)	(1.28,2.76)	(20.16,25.64)	(61.87,68.74)

Table A4.5d. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	27.75	0.34	0.28	2.48	7.52	41.33	1.74	18.56	0.00
		(10.23,56.42)	(0.05,2.12)	(0.03,2.30)	(0.30,17.61)	(1.01,39.35)	(11.38,79.45)	(0.25,11.22)	(5.43,47.50)	
2	Services Grade 2	0.04	19.90	15.77	0.12	3.93	21.42	12.95	25.47	0.40
		(0.00,0.26)	(10.10,35.45)	(6.67,32.90)	(0.02,0.90)	(1.27,11.54)	(9.97,40.17)	(5.60,27.16)	(11.81,46.58)	(0.06,2.59)
3	Services Grade 3	0.19	7.38	37.68	0.00	2.59	17.26	0.59	21.94	12.37
		(0.03,1.42)	(1.39,31.00)	(19.56,60.05)		(0.44,13.92)	(7.39,35.27)	(0.11,3.16)	(11.75,37.23)	(2.26,46.30)
4	Industry Grade 1	0.60	1.01	0.61	22.51	0.00	67.30	0.00	0.08	7.90
		(0.07,4.82)	(0.21,4.66)	(0.07,4.89)	(6.42,55.16)		(32.99,89.59)		(0.01,0.63)	(0.99,42.34)
5	Industry Grade 2	1.04	11.50	4.22	0.00	31.24	33.54	0.16	9.89	8.41
		(0.14,7.36)	(2.79,37.07)	(0.93,17.18)		(15.36,53.23)	(15.54,58.06)	(0.02,1.01)	(3.31,26.01)	(2.51,24.71)
6	Industry Grade 3	0.00	2.18	4.71	0.00	4.52	63.91	0.98	8.94	14.75
			(0.73,6.34)	(2.37,9.17)		(0.97,18.66)	(52.33,74.06)	(0.27,3.49)	(4.69,16.37)	(8.74,23.84)
7	Agriculture Grade 1	0.00	14.39	4.76	0.00	0.42	0.00	48.58	22.88	8.97
			(4.73,36.25)	(1.00,19.86)		(0.06,3.13)		(31.11,66.40)	(10.62,42.55)	(2.38,28.50)
8	Agriculture Grade 2	0.00	2.59	1.09	0.00	2.76	8.64	14.03	57.17	13.71
			(1.38,4.84)	(0.44,2.69)		(1.26,5.98)	(5.37,13.61)	(10.27,18.86)	(50.47,63.62)	(9.07,20.19)
9	Agriculture Grade 3	0.13	0.65	1.76	0.24	0.36	8.23	2.82	26.36	59.44
		(0.02,0.92)	(0.34,1.27)	(1.04,2.99)	(0.07,0.80)	(0.09,1.48)	(6.10,11.02)	(1.87,4.24)	(23.17,29.81)	(55.39,63.36)

Table A4.5e. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	58.17	10.82	1.99	3.18	0.00	14.19	1.29	10.35	0.00
		(32.33,80.20)	(2.51,36.37)	(0.32,11.28)	(0.41,20.88)		(2.57,50.95)	(0.16,9.45)	(1.80,42.08)	
2	Services Grade 2	0.07	8.14	23.24	5.28	0.31	19.00	17.70	23.46	2.80
		(0.01,0.53)	(3.96,15.98)	(8.80,48.71)	(0.75,29.18)	(0.08,1.13)	(6.40,44.62)	(10.04,29.30)	(14.37,35.90)	(1.03,7.37)
3	Services Grade 3	0.00	6.91	42.81	0.00	4.94	26.27	1.81	10.17	7.08
			(2.64,16.90)	(29.06,57.78)		(0.78,25.49)	(14.71,42.39)	(0.63,5.09)	(4.36,21.95)	(2.74,17.09)
4	Industry Grade 1	1.18	0.70	7.94	24.73	18.10	16.33	8.51	22.52	0.00
		(0.20,6.63)	(0.09,5.23)	(1.20,37.90)	(10.04,49.16)	(2.99,61.26)	(5.17,41.14)	(1.16,42.51)	(5.18,60.73)	
5	Industry Grade 2	0.67	1.28	2.55	0.00	44.06	28.22	5.78	9.77	7.67
		(0.09,4.80)	(0.36,4.47)	(0.50,12.05)		(24.46,65.70)	(9.77,58.81)	(1.69,17.99)	(4.16,21.26)	(2.11,24.31)
6	Industry Grade 3	0.10	7.35	5.61	0.00	0.82	74.39	1.16	6.12	4.46
		(0.01,0.74)	(3.65,14.24)	(2.00,14.73)		(0.14,4.71)	(64.60,82.22)	(0.22,5.88)	(2.96,12.21)	(2.18,8.91)
7	Agriculture Grade 1	0.00	1.64	5.46	0.00	0.78	0.00	82.88	8.49	0.74
			(0.29,8.67)	(0.73,31.10)		(0.08,6.91)		(52.82,95.44)	(2.25,27.24)	(0.08,6.51)
8	Agriculture Grade 2	0.30	4.57	2.58	0.71	1.25	10.39	13.65	56.81	9.72
		(0.06,1.43)	(2.11,9.63)	(1.17,5.63)	(0.13,3.81)	(0.50,3.09)	(6.96,15.23)	(10.02,18.33)	(49.90,63.47)	(6.47,14.36)
9	Agriculture Grade 3	0.39	1.06	2.31	0.00	0.83	12.32	3.56	33.33	46.21
		(0.12,1.25)	(0.60,1.86)	(1.11,4.75)		(0.42,1.64)	(9.41,15.96)	(2.15,5.82)	(29.24,37.69)	(41.55,50.94)

Table A4.5f. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Tribes (STs), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	89.87	0.31	0.31	0.00	2.10	0.00	0.00	7.41	0.00
		(59.17,98.19)	(0.03,2.63)	(0.03,2.63)		(0.25,15.55)			(0.87,42.11)	
2	Services Grade 2	1.62	57.57	9.26	0.00	6.40	1.23	11.64	4.82	7.45
		(0.30,8.37)	(42.27,71.55)	(4.38,18.52)		(2.82,13.87)	(0.38,3.94)	(4.87,25.32)	(2.50,9.10)	(1.53,29.50)
3	Services Grade 3	0.00	9.03	60.18	0.07	8.44	7.61	4.04	4.36	6.26
			(5.31,14.96)	(49.28,70.17)	(0.02,0.23)	(3.43,19.27)	(3.85,14.49)	(2.03,7.89)	(2.45,7.67)	(2.65,14.11)
4	Industry Grade 1	0.00	0.00	0.00	91.16	2.14	1.31	4.21	0.89	0.30
					(65.35,98.26)	(0.27,15.13)	(0.12,12.53)	(0.54,26.14)	(0.08,8.80)	(0.03,3.09)
5	Industry Grade 2	0.00	0.81	0.46	0.76	82.02	12.63	0.84	0.94	1.55
			(0.10,6.04)	(0.06,3.49)	(0.22,2.64)	(65.55,91.62)	(4.82,29.21)	(0.26,2.72)	(0.31,2.83)	(0.20,11.03)
6	Industry Grade 3	0.24	0.42	3.26	0.00	13.87	75.45	0.34	1.83	4.60
		(0.03,1.67)	(0.06,2.92)	(0.98,10.27)		(9.13,20.53)	(67.34,82.09)	(0.09,1.30)	(0.89,3.70)	(2.34,8.83)
7	Agriculture Grade 1	0.00	1.45	0.46	0.98	0.46	0.00	56.84	26.50	13.31
			(0.42,4.90)	(0.08,2.67)	(0.28,3.34)	(0.05,3.73)		(29.42,80.62)	(11.22,50.72)	(5.87,27.46)
8	Agriculture Grade 2	0.00	0.17	0.24	0.00	0.00	0.01	46.69	45.57	7.32
			(0.04,0.72)	(0.06,0.94)			(0.00,0.09)	(29.90,64.27)	(29.17,62.99)	(3.02,16.68)
9	Agriculture Grade 3	0.01	0.52	0.51	0.23	1.32	2.41	11.45	35.65	47.90
		(0.00,0.04)	(0.15,1.73)	(0.21,1.24)	(0.03,1.57)	(0.36,4.77)	(1.19,4.86)	(8.53,15.21)	(30.13,41.59)	(41.89,53.97)

Table A4.6a. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	21.78	0.00	29.66	0.00	20.78	2.66	0.00	25.12	0.00
		(4.79,60.63)		(5.31,76.01)		(5.00,56.65)	(0.30,19.85)		(8.04,56.27)	
2	Services Grade 2	0.00	20.11	16.47	0.00	0.00	29.89	2.57	9.10	21.86
			(13.59,28.72)	(9.71,26.58)			(19.03,43.61)	(0.86,7.43)	(4.78,16.63)	(13.83,32.77)
3	Services Grade 3	0.74	5.05	54.57	0.00	1.20	19.54	0.53	4.97	13.39
		(0.17,3.19)	(2.85,8.80)	(48.04,60.94)		(0.47,3.07)	(14.48,25.83)	(0.14,2.03)	(2.91,8.38)	(9.62,18.35)
4	Industry Grade 1	0.00	7.88	4.65	51.54	0.00	19.74	0.00	0.00	16.19
			(1.15,38.53)	(0.67,26.07)	(15.65,85.91)		(4.95,53.71)			(3.22,52.92)
5	Industry Grade 2	0.00	2.88	8.35	0.00	43.07	22.28	0.00	7.94	15.50
			(0.93,8.51)	(4.05,16.43)		(32.28,54.55)	(13.78,33.95)		(3.65,16.38)	(7.68,28.79)
6	Industry Grade 3	0.06	2.86	5.69	0.08	0.94	66.30	0.04	3.79	20.23
		(0.01,0.40)	(1.67,4.88)	(3.91,8.22)	(0.01,0.59)	(0.37,2.35)	(60.08,72.01)	(0.01,0.30)	(2.46,5.80)	(15.40,26.11)
7	Agriculture Grade 1	0.00	0.00	0.00	0.00	0.00	12.69	10.99	23.71	52.60
							(1.71,54.81)	(1.46,50.73)	(6.49,58.20)	(20.17,82.98)
8	Agriculture Grade 2	1.29	5.07	4.94	0.75	1.35	7.07	3.38	51.23	24.92
		(0.42,3.96)	(2.80,9.02)	(2.79,8.60)	(0.18,3.11)	(0.49,3.65)	(4.52,10.88)	(1.86,6.05)	(44.87,57.55)	(19.38,31.44)
9	Agriculture Grade 3	0.02	1.35	2.70	0.08	0.53	7.39	1.02	14.16	72.75
		(0.00,0.15)	(0.95,1.91)	(2.09,3.47)	(0.02,0.34)	(0.29,0.96)	(5.92,9.20)	(0.68,1.52)	(12.23,16.33)	(70.07,75.27)

Table A4.6b. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	8.01	7.41	11.17	2.35	1.78	14.26	10.68	21.50	22.86
		(2.48,22.98)	(1.17,35.11)	(3.10,33.08)	(0.30,16.01)	(0.23,12.54)	(3.57,42.78)	(2.56,35.27)	(3.76,65.72)	(5.44,60.42)
2	Services Grade 2	0.00	23.19	12.53	2.25	3.51	25.84	4.12	10.90	17.67
			(14.79,34.44)	(6.50,22.80)	(0.52,9.21)	(0.77,14.53)	(16.87,37.43)	(1.76,9.35)	(5.91,19.23)	(10.30,28.61)
3	Services Grade 3	0.00	3.55	46.48	0.00	1.88	22.18	0.71	7.52	17.68
			(1.98,6.32)	(40.16,52.90)		(0.92,3.79)	(17.29,27.98)	(0.21,2.31)	(4.57,12.15)	(13.11,23.42)
4	Industry Grade 1	0.00	9.91	0.24	50.28	6.23	7.53	0.00	2.54	23.28
			(2.63,30.94)	(0.03,1.80)	(23.47,76.93)	(1.38,23.93)	(1.72,27.45)		(0.35,16.19)	(5.28,62.26)
5	Industry Grade 2	1.04	5.81	8.15	0.00	46.50	18.04	0.88	4.38	15.21
		(0.15,7.04)	(2.90,11.31)	(4.11,15.52)		(35.24,58.13)	(10.77,28.64)	(0.25,3.08)	(1.70,10.80)	(7.56,28.23)
6	Industry Grade 3	0.15	1.68	5.63	0.03	1.62	74.96	0.24	4.40	11.30
		(0.03,0.69)	(0.96,2.94)	(3.89,8.07)	(0.00,0.19)	(0.82,3.20)	(70.35,79.07)	(0.06,0.87)	(2.90,6.63)	(8.46,14.92)
7	Agriculture Grade 1	0.00	11.53	0.00	0.00	0.00	0.00	27.37	56.35	4.75
			(1.51,52.61)					(6.03,68.87)	(21.76,85.70)	(0.65,27.57)
8	Agriculture Grade 2	0.00	3.21	3.26	0.13	2.13	6.52	6.54	50.74	27.48
			(1.88,5.43)	(1.79,5.86)	(0.02,0.72)	(0.93,4.79)	(4.25,9.89)	(4.36,9.72)	(44.28,57.17)	(22.60,32.96)
9	Agriculture Grade 3	0.11	0.72	2.24	0.06	0.62	8.40	1.52	16.34	70.00
		(0.03,0.46)	(0.45,1.15)	(1.66,3.02)	(0.01,0.40)	(0.37,1.04)	(7.09,9.94)	(1.06,2.19)	(14.60,18.24)	(67.58,72.31)

Table A4.6c. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	23.76	6.26	5.76	0.99	12.06	12.81	5.86	0.71	31.79
		(9.11,49.22)	(1.50,22.69)	(0.79,31.89)	(0.14,6.81)	(3.35,35.18)	(4.55,31.18)	(1.00,27.84)	(0.09,5.08)	(13.70,57.78)
2	Services Grade 2	0.00	19.79	6.56	0.82	4.13	16.71	9.13	23.12	19.74
			(11.44,32.03)	(3.16,13.12)	(0.12,5.46)	(1.48,10.98)	(10.50,25.54)	(4.68,17.04)	(15.25,33.46)	(11.17,32.49)
3	Services Grade 3	0.00	2.63	41.54	0.00	3.85	28.36	0.41	10.29	12.92
			(1.43,4.80)	(33.78,49.75)		(2.06,7.08)	(22.48,35.08)	(0.08,2.03)	(6.36,16.23)	(8.35,19.44)
4	Industry Grade 1	0.00	5.32	5.21	59.40	2.13	10.97	0.00	0.00	16.98
			(0.70,30.91)	(1.12,21.05)	(33.10,81.22)	(0.27,14.72)	(3.80,27.79)			(4.42,47.51)
5	Industry Grade 2	0.14	2.60	7.96	0.53	46.82	17.75	1.14	5.44	17.63
		(0.02,1.01)	(0.90,7.27)	(4.50,13.68)	(0.07,3.73)	(37.18,56.70)	(10.51,28.38)	(0.24,5.25)	(2.70,10.64)	(11.05,26.94)
6	Industry Grade 3	0.07	2.26	6.30	0.00	2.55	69.61	0.33	7.81	11.07
		(0.01,0.51)	(1.30,3.89)	(4.27,9.20)		(1.23,5.19)	(64.16,74.56)	(0.09,1.14)	(5.56,10.87)	(8.03,15.09)
7	Agriculture Grade 1	0.37	6.95	0.37	0.00	4.28	19.13	26.28	34.46	8.16
		(0.05,2.70)	(1.24,30.75)	(0.05,2.70)		(0.80,19.93)	(5.54,48.82)	(10.02,53.32)	(15.57,59.97)	(1.14,40.68)
8	Agriculture Grade 2	0.73	3.65	2.58	0.79	1.81	4.91	12.26	52.05	21.22
		(0.18,2.88)	(2.07,6.34)	(1.40,4.72)	(0.32,1.93)	(0.69,4.64)	(3.03,7.87)	(8.81,16.83)	(45.79,58.25)	(16.72,26.55)
9	Agriculture Grade 3	0.13	1.10	2.71	0.06	0.98	9.02	1.83	21.33	62.84
		(0.03,0.47)	(0.75,1.62)	(1.93,3.79)	(0.01,0.45)	(0.59,1.61)	(7.58,10.70)	(1.30,2.57)	(19.37,23.44)	(60.26,65.35)

Table A4.6d. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	14.78	9.58	19.53	0.00	6.20	35.88	0.17	8.51	5.35
		(6.05,31.86)	(3.55,23.41)	(9.10,37.04)		(1.48,22.51)	(14.91,64.12)	(0.02,1.29)	(1.21,41.30)	(1.20,20.81)
2	Services Grade 2	0.35	18.66	20.66	0.03	3.29	18.53	8.11	20.67	9.71
		(0.11,1.12)	(12.21,27.44)	(12.86,31.46)	(0.00,0.23)	(1.14,9.11)	(12.39,26.79)	(3.42,18.02)	(11.97,33.29)	(5.32,17.06)
3	Services Grade 3	0.65	5.70	43.14	0.05	1.90	27.63	0.50	8.86	11.59
		(0.20,2.07)	(3.28,9.73)	(35.75,50.84)	(0.01,0.32)	(0.90,3.97)	(21.63,34.56)	(0.166,1.51)	(5.29,14.47)	(7.39,17.71)
4	Industry Grade 1	0.00	4.74	8.75	56.92	2.20	21.26	0.38	2.52	3.24
			(0.94,20.72)	(3.36,20.89)	(33.86,77.33)	(0.45,10.06)	(7.93,45.83)	(0.05,2.81)	(0.55,10.68)	(0.76,12.83)
5	Industry Grade 2	2.25	8.63	6.47	0.00	40.65	16.03	3.53	13.17	9.27
		(0.32,14.27)	(3.97,17.77)	(3.30,12.30)		(28.78,53.74)	(9.88,24.97)	(0.94,12.33)	(5.92,26.76)	(4.08,19.73)
6	Industry Grade 3	0.69	1.60	7.70	0.04	4.81	72.74	0.80	5.24	6.38
		(0.29,1.61)	(0.87,2.92)	(5.59,10.51)	(0.01,0.30)	(1.12,18.40)	(65.51,78.94)	(0.28,2.26)	(3.45,7.87)	(4.24,9.49)
7	Agriculture Grade 1	1.48	4.42	2.32	0.05	6.15	17.67	22.88	39.26	5.77
		(0.36,5.80)	(1.34,13.59)	(0.33,14.43)	(0.01,0.35)	(2.08,16.82)	(5.72,43.18)	(9.73,44.97)	(24.42,56.40)	(1.23,23.08)
8	Agriculture Grade 2	0.00	1.07	3.93	0.08	1.44	13.68	14.22	49.52	16.08
			(0.50,2.27)	(2.06,7.35)	(0.01,0.58)	(0.69,3.00)	(9.60,19.11)	(10.58,18.84)	(43.72,55.33)	(11.67,21.73)
9	Agriculture Grade 3	0.02	1.78	2.48	0.03	0.59	11.56	2.51	25.04	55.99
		(0.00,0.17)	(1.18,2.67)	(1.85,3.33)	(0.00,0.22)	(0.33,1.06)	(9.58,13.88)	(1.84,3.41)	(22.57,27.69)	(53.00,58.93)

Table A4.6e. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	47.21	9.19	17.81	0.00	4.30	15.88	0.60	5.01	0.00
		(27.99,67.29)	(2.37,29.69)	(7.26,37.51)		(1.05,15.99)	(5.35,38.71)	(0.08,4.30)	(1.86,12.80)	
2	Services Grade 2	1.32	34.75	20.31	0.00	5.27	20.17	5.31	10.99	1.87
		(0.47,3.64)	(24.44,46.72)	(12.76,30.77)		(2.88,9.46)	(13.56,28.92)	(3.01,9.21)	(6.05,19.16)	(0.86,4.02)
3	Services Grade 3	0.50	5.63	50.05	0.06	2.24	27.87	0.84	6.44	6.37
		(0.18,1.36)	(3.49,8.97)	(43.51,56.58)	(0.01,0.45)	(0.88,5.57)	(22.38,34.12)	(0.27,2.62)	(3.78,10.75)	(3.88,10.29)
4	Industry Grade 1	1.61	7.02	1.69	27.69	18.89	34.88	3.52	1.53	3.18
		(0.30,8.29)	(2.40,18.78)	(0.50,5.52)	(13.16,49.17)	(4.91,51.21)	(13.27,65.23)	(0.97,11.90)	(0.39,5.80)	(0.47,18.53)
5	Industry Grade 2	1.15	2.14	16.65	0.25	41.54	27.24	1.66	5.12	4.26
		(0.21,5.96)	(0.82,5.45)	(8.80,29.26)	(0.03,1.76)	(29.87,54.24)	(17.68,39.50)	(0.57,4.74)	(2.28,11.09)	(1.78,9.84)
6	Industry Grade 3	0.28	2.69	6.41	0.17	1.15	78.12	0.80	6.03	4.34
		(0.08,0.91)	(1.59,4.53)	(4.71,8.67)	(0.05,0.59)	(0.56,2.36)	(74.22,81.57)	(0.38,1.67)	(4.32,8.37)	(2.87,6.52)
7	Agriculture Grade 1	0.09	10.18	1.58	0.00	0.72	15.21	35.70	35.40	1.12
		(0.01,0.66)	(3.78,24.66)	(0.45,5.39)		(0.16,3.21)	(7.32,28.97)	(19.49,56.01)	(18.83,56.42)	(0.15,7.82)
8	Agriculture Grade 2	1.06	2.36	7.66	0.09	1.98	16.58	13.70	45.03	11.52
		(0.17,6.24)	(1.38,4.02)	(4.96,11.67)	(0.02,0.52)	(0.90,4.30)	(12.53,21.63)	(9.62,19.13)	(38.72,51.50)	(7.81,16.69)
9	Agriculture Grade 3	0.53	2.18	4.44	0.04	1.19	13.48	2.03	27.60	48.52
		(0.21,1.37)	(1.40,3.38)	(3.24,6.06)	(0.01,0.27)	(0.72,1.97)	(11.41,15.85)	(1.31,3.13)	(24.64,30.76)	(45.01,52.05)

Table A4.6f. Intergenerational mobility matrix (figures in %) for occupational status among Scheduled Castes (SCs), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	51.43	5.11	1.67	2.15	10.15	0.42	0.00	14.54	14.54
		(20.57,81.24)	(0.64,31.02)	(0.21,12.34)	(0.26,15.38)	(2.01,38.31)	(0.06,2.95)		(2.90,49.24)	(2.90,49.24)
2	Services Grade 2	0.71	47.11	28.46	9.16	1.84	3.22	4.47	5.03	0.00
		(0.10,4.81)	(33.32,61.37)	(17.59,42.58)	(1.41,41.52)	(0.69,4.83)	(0.80,11.99)	(2.02,9.59)	(2.00,12.07)	
3	Services Grade 3	0.37	7.29	66.42	0.11	7.14	13.13	0.88	3.54	1.11
		(0.12,1.14)	(5.10,10.32)	(60.58,71.80)	(0.03,0.39)	(4.84,10.43)	(9.70,17.54)	(0.48,1.60)	(2.08,5.95)	(0.61,2.03)
4	Industry Grade 1	0.00	0.00	0.00	43.93	20.42	0.00	35.65	0.00	0.00
					(10.00,84.68)	(3.10,67.27)		(6.04,82.69)		
5	Industry Grade 2	0.00	4.33	1.38	0.70	44.77	46.54	1.01	0.35	0.93
			(0.78,20.61)	(0.34,5.47)	(0.10,4.72)	(31.58,58.74)	(32.87,60.75)	(0.23,4.33)	(0.07,1.74)	(0.27,3.08)
6	Industry Grade 3	0.04	0.51	0.64	0.09	20.17	72.80	0.34	3.32	2.10
		(0.01,0.32)	(0.13,1.94)	(0.27,1.49)	(0.01,0.61)	(16.50,24.42)	(68.39,76.80)	(0.18,0.64)	(2.11,5.16)	(1.12,3.89)
7	Agriculture Grade 1	0.23	7.56	6.32	9.22	0.00	5.29	50.36	14.40	6.63
		(0.03,1.64)	(1.44,31.42)	(2.10,17.51)	(2.86,25.94)		(1.14,21.27)	(35.04,65.61)	(6.71,28.23)	(2.35,17.31)
8	Agriculture Grade 2	0.07	1.08	0.32	0.01	3.99	1.94	12.73	61.99	17.88
		(0.01,0.53)	(0.23,4.87)	(0.05,2.04)	(0.00,0.05)	(1.53,10.00)	(0.53,6.88)	(7.18,21.58)	(49.61,72.98)	(9.78,30.42)
9	Agriculture Grade 3	0.16	0.45	0.76	0.00	0.36	3.57	7.50	39.94	47.27
		(0.03,0.86)	(0.19,1.08)	(0.39,1.47)		(0.19,0.71)	(2.42,5.25)	(5.43,10.26)	(34.84,45.26)	(41.83,52.77)

Table A4.7a. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	43.63	18.77	5.71	2.05	10.34	7.88	1.76	5.89	3.99
		(35.84,51.74)	(14.39,24.10)	(3.42,9.39)	(1.06,3.94)	(6.07,17.08)	(4.95,12.30)	(0.70,4.34)	(3.19,10.62)	(2.02,7.72)
2	Services Grade 2	3.05	39.06	11.18	2.49	6.22	17.75	4.74	9.64	5.86
		(2.12,4.37)	(35.58,42.67)	(9.19,13.55)	(1.58,3.92)	(4.76,8.09)	(15.16,20.67)	(3.37,6.64)	(7.57,12.20)	(4.19,8.14)
3	Services Grade 3	0.63	5.70	53.60	0.09	3.91	20.14	0.82	5.95	9.16
		(0.35,1.13)	(4.47,7.23)	(50.17,57.00)	(0.02,0.35)	(2.75,5.55)	(17.52,23.06)	(0.45,1.50)	(4.53,7.77)	(7.33,11.40)
4	Industry Grade 1	4.70	8.56	7.78	52.04	3.22	17.97	0.23	2.68	2.81
		(2.70,8.05)	(5.47,13.18)	(3.38,16.89)	(43.87,60.11)	(1.63,6.24)	(12.30,25.49)	(0.05,1.16)	(1.02,6.87)	(1.21,6.39)
5	Industry Grade 2	0.93	5.63	7.38	0.71	62.61	11.22	1.11	5.53	4.89
		(0.59,1.48)	(4.57,6.92)	(5.93,9.14)	(0.36,1.40)	(59.37,65.74)	(9.30,13.48)	(0.59,2.10)	(4.23,7.19)	(3.64,6.53)
6	Industry Grade 3	0.39	5.50	6.38	0.30	2.31	74.22	0.80	4.25	5.84
		(0.17,0.88)	(4.39,6.88)	(5.36,7.57)	(0.15,0.60)	(1.75,3.05)	(71.91,76.41)	(0.46,1.39)	(3.39,5.33)	(4.73,7.18)
7	Agriculture Grade 1	5.06	9.77	4.38	1.68	2.74	5.59	34.38	34.48	1.91
		(2.42,10.27)	(6.39,14.67)	(2.35,8.00)	(0.40,6.74)	(1.34,5.49)	(3.06,10.02)	(27.20,42.36)	(27.42,42.31)	(0.77,4.67)
8	Agriculture Grade 2	0.70	4.76	3.23	0.57	2.33	6.60	13.23	53.80	14.79
		(0.44,1.12)	(3.94,5.72)	(2.65,3.92)	(0.34,0.94)	(1.86,2.91)	(5.62,7.74)	(12.07,14.47)	(51.85,55.74)	(13.44,16.26)
9	Agriculture Grade 3	0.63	1.62	2.39	0.09	1.14	6.53	4.39	28.64	54.57
		(0.19,1.98)	(1.29,2.04)	(2.01,2.85)	(0.04,0.19)	(0.89,1.45)	(5.65,7.53)	(3.82,5.05)	(27.34,29.96)	(52.83,56.30)

Table A4.7b. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	41.45	19.28	8.33	5.29	4.82	10.55	3.66	5.65	0.97
		(35.20,47.97)	(15.11,24.28)	(5.75,11.92)	(3.09,8.93)	(3.04,7.56)	(6.88,15.82)	(1.94,6.79)	(3.01,10.37)	(0.35,2.70)
2	Services Grade 2	2.58	34.39	11.85	2.32	9.48	18.59	6.95	9.47	4.36
		(1.82,3.63)	(31.13,37.80)	(10.00,14.00)	(1.49,3.57)	(7.70,11.63)	(15.98,21.52)	(5.59,8.63)	(7.66,11.66)	(3.00,6.30)
3	Services Grade 3	0.17	5.75	50.55	0.36	4.80	24.19	1.50	5.83	6.84
		(0.06,0.52)	(4.42,7.45)	(46.91,54.19)	(0.10,1.34)	(3.46,6.63)	(21.24,27.42)	(0.91,2.47)	(4.51,7.49)	(5.17,8.99)
4	Industry Grade 1	2.99	8.11	2.71	59.66	10.46	9.88	2.16	2.98	1.05
		(1.58,5.59)	(5.38,12.05)	(1.47,4.94)	(51.89,66.98)	(6.47,16.47)	(5.84,16.22)	(0.69,6.55)	(1.25,6.97)	(0.31,3.50)
5	Industry Grade 2	0.97	4.68	7.97	1.03	62.91	10.43	1.21	6.41	4.39
		(0.61,1.54)	(3.78,5.79)	(6.52,9.70)	(0.59,1.80)	(59.70,66.01)	(8.82,12.29)	(0.81,1.81)	(4.43,9.19)	(3.23,5.95)
6	Industry Grade 3	0.88	3.52	7.80	0.59	3.38	73.82	1.02	3.92	5.07
		(0.58,1.33)	(2.80,4.42)	(6.65,9.12)	(0.23,1.54)	(2.65,4.31)	(71.56,75.96)	(0.56,1.85)	(3.06,5.01)	(4.04,6.35)
7	Agriculture Grade 1	3.04	10.39	4.79	0.68	5.24	5.56	39.28	26.16	4.86
		(1.74,5.25)	(7.69,13.91)	(2.63,8.57)	(0.28,1.66)	(3.46,7.85)	(3.32,9.19)	(33.88,44.96)	(21.32,31.65)	(2.93,7.95)
8	Agriculture Grade 2	0.61	4.79	2.94	0.44	4.33	7.25	14.93	51.56	13.16
		(0.42,0.89)	(4.16,5.52)	(2.42,3.57)	(0.26,0.74)	(3.68,5.09)	(6.37,8.24)	(13.83,16.10)	(49.85,53.26)	(11.96,14.46)
9	Agriculture Grade 3	0.20	1.69	2.93	0.15	1.54	7.21	5.47	27.98	52.82
		(0.12,0.33)	(1.43,2.00)	(2.49,3.45)	(0.07,0.31)	(1.27,1.88)	(6.51,7.98)	(4.91,6.09)	(26.76,29.24)	(51.27,54.37)

Table A4.7c. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	45.66	17.18	7.57	3.06	6.77	8.74	4.81	5.76	0.46
		(39.35,52.11)	(12.44,23.25)	(5.07,11.14)	(1.66,5.58)	(4.47,10.13)	(5.70,13.18)	(2.78,8.18)	(2.89,11.18)	(0.11,1.95)
2	Services Grade 2	4.14	33.18	10.24	2.20	11.43	17.88	8.47	8.22	4.23
		(2.67,6.38)	(30.06,36.46)	(8.38,12.46)	(1.43,3.38)	(9.47,13.73)	(15.37,20.69)	(6.84,10.45)	(6.39,10.52)	(2.87,6.21)
3	Services Grade 3	0.35	5.99	52.38	0.48	4.80	22.23	1.71	6.42	5.65
		(0.16,0.78)	(4.73,7.55)	(48.91,55.83)	(0.23,0.96)	(3.46,6.62)	(19.59,25.11)	(1.10,2.65)	(4.85,8.46)	(4.07,7.79)
4	Industry Grade 1	3.67	11.35	5.04	56.31	5.11	15.27	0.30	1.05	1.90
		(1.51,8.65)	(7.87,16.12)	(2.76,9.06)	(48.82,63.52)	(2.62,9.75)	(10.61,21.48)	(0.09,0.95)	(0.39,2.78)	(0.66,5.32)
5	Industry Grade 2	0.76	4.33	8.41	0.74	64.60	11.45	1.54	3.90	4.28
		(0.39,1.47)	(3.40,5.50)	(6.87,10.24)	(0.39,1.39)	(61.49,67.59)	(9.56,13.65)	(0.92,2.56)	(2.83,5.34)	(3.00,6.09)
6	Industry Grade 3	0.73	4.01	8.63	0.36	3.02	72.55	1.75	3.82	5.12
		(0.40,1.32)	(3.20,5.01)	(7.31,10.17)	(0.18,0.73)	(2.36,3.87)	(70.09,74.89)	(1.22,2.52)	(2.94,4.95)	(4.01,6.53)
7	Agriculture Grade 1	2.63	8.53	3.02	0.41	4.82	6.07	41.65	29.44	3.44
		(1.73,3.97)	(6.34,11.40)	(1.66,5.44)	(0.19,0.91)	(3.37,6.85)	(4.18,8.73)	(36.83,46.63)	(24.45,34.97)	(1.69,6.88)
8	Agriculture Grade 2	0.56	5.03	3.65	0.47	3.92	8.08	21.28	46.43	10.58
		(0.38,0.81)	(4.37,5.78)	(3.03,4.41)	(0.26,0.83)	(3.29,4.67)	(7.01,9.29)	(19.80,22.84)	(44.56,48.32)	(9.38,11.91)
9	Agriculture Grade 3	0.24	2.10	3.22	0.16	1.49	7.23	7.86	32.17	45.54
		(0.13,0.45)	(1.75,2.52)	(2.73,3.80)	(0.08,0.33)	(1.19,1.86)	(6.44,8.10)	(7.13,8.65)	(30.76,33.61)	(43.89,47.20)

Table A4.7d. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	38.03	16.87	11.25	2.77	5.53	16.04	3.95	3.40	2.15
		(31.69,44.82)	(12.30,22.71)	(7.88,15.80)	(1.47,5.15)	(3.53,8.58)	(11.89,21.28)	(2.04,7.53)	(1.38,8.14)	(0.83,5.48)
2	Services Grade 2	4.00	29.70	13.47	2.69	9.51	16.54	11.58	10.28	2.24
		(2.87,5.55)	(26.21,33.45)	(11.14,16.18)	(1.69,4.24)	(7.35,12.22)	(13.98,19.45)	(9.37,14.22)	(7.75,13.51)	(1.24,4.02)
3	Services Grade 3	1.09	5.82	45.88	0.98	4.13	29.58	1.98	5.08	5.46
		(0.57,2.09)	(4.55,7.40)	(41.93,49.89)	(0.44,2.16)	(2.91,5.84)	(26.15,33.25)	(1.18,3.31)	(3.61,7.10)	(2.94,9.92)
4	Industry Grade 1	3.79	8.35	4.19	53.18	3.59	20.44	0.39	4.78	1.29
		(1.60,8.69)	(4.91,13.85)	(2.51,6.92)	(45.58,60.64)	(1.98,6.42)	(14.83,27.48)	(0.09,1.68)	(2.21,10.06)	(0.46,3.54)
5	Industry Grade 2	1.17	4.48	11.76	0.48	58.98	12.87	1.65	5.39	3.21
		(0.73,1.89)	(3.30,6.07)	(9.49,14.48)	(0.26,0.89)	(54.79,63.05)	(10.51,15.69)	(1.01,2.69)	(4.02,7.21)	(2.09,4.90)
6	Industry Grade 3	0.56	4.14	10.17	0.04	3.03	74.52	0.87	4.59	2.08
		(0.32,0.97)	(3.24,5.27)	(8.49,12.14)	(0.01,0.16)	(2.16,4.24)	(71.54,77.29)	(0.51,1.46)	(3.49,6.03)	(1.46,2.96)
7	Agriculture Grade 1	1.63	4.91	4.10	0.29	3.36	6.42	46.44	28.98	3.88
		(0.82,3.19)	(3.40,7.03)	(2.62,6.36)	(0.14,0.62)	(2.09,5.37)	(4.15,9.80)	(41.98,50.95)	(24.81,33.53)	(2.50,5.98)
8	Agriculture Grade 2	0.85	3.48	4.31	0.47	3.49	9.42	21.73	46.39	9.85
		(0.55,1.32)	(2.79,4.33)	(3.56,5.22)	(0.23,0.96)	(2.80,4.35)	(8.025,11.02)	(19.89,23.70)	(43.98,48.82)	(8.50,11.40)
9	Agriculture Grade 3	0.39	1.73	4.09	0.14	1.38	9.69	8.32	33.17	41.09
		(0.21,0.72)	(1.33,2.23)	(3.38,4.94)	(0.05,0.38)	(1.06,1.80)	(8.465,11.06)	(7.37,9.37)	(31.30,35.10)	(38.85,43.37)

Table A4.7e. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	43.33	12.08	19.18	2.10	5.40	11.34	2.24	2.28	2.06
		(35.83,51.14)	(8.66,16.61)	(13.44,26.62)	(0.88,4.93)	(3.02,9.47)	(7.59,16.63)	(1.23,4.05)	(1.17,4.40)	(0.94,4.43)
2	Services Grade 2	4.68	33.54	15.00	2.31	9.32	18.43	9.06	5.79	1.87
		(3.38,6.46)	(29.62,37.69)	(12.38,18.05)	(1.29,4.10)	(7.08,12.18)	(15.36,21.96)	(7.31,11.19)	(4.52,7.39)	(1.09,3.17)
3	Services Grade 3	0.74	6.48	48.65	0.26	3.92	30.29	1.47	4.52	3.68
		(0.32,1.74)	(4.92,8.50)	(44.80,52.52)	(0.11,0.60)	(2.75,5.54)	(26.51,34.34)	(0.94,2.27)	(3.28,6.19)	(2.44,5.51)
4	Industry Grade 1	2.75	4.80	10.10	47.05	5.12	22.77	2.79	3.99	0.63
		(1.23,6.06)	(2.73,8.30)	(6.47,15.44)	(39.18,55.06)	(2.72,9.44)	(16.64,30.33)	(1.44,5.35)	(1.42,10.76)	(0.10,3.86)
5	Industry Grade 2	0.99	5.42	13.71	0.53	54.94	13.72	2.18	5.79	2.72
		(0.54,1.80)	(4.13,7.09)	(11.11,16.81)	(0.23,1.25)	(50.87,58.93)	(11.16,16.75)	(1.39,3.42)	(4.07,8.16)	(1.63,4.49)
6	Industry Grade 3	0.44	3.76	12.25	0.50	2.18	71.00	1.46	5.17	3.24
		(0.19,1.00)	(2.87,4.90)	(10.00,14.93)	(0.19,1.36)	(1.59,2.99)	(67.85,73.96)	(0.93,2.27)	(3.99,6.66)	(2.32,4.51)
7	Agriculture Grade 1	3.23	7.01	5.49	0.70	8.57	7.42	44.80	20.64	2.16
		(1.65,6.22)	(5.28,9.25)	(3.78,7.91)	(0.27,1.75)	(6.23,11.69)	(5.23,10.42)	(40.14,49.56)	(16.99,24.83)	(1.02,4.51)
8	Agriculture Grade 2	0.93	3.77	5.98	0.15	3.88	10.31	19.76	47.03	8.19
		(0.58,1.50)	(3.03,4.70)	(4.98,7.16)	(0.07,0.31)	(3.05,4.92)	(8.74,12.12)	(17.87,21.80)	(44.53,49.55)	(6.78,9.86)
9	Agriculture Grade 3	0.43	2.02	5.80	0.13	2.28	11.39	7.36	36.09	34.51
		(0.25,0.72)	(1.59,2.55)	(4.89,6.86)	(0.06,0.30)	(1.72,3.02)	(10.07,12.85)	(6.36,8.51)	(33.95,38.29)	(32.27,36.82)

Table A4.7f. Intergenerational mobility matrix (figures in %) for occupational status among Other social group (Non SC/ST), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	61.93	9.47	18.61	0.50	0.87	4.06	4.33	0.23	0.00
		(45.61,75.94)	(5.16,16.76)	(10.58,30.66)	(0.10,2.51)	(0.18,3.94)	(1.17,13.17)	(1.12,15.36)	(0.04,1.33)	
2	Services Grade 2	3.96	60.28	17.46	1.19	9.52	2.33	3.95	1.27	0.05
		(2.50,6.22)	(54.52,65.77)	(13.93,21.66)	(0.45,3.07)	(5.35,16.36)	(1.22,4.41)	(2.59,6.00)	(0.69,2.30)	(0.01,0.21)
3	Services Grade 3	1.49	12.83	62.80	0.52	5.43	9.56	3.01	2.56	1.79
		(0.95,2.33)	(10.90,15.05)	(59.84,65.68)	(0.32,0.82)	(4.23,6.96)	(8.03,11.35)	(2.31,3.92)	(1.91,3.42)	(1.14,2.81)
4	Industry Grade 1	0.00	1.39	0.12	79.59	10.04	0.14	8.00	0.73	0.00
			(0.24,7.71)	(0.03,0.52)	(68.69,87.39)	(4.99,19.17)	(0.02,1.04)	(3.96,15.49)	(0.10,5.06)	
5	Industry Grade 2	0.11	4.01	2.71	9.66	66.10	14.47	0.54	1.98	0.43
		(0.01,0.75)	(1.87,8.38)	(1.10,6.53)	(5.90,15.41)	(59.40,72.20)	(11.09,18.68)	(0.28,1.05)	(0.68,5.64)	(0.14,1.29)
6	Industry Grade 3	0.06	0.56	1.18	0.73	27.90	65.13	0.48	1.49	2.46
		(0.02,0.26)	(0.27,1.18)	(0.73,1.90)	(0.38,1.38)	(25.14,30.84)	(62.02,68.11)	(0.18,1.27)	(0.80,2.77)	(1.68,3.61)
7	Agriculture Grade 1	0.18	2.61	2.72	5.05	0.54	1.23	64.42	16.03	7.22
		(0.07,0.49)	(1.22,5.48)	(1.62,4.51)	(2.83,8.87)	(0.20,1.44)	(0.56,2.68)	(57.51,70.78)	(11.71,21.56)	(4.04,12.55)
8	Agriculture Grade 2	0.00	0.92	1.49	0.20	1.14	2.84	40.05	42.24	11.12
			(0.53,1.59)	(0.92,2.39)	(0.04,1.04)	(0.60,2.16)	(1.23,6.44)	(34.07,46.35)	(36.75,47.93)	(7.59,16.00)
9	Agriculture Grade 3	0.06	0.25	1.31	0.00	0.76	2.03	18.86	36.59	40.15
		(0.01,0.34)	(0.15,0.42)	(0.99,1.72)		(0.49,1.18)	(1.52,2.71)	(16.71,21.23)	(33.62,39.65)	(36.92,43.47)

Table A4.8a. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	42.33	18.76	6.23	2.42	12.07	7.08	1.34	7.07	2.71
		(33.37,51.83)	(14.14,24.46)	(3.16,11.90)	(1.23,4.70)	(6.86,20.36)	(4.21,11.68)	(0.39,4.52)	(3.78,12.82)	(1.08,6.61)
2	Services Grade 2	2.56	36.48	11.19	2.35	5.09	18.03	5.04	10.55	8.71
		(1.69,3.87)	(32.81,40.32)	(9.03,13.78)	(1.46,3.77)	(3.71,6.96)	(15.04,21.46)	(3.58,7.04)	(8.33,13.27)	(6.63,11.36)
3	Services Grade 3	0.71	5.52	53.71	0.04	2.92	18.08	0.82	6.71	11.50
		(0.38,1.33)	(4.26,7.12)	(50.39,56.99)	(0.01,0.27)	(2.08,4.07)	(15.61,20.84)	(0.45,1.49)	(5.23,8.56)	(9.47,13.90)
4	Industry Grade 1	5.51	9.31	4.09	54.39	3.33	16.90	0.00	2.62	3.86
		(3.16,9.44)	(5.77,14.70)	(1.91,8.55)	(45.05,63.42)	(1.56,6.96)	(10.95,25.17)		(0.85,7.83)	(1.69,8.56)
5	Industry Grade 2	0.94	5.83	6.12	0.81	63.78	10.58	1.32	6.32	4.31
		(0.56,1.59)	(4.64,7.29)	(4.69,7.94)	(0.40,1.66)	(60.19,67.21)	(8.63,12.92)	(0.68,2.53)	(4.78,8.33)	(3.08,5.99)
6	Industry Grade 3	0.30	4.79	5.97	0.24	1.85	71.51	0.64	4.51	10.19
		(0.11,0.79)	(3.86,5.94)	(4.98,7.13)	(0.11,0.51)	(1.35,2.52)	(69.02,73.88)	(0.34,1.19)	(3.65,5.57)	(8.51,12.16)
7	Agriculture Grade 1	6.24	10.13	3.78	0.57	2.16	5.87	33.47	33.38	4.39
		(3.03,12.40)	(6.44,15.59)	(1.83,7.64)	(0.17,1.95)	(0.87,5.28)	(3.03,11.06)	(25.64,42.34)	(25.71,42.04)	(1.98,9.45)
8	Agriculture Grade 2	0.56	4.84	3.16	0.53	1.97	6.65	12.25	54.52	15.53
		(0.36,0.87)	(4.01,5.83)	(2.59,3.84)	(0.31,0.90)	(1.55,2.49)	(5.66,7.80)	(11.10,13.50)	(52.62,56.42)	(14.15,17.02)
9	Agriculture Grade 3	0.44	1.45	2.17	0.09	0.84	6.27	3.27	24.43	61.04
		(0.12,1.58)	(1.19,1.78)	(1.85,2.56)	(0.05,0.18)	(0.67,1.06)	(5.49,7.16)	(2.83,3.77)	(23.33,25.56)	(59.46,62.59)

Table A4.8b. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	38.02	19.35	8.52	6.15	4.38	9.50	3.57	7.98	2.55
		(31.37,45.14)	(14.95,24.66)	(5.80,12.35)	(3.64,10.21)	(2.66,7.12)	(5.86,15.03)	(1.76,7.09)	(4.30,14.32)	(0.87,7.26)
2	Services Grade 2	2.34	32.61	11.79	2.52	8.64	16.57	7.34	11.40	6.79
		(1.58,3.44)	(29.23,36.19)	(9.82,14.11)	(1.61,3.90)	(6.96,10.68)	(13.93,19.60)	(5.87,9.14)	(9.32,13.88)	(4.99,9.17)
3	Services Grade 3	0.17	5.82	50.24	0.33	4.36	20.94	1.48	6.82	9.83
		(0.06,0.53)	(4.46,7.56)	(46.57,53.91)	(0.08,1.39)	(3.07,6.17)	(18.21,23.97)	(0.89,2.45)	(5.29,8.75)	(7.88,12.20)
4	Industry Grade 1	3.03	8.95	3.03	58.30	10.10	6.13	2.40	3.09	4.98
		(1.52,5.93)	(5.82,13.52)	(1.64,5.51)	(49.12,66.94)	(5.92,16.70)	(3.13,11.65)	(0.77,7.23)	(1.22,7.59)	(1.39,16.37)
5	Industry Grade 2	1.01	5.27	7.51	1.03	62.81	9.28	1.31	7.32	4.47
		(0.60,1.70)	(4.19,6.61)	(5.96,9.42)	(0.54,1.95)	(59.15,66.32)	(7.60,11.29)	(0.85,2.01)	(4.98,10.62)	(3.14,6.31)
6	Industry Grade 3	0.80	3.34	6.74	0.14	3.16	71.63	0.93	4.80	8.48
		(0.51,1.24)	(2.64,4.22)	(5.68,7.97)	(0.06,0.29)	(2.43,4.10)	(69.23,73.90)	(0.49,1.74)	(3.83,5.99)	(7.12,10.08)
7	Agriculture Grade 1	3.36	9.99	5.56	0.49	3.59	4.93	39.19	28.16	4.74
		(1.86,5.98)	(7.04,14.00)	(3.02,10.00)	(0.15,1.52)	(2.02,6.30)	(2.71,8.80)	(33.28,45.43)	(22.55,34.54)	(2.64,8.37)
8	Agriculture Grade 2	0.49	4.31	2.83	0.38	3.68	7.15	14.10	51.91	15.16
		(0.32,0.74)	(3.71,5.01)	(2.33,3.45)	(0.22,0.66)	(3.08,4.39)	(6.27,8.13)	(13.02,15.26)	(50.18,53.62)	(13.88,16.53)
9	Agriculture Grade 3	0.17	1.28	2.60	0.09	1.12	7.30	4.19	25.00	58.26
		(0.10,0.28)	(1.07,1.52)	(2.23,3.03)	(0.05,0.18)	(0.92,1.37)	(6.63,8.03)	(3.75,4.68)	(23.95,26.07)	(56.91,59.60)

Table A4.8c. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	44.71	17.30	6.55	3.28	6.31	7.58	5.93	5.92	2.42
		(38.13,51.49)	(11.94,24.39)	(4.06,10.38)	(1.65,6.39)	(4.07,9.67)	(4.66,12.10)	(3.42,10.10)	(2.83,11.99)	(1.02,5.64)
2	Services Grade 2	4.00	30.71	10.76	2.11	10.03	16.79	9.09	10.40	6.10
		(2.51,6.32)	(27.45,34.18)	(8.74,13.18)	(1.33,3.32)	(8.16,12.27)	(14.30,19.62)	(7.32,11.24)	(8.20,13.11)	(4.31,8.57)
3	Services Grade 3	0.33	5.43	51.20	0.41	3.76	20.97	1.77	8.15	7.99
		(0.15,0.76)	(4.23,6.94)	(47.64,54.75)	(0.19,0.89)	(2.75,5.13)	(18.43,23.76)	(1.15,2.70)	(6.36,10.38)	(6.10,10.39)
4	Industry Grade 1	2.76	10.65	4.55	58.55	4.86	14.65	0.35	0.73	2.90
		(1.16,6.42)	(6.90,16.09)	(2.29,8.84)	(50.08,66.54)	(2.40,9.60)	(9.55,21.81)	(0.11,1.14)	(0.29,1.82)	(0.94,8.57)
5	Industry Grade 2	0.78	4.57	8.34	0.79	62.34	11.21	1.64	4.78	5.55
		(0.37,1.61)	(3.52,5.92)	(6.70,10.34)	(0.40,1.57)	(58.86,65.70)	(9.12,13.71)	(0.93,2.89)	(3.50,6.50)	(3.94,7.76)
6	Industry Grade 3	0.58	3.54	8.15	0.33	2.72	70.41	1.65	5.52	7.09
		(0.30,1.11)	(2.81,4.45)	(6.88,9.64)	(0.16,0.67)	(2.05,3.61)	(67.88,72.82)	(1.16,2.36)	(4.47,6.81)	(5.77,8.69)
7	Agriculture Grade 1	2.73	8.94	2.66	0.45	4.94	6.56	41.92	28.65	3.16
		(1.77,4.19)	(6.55,12.08)	(1.33,5.26)	(0.20,0.99)	(3.41,7.11)	(4.37,9.74)	(36.86,47.15)	(23.49,34.44)	(1.79,5.51)
8	Agriculture Grade 2	0.53	4.56	3.23	0.49	2.95	7.92	20.55	47.80	11.97
		(0.36,0.80)	(3.94,5.28)	(2.65,3.92)	(0.29,0.84)	(2.43,3.58)	(6.85,9.14)	(19.11,22.06)	(45.92,49.69)	(10.75,13.32)
9	Agriculture Grade 3	0.17	1.71	2.70	0.13	1.19	7.66	5.90	28.61	51.93
		(0.09,0.32)	(1.44,2.03)	(2.29,3.18)	(0.06,0.26)	(0.96,1.48)	(6.90,8.49)	(5.35,6.51)	(27.42,29.84)	(50.47,53.37)

Table A4.8d. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	32.23	16.82	12.07	3.09	6.10	18.48	3.15	5.18	2.88
		(25.62,39.64)	(11.95,23.15)	(8.33,17.17)	(1.66,5.68)	(3.85,9.55)	(12.12,27.15)	(1.46,6.68)	(2.19,11.76)	(1.21,6.71)
2	Services Grade 2	3.68	27.24	14.47	2.65	8.98	15.52	11.61	12.27	3.59
		(2.59,5.21)	(23.82,30.95)	(11.90,17.48)	(1.66,4.22)	(6.81,11.75)	(12.97,18.46)	(9.33,14.35)	(9.39,15.88)	(2.29,5.59)
3	Services Grade 3	1.06	5.80	43.40	0.82	3.65	26.46	2.06	8.00	8.75
		(0.56,1.98)	(4.43,7.56)	(39.33,47.57)	(0.33,2.01)	(2.53,5.24)	(23.02,30.21)	(1.25,3.38)	(6.04,10.51)	(5.74,13.12)
4	Industry Grade 1	4.14	8.36	4.26	55.09	1.70	18.37	0.51	5.53	2.04
		(1.63,10.10)	(4.56,14.82)	(2.49,7.20)	(46.54,63.35)	(0.75,3.78)	(12.56,26.07)	(0.13,1.96)	(2.51,11.76)	(0.87,4.69)
5	Industry Grade 2	1.60	5.53	10.27	0.50	56.96	11.93	2.24	7.13	3.84
		(0.91,2.80)	(3.94,7.70)	(8.13,12.90)	(0.24,1.02)	(52.00,61.79)	(9.30,15.19)	(1.32,3.76)	(5.17,9.77)	(2.49,5.86)
6	Industry Grade 3	0.71	3.26	9.12	0.01	4.05	71.46	1.00	5.88	4.50
		(0.44,1.15)	(2.55,4.16)	(7.64,10.86)	(0.00,0.10)	(2.16,7.47)	(68.30,74.43)	(0.61,1.62)	(4.70,7.35)	(3.44,5.86)
7	Agriculture Grade 1	1.25	5.18	3.84	0.31	3.62	7.09	46.04	28.81	3.87
		(0.56,2.78)	(3.61,7.37)	(2.45,5.97)	(0.15,0.64)	(2.27,5.73)	(4.55,10.89)	(41.37,50.78)	(24.52,33.51)	(2.45,6.07)
8	Agriculture Grade 2	0.66	3.02	3.93	0.39	3.13	9.48	21.06	47.79	10.53
		(0.40,1.07)	(2.42,3.76)	(3.21,4.81)	(0.18,0.86)	(2.51,3.90)	(8.12,11.04)	(19.30,22.94)	(45.52,50.08)	(9.16,12.07)
9	Agriculture Grade 3	0.23	1.57	3.10	0.12	0.96	9.82	6.18	30.98	47.04
		(0.12,0.45)	(1.24,1.97)	(2.60,3.71)	(0.05,0.28)	(0.73,1.25)	(8.65,11.13)	(5.49,6.95)	(29.48,32.53)	(45.32,48.77)

Table A4.8e. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	42.68	15.11	17.48	2.54	6.08	8.30	2.98	3.03	1.82
		(34.68,51.08)	(10.67,20.96)	(11.96,24.83)	(0.99,6.36)	(3.68,9.89)	(5.05,13.34)	(1.62,5.41)	(1.75,5.18)	(0.70,4.61)
2	Services Grade 2	4.29	34.59	14.79	2.07	8.34	17.09	9.53	7.44	1.86
		(3.02,6.06)	(30.27,39.19)	(12.03,18.05)	(1.11,3.82)	(6.17,11.18)	(14.11,20.55)	(7.70,11.74)	(5.68,9.69)	(1.12,3.07)
3	Services Grade 3	0.40	6.76	49.50	0.14	3.82	26.75	1.62	6.11	4.90
		(0.22,0.76)	(5.16,8.80)	(45.72,53.29)	(0.05,0.40)	(2.65,5.48)	(23.50,30.28)	(1.05,2.49)	(4.59,8.09)	(3.48,6.84)
4	Industry Grade 1	3.25	4.70	10.61	41.50	8.18	23.18	3.15	4.17	1.25
		(1.52,6.79)	(2.60,8.37)	(6.74,16.32)	(33.07,50.45)	(4.10,15.68)	(15.65,32.93)	(1.65,5.92)	(1.44,11.50)	(0.34,4.56)
5	Industry Grade 2	0.99	5.33	13.12	0.17	57.90	12.56	2.86	5.07	2.01
		(0.51,1.89)	(3.94,7.17)	(10.20,16.71)	(0.04,0.79)	(53.29,62.38)	(9.50,16.41)	(1.84,4.41)	(3.44,7.40)	(1.17,3.45)
6	Industry Grade 3	0.37	4.22	9.27	0.46	1.66	72.36	1.55	6.25	3.86
		(0.16,0.87)	(3.31,5.38)	(7.66,11.18)	(0.18,1.19)	(1.16,2.35)	(69.68,74.89)	(1.05,2.29)	(5.08,7.68)	(2.96,5.01)
7	Agriculture Grade 1	3.16	7.03	4.83	0.50	7.45	8.03	45.46	21.76	1.77
		(1.58,6.19)	(5.21,9.43)	(3.20,7.24)	(0.16,1.57)	(5.23,10.51)	(5.73,11.14)	(40.65,50.36)	(17.82,26.30)	(0.86,3.62)
8	Agriculture Grade 2	0.90	3.32	5.73	0.21	3.16	10.92	18.82	48.50	8.43
		(0.54,1.51)	(2.65,4.15)	(4.77,6.88)	(0.10,0.45)	(2.49,4.01)	(9.42,12.62)	(17.03,20.76)	(46.08,50.92)	(7.08,10.01)
9	Agriculture Grade 3	0.42	1.99	4.88	0.08	1.68	11.81	5.80	34.19	39.15
		(0.26,0.69)	(1.59,2.48)	(4.15,5.73)	(0.04,0.21)	(1.28,2.21)	(10.66,13.07)	(5.02,6.69)	(32.40,36.03)	(37.21,41.11)

Table A4.8f. Intergenerational mobility matrix (figures in %) for occupational status among Hindu population, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	64.46	9.88	13.33	0.69	2.00	0.99	4.74	2.17	1.75
		(47.44,78.47)	(5.28,17.71)	(6.79,24.51)	(0.16,2.95)	(0.55,6.98)	(0.16,6.03)	(1.21,16.81)	(0.44,10.06)	(0.25,11.30)
2	Services Grade 2	3.56	57.54	19.04	2.42	8.69	2.13	4.51	1.73	0.38
		(2.24,5.62)	(51.82,63.06)	(15.34,23.39)	(0.73,7.71)	(4.78,15.28)	(1.18,3.83)	(3.09,6.55)	(1.00,2.96)	(0.08,1.87)
3	Services Grade 3	1.36	13.46	62.01	0.48	6.27	9.42	2.60	2.56	1.83
		(0.87,2.13)	(11.39,15.84)	(58.99,64.94)	(0.29,0.81)	(5.05,7.77)	(7.84,11.27)	(2.03,3.33)	(1.93,3.39)	(1.16,2.88)
4	Industry Grade 1	0.00	0.17	0.07	81.65	8.56	0.16	8.60	0.80	0.00
			(0.04,0.70)	(0.01,0.54)	(70.65,89.16)	(3.98,17.44)	(0.02,1.15)	(4.13,17.05)	(0.11,5.57)	
5	Industry Grade 2	0.10	3.46	1.90	7.69	61.60	22.00	0.71	1.85	0.69
		(0.01,0.78)	(1.58,7.42)	(0.91,3.92)	(4.48,12.89)	(55.08,67.73)	(17.19,27.70)	(0.36,1.42)	(0.62,5.37)	(0.32,1.51)
6	Industry Grade 3	0.06	0.48	0.96	0.61	26.64	66.06	0.47	2.55	2.17
		(0.02,0.20)	(0.22,1.03)	(0.54,1.66)	(0.32,1.17)	(23.98,29.47)	(63.07,68.92)	(0.21,1.05)	(1.71,3.79)	(1.52,3.09)
7	Agriculture Grade 1	0.20	3.00	2.70	5.53	0.49	0.73	63.82	17.49	6.05
		(0.08,0.50)	(1.46,6.05)	(1.61,4.49)	(3.19,9.41)	(0.17,1.40)	(0.31,1.75)	(57.06,70.08)	(13.00,23.11)	(3.72,9.68)
8	Agriculture Grade 2	0.01	0.72	1.09	0.19	1.34	2.20	39.29	43.76	11.41
		(0.00,0.06)	(0.39,1.31)	(0.65,1.83)	(0.04,0.96)	(0.76,2.37)	(0.92,5.18)	(33.51,45.38)	(38.39,49.27)	(7.98,16.06)
9	Agriculture Grade 3	0.08	0.31	1.00	0.04	0.80	2.30	15.12	38.58	41.78
		(0.02,0.30)	(0.18,0.53)	(0.75,1.33)	(0.01,0.28)	(0.50,1.28)	(1.77,2.97)	(13.43,16.99)	(36.02,41.20)	(39.02,44.59)

Table A4.9a. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	36.82	13.28	11.91	0.00	5.50	12.65	1.49	8.59	9.75
		(20.5,56.83)	(5.77,27.71)	(4.71,27.04)		(1.42,19.11)	(3.83,34.49)	(0.20,10.23)	(2.63,24.66)	(3.42,24.79)
2	Services Grade 2	1.89	30.87	16.17	1.50	5.75	27.97	0.92	4.91	10.03
		(0.72,4.89)	(23.33,39.58)	(10.49,24.09)	(0.28,7.77)	(2.89,11.11)	(19.92,37.74)	(0.25,3.26)	(2.33,10.07)	(5.34,18.03)
3	Services Grade 3	0.10	5.01	54.39	0.21	2.79	28.55	0.12	1.73	7.11
		(0.03,0.42)	(3.03,8.15)	(47.19,61.42)	(0.03,1.44)	(1.42,5.39)	(22.18,35.90)	(0.03,0.47)	(0.65,4.58)	(4.04,12.23)
4	Industry Grade 1	0.00	8.49	21.22	41.23	1.21	25.20	1.27	0.38	1.01
			(2.72,23.53)	(5.02,57.84)	(24.68,60.03)	(0.23,6.12)	(11.73,46.06)	(0.25,6.22)	(0.05,2.81)	(0.14,7.00)
5	Industry Grade 2	0.42	3.68	10.89	0.00	51.44	15.42	0.21	5.20	12.74
		(0.10,1.72)	(2.00,6.68)	(7.24,16.06)		(44.84,57.99)	(10.86,21.43)	(0.04,1.20)	(3.12,8.56)	(8.25,19.17)
6	Industry Grade 3	0.42	4.25	8.11	0.32	2.78	76.91	0.28	1.32	5.61
		(0.15,1.21)	(1.97,8.93)	(5.79,11.23)	(0.07,1.35)	(1.67,4.60)	(72.02,81.16)	(0.05,1.57)	(0.55,3.17)	(3.73,8.37)
7	Agriculture Grade 1	0.00	12.86	0.00	0.00	4.50	15.39	24.29	36.36	6.60
			(3.39,38.29)			(0.60,26.78)	(5.16,37.82)	(8.05,54.04)	(14.11,66.52)	(1.04,32.17)
8	Agriculture Grade 2	2.17	4.98	3.36	0.73	5.21	6.75	7.15	45.55	24.10
		(0.66,6.91)	(3.11,7.87)	(1.59,6.98)	(0.24,2.18)	(3.15,8.48)	(4.34,10.35)	(4.54,11.09)	(39.12,52.14)	(18.77,30.38)
9	Agriculture Grade 3	0.34	1.21	2.92	0.01	1.93	10.33	1.62	19.23	62.40
		(0.13,0.88)	(0.77,1.92)	(2.06,4.12)	(0.00,0.08)	(1.05,3.53)	(8.24,12.88)	(1.04,2.51)	(16.58,22.20)	(58.84,65.84)

Table A4.9b. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	43.89	9.23	8.00	0.01	4.52	24.15	6.96	0.36	2.87
		(26.38,63.06)	(2.36,29.99)	(1.94,27.61)	(0.00,0.11)	(0.70,24.18)	(10.95,45.20)	(1.93,22.19)	(0.05,2.57)	(0.79,9.90)
2	Services Grade 2	1.45	35.65	12.60	0.76	5.22	31.43	1.91	5.29	5.71
		(0.43,4.79)	(27.60,44.60)	(8.07,19.12)	(0.14,3.90)	(2.50,10.61)	(23.58,40.50)	(0.94,3.83)	(2.83,9.69)	(2.64,11.89)
3	Services Grade 3	0.00	3.60	47.25	0.13	3.24	32.18	0.44	4.39	8.77
			(1.99,6.44)	(40.30,54.32)	(0.02,0.91)	(1.76,5.88)	(25.93,39.15)	(0.10,1.93)	(2.41,7.84)	(5.11,14.65)
4	Industry Grade 1	0.43	1.43	0.07	62.57	11.11	22.54	0.18	1.38	0.29
		(0.06,3.09)	(0.44,4.56)	(0.01,0.51)	(41.24,79.92)	(3.47,30.32)	(8.75,46.92)	(0.02,1.29)	(0.24,7.64)	(0.04,2.12)
5	Industry Grade 2	0.70	2.05	9.72	0.82	55.94	17.07	0.88	3.88	8.94
		(0.23,2.08)	(1.20,3.49)	(6.67,13.96)	(0.31,2.14)	(49.70,62.00)	(13.07,21.99)	(0.36,2.15)	(2.01,7.37)	(5.51,14.19)
6	Industry Grade 3	0.18	1.70	7.77	0.89	2.17	81.59	0.00	1.52	4.19
		(0.05,0.59)	(1.01,2.84)	(5.77,10.39)	(0.25,3.05)	(1.30,3.59)	(77.58,85.02)		(0.77,3.00)	(2.45,7.08)
7	Agriculture Grade 1	1.14	15.23	0.00	0.00	14.80	16.18	29.39	17.86	5.40
		(0.17,7.42)	(6.88,30.40)			(6.23,31.23)	(5.35,39.73)	(11.94,56.10)	(7.74,36.04)	(1.82,14.95)
8	Agriculture Grade 2	0.76	5.72	2.88	0.51	7.80	10.57	8.79	46.08	16.88
		(0.27,2.13)	(3.92,8.26)	(1.56,5.28)	(0.07,3.54)	(5.01,11.95)	(7.32,15.04)	(6.22,12.30)	(40.75,51.50)	(12.69,22.10)
9	Agriculture Grade 3	0.04	1.39	2.95	0.30	2.07	9.85	2.18	16.90	64.32
		(0.01,0.14)	(0.91,2.12)	(2.07,4.18)	(0.05,1.95)	(1.29,3.31)	(7.99,12.10)	(1.40,3.38)	(14.40,19.75)	(60.33,68.11)

Table A4.9c. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	51.00	7.34	8.50	0.33	7.27	16.31	0.59	8.66	0.00
		(33.99,67.79)	(3.19,16.02)	(4.13,16.67)	(0.04,2.37)	(2.17,21.66)	(7.52,31.87)	(0.09,3.95)	(2.26,27.96)	
2	Services Grade 2	1.19	34.00	4.71	0.97	13.47	26.19	3.85	8.36	7.25
		(0.38,3.68)	(25.34,43.88)	(2.35,9.24)	(0.28,3.27)	(7.72,22.45)	(17.66,36.99)	(1.36,10.36)	(4.10,16.30)	(2.94,16.80)
3	Services Grade 3	0.13	3.62	45.19	0.22	7.49	31.83	0.58	4.86	6.09
		(0.02,0.93)	(1.99,6.50)	(38.06,52.52)	(0.03,1.56)	(3.85,14.07)	(25.38,39.05)	(0.13,2.44)	(2.09,10.89)	(2.96,12.12)
4	Industry Grade 1	7.68	10.16	10.10	44.52	7.20	14.43	0.00	2.48	3.44
		(1.20,36.30)	(3.95,23.72)	(3.64,25.06)	(29.28,60.86)	(1.54,27.82)	(7.06,27.24)		(0.34,16.00)	(0.51,19.90)
5	Industry Grade 2	0.00	1.83	10.18	0.26	59.78	16.75	0.37	3.07	7.76
			(0.81,4.08)	(6.98,14.61)	(0.04,1.81)	(52.93,66.27)	(12.31,22.39)	(0.11,1.19)	(1.50,6.19)	(4.54,12.94)
6	Industry Grade 3	0.62	3.75	6.96	0.18	3.80	76.85	0.32	1.44	6.09
		(0.19,2.03)	(2.32,6.00)	(4.75,10.07)	(0.03,1.26)	(2.38,6.03)	(72.24,80.91)	(0.07,1.46)	(0.55,3.69)	(3.90,9.40)
7	Agriculture Grade 1	1.77	5.62	3.47	0.00	4.09	7.57	23.08	40.81	13.60
		(0.41,7.20)	(1.66,17.37)	(0.55,19.02)		(1.04,14.72)	(2.73,19.30)	(10.95,42.28)	(21.30,63.71)	(2.05,54.20)
8	Agriculture Grade 2	0.54	6.49	4.62	0.39	12.32	7.39	11.97	42.85	13.42
		(0.21,1.35)	(4.14,10.05)	(2.47,8.49)	(0.09,1.64)	(8.35,17.81)	(4.76,11.30)	(7.52,18.53)	(36.30,49.67)	(9.37,18.86)
9	Agriculture Grade 3	0.37	1.31	4.30	0.05	2.24	7.25	2.23	24.95	57.31
		(0.07,1.98)	(0.75,2.27)	(2.84,6.44)	(0.01,0.33)	(1.29,3.86)	(5.38,9.70)	(1.33,3.72)	(20.62,29.86)	(52.90,61.61)

Table A4.9d. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	41.84	7.74	12.49	0.06	0.00	29.27	3.61	2.82	2.19
		(28.15,56.92)	(3.23,17.39)	(6.16,23.68)	(0.01,0.40)		(18.70,42.67)	(0.65,17.59)	(0.53,13.68)	(0.30,14.09)
2	Services Grade 2	1.24	32.27	14.05	0.37	7.02	24.52	9.35	10.31	0.87
		(0.45,3.38)	(22.85,43.39)	(8.59,22.15)	(0.09,1.47)	(4.00,12.03)	(17.63,33.02)	(4.77,17.52)	(5.43,18.72)	(0.14,5.16)
3	Services Grade 3	0.88	5.25	50.77	0.66	3.11	36.94	0.31	1.02	1.06
		(0.21,3.69)	(3.09,8.77)	(43.87,57.65)	(0.16,2.66)	(1.44,6.59)	(30.92,43.39)	(0.06,1.55)	(0.29,3.58)	(0.35,3.20)
4	Industry Grade 1	0.34	4.04	2.78	44.38	10.85	37.48	0.00	0.13	0.00
		(0.05,2.46)	(1.19,12.84)	(0.94,7.96)	(28.83,61.11)	(4.93,22.21)	(22.92,54.72)		(0.02,0.95)	
5	Industry Grade 2	0.21	3.61	10.82	0.20	56.49	18.55	0.49	4.69	4.94
		(0.05,0.90)	(2.07,6.22)	(7.75,14.93)	(0.06,0.72)	(49.23,63.48)	(14.04,24.09)	(0.16,1.43)	(2.66,8.14)	(2.51,9.50)
6	Industry Grade 3	0.04	3.02	8.65	0.06	2.51	80.94	0.27	2.60	1.92
		(0.01,0.16)	(1.64,5.50)	(6.11,12.11)	(0.01,0.43)	(1.38,4.52)	(74.97,85.75)	(0.05,1.51)	(1.23,5.38)	(0.94,3.85)
7	Agriculture Grade 1	3.91	6.48	4.92	0.00	0.90	9.51	25.22	43.87	5.18
		(0.91,15.32)	(1.42,25.08)	(1.09,19.58)		(0.16,4.81)	(3.04,26.06)	(14.07,41.00)	(28.55,60.47)	(0.86,25.66)
8	Agriculture Grade 2	1.46	3.51	4.16	0.53	2.94	15.64	10.43	46.73	14.60
		(0.55,3.78)	(1.99,6.11)	(2.54,6.76)	(0.13,2.13)	(1.31,6.46)	(10.82,22.08)	(6.98,15.31)	(38.86,54.77)	(9.73,21.32)
9	Agriculture Grade 3	0.57	1.87	4.33	0.20	1.78	13.88	2.57	20.34	54.45
		(0.15,2.10)	(0.92,3.78)	(2.75,6.77)	(0.03,1.32)	(0.97,3.25)	(10.16,18.69)	(1.62,4.04)	(16.07,25.41)	(46.36,62.32)

Table A4.9e. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	46.12	3.70	19.88	1.29	0.83	23.53	0.09	1.87	2.69
		(31.23,61.73)	(1.32,9.93)	(9.61,36.69)	(0.21,7.53)	(0.17,4.05)	(13.79,37.18)	(0.01,0.69)	(0.26,12.30)	(0.69,9.91)
2	Services Grade 2	2.43	25.94	22.01	0.19	9.77	26.19	4.26	6.34	2.87
		(1.19,4.89)	(18.21,35.53)	(14.94,31.20)	(0.03,1.35)	(5.67,16.32)	(18.41,35.82)	(2.16,8.24)	(3.77,10.48)	(1.09,7.37)
3	Services Grade 3	0.80	3.06	49.61	0.15	2.32	38.74	0.26	1.57	3.48
		(0.16,3.87)	(1.57,5.87)	(42.58,56.66)	(0.03,0.94)	(1.20,4.46)	(31.35,46.70)	(0.10,0.65)	(0.77,3.16)	(1.72,6.92)
4	Industry Grade 1	0.06	4.67	2.09	51.93	4.30	34.62	0.16	2.18	0.00
		(0.01,0.34)	(1.48,13.79)	(0.36,11.15)	(36.54,66.96)	(1.34,12.96)	(22.20,49.56)	(0.03,0.84)	(0.46,9.63)	
5	Industry Grade 2	0.67	4.17	17.15	1.08	36.86	25.40	0.62	8.23	5.83
		(0.14,3.09)	(2.26,7.58)	(12.03,23.86)	(0.36,3.18)	(30.13,44.14)	(19.32,32.62)	(0.21,1.86)	(4.57,14.37)	(2.92,11.28)
6	Industry Grade 3	0.25	1.75	12.57	0.06	3.06	77.74	0.20	1.84	2.55
		(0.05,1.21)	(0.94,3.22)	(9.12,17.07)	(0.01,0.43)	(1.84,5.04)	(72.37,82.33)	(0.04,0.93)	(0.81,4.14)	(1.03,6.16)
7	Agriculture Grade 1	0.00	4.85	5.95	0.00	13.04	4.47	47.28	16.94	7.47
			(2.00,11.27)	(1.88,17.27)		(4.63,31.65)	(1.08,16.68)	(20.50,75.72)	(7.67,33.37)	(1.10,36.86)
8	Agriculture Grade 2	0.70	6.97	4.80	0.17	6.89	14.73	11.69	42.56	11.49
		(0.26,1.91)	(4.08,11.66)	(2.92,7.81)	(0.02,1.21)	(3.84,12.06)	(10.05,21.06)	(7.99,16.79)	(35.60,49.83)	(7.70,16.82)
9	Agriculture Grade 3	0.63	1.56	5.38	0.13	2.97	14.68	1.97	24.95	47.74
		(0.18,2.21)	(0.91,2.67)	(3.34,8.55)	(0.04,0.43)	(1.71,5.11)	(10.98,19.34)	(1.08,3.56)	(20.79,29.63)	(42.14,53.40)

Table A4.9f. Intergenerational mobility matrix (figures in %) for occupational status among Muslim population, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	50.05	6.53	19.76	0.76	0.12	22.64	0.14	0.00	0.00
		(16.59,83.47)	(0.82,37.22)	(4.86,54.28)	(0.09,6.02)	(0.01,0.97)	(5.25,60.74)	(0.02,1.13)		
2	Services Grade 2	3.78	63.83	13.97	0.00	4.05	6.81	4.59	2.83	0.14
		(0.63,19.70)	(46.35,78.29)	(7.05,25.80)		(1.38,11.28)	(1.38,27.67)	(1.55,12.84)	(0.71,10.63)	(0.02,1.02)
3	Services Grade 3	0.43	4.90	69.50	0.17	3.39	12.88	3.31	3.35	2.08
		(0.11,1.67)	(3.32,7.18)	(63.67,74.76)	(0.08,0.37)	(1.41,7.93)	(9.80,16.75)	(1.77,6.10)	(1.88,5.89)	(1.05,4.08)
4	Industry Grade 1	0.00	0.00	0.49	80.13	9.89	0.00	9.49	0.00	0.00
				(0.06,3.92)	(47.21,94.78)	(1.28,48.23)		(2.07,34.27)		
5	Industry Grade 2	0.00	7.48	7.57	12.05	61.01	11.38	0.13	0.40	0.00
			(1.24,34.16)	(1.29,33.94)	(3.76,32.46)	(38.84,79.40)	(5.22,23.04)	(0.02,0.76)	(0.05,2.93)	
6	Industry Grade 3	0.10	0.00	1.57	0.21	18.45	74.89	0.36	0.66	3.75
		(0.01,0.68)		(0.81,3.01)	(0.03,1.42)	(14.84,22.71)	(70.28,79.00)	(0.06,2.13)	(0.36,1.20)	(1.87,7.37)
7	Agriculture Grade 1	0.00	2.05	7.59	1.27	0.00	8.14	41.00	10.16	29.79
			(0.30,12.66)	(2.31,22.21)	(0.24,6.44)		(1.83,29.64)	(19.90,66.02)	(2.61,32.34)	(6.63,71.73)
8	Agriculture Grade 2	0.00	2.00	3.26	0.00	1.86	8.56	20.72	48.75	14.84
			(0.75,5.28)	(1.05,9.66)		(0.34,9.56)	(1.45,37.35)	(11.19,35.15)	(34.23,63.49)	(7.20,28.13)
9	Agriculture Grade 3	0.05	0.31	1.23	0.00	0.26	3.47	12.87	26.12	55.68
		(0.01,0.38)	(0.13,0.72)	(0.70,2.15)		(0.12,0.56)	(2.02,5.92)	(9.11,17.89)	(19.96,33.40)	(48.17,62.93)

Table A4.10a. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	47.02	14.40	5.44	7.10	2.94	11.06	6.97	0.34	4.73
		(27.79,67.18)	(5.03,34.84)	(1.32,19.85)	(1.69,25.37)	(0.43,17.51)	(3.16,32.11)	(1.92,22.25)	(0.05,2.50)	(0.66,26.98)
2	Services Grade 2	4.54	46.53	9.31	0.41	8.09	14.19	1.90	7.44	7.59
		(1.56,12.47)	(35.99,57.38)	(5.00,16.69)	(0.06,2.86)	(4.17,15.12)	(8.37,23.04)	(0.63,5.58)	(3.21,16.29)	(2.66,19.81)
3	Services Grade 3	1.19	8.04	43.80	0.00	9.39	19.14	1.59	5.75	11.09
		(0.23,6.00)	(4.29,14.57)	(32.56,55.72)		(2.69,28.02)	(11.63,29.87)	(0.38,6.43)	(2.47,12.82)	(5.72,20.41)
4	Industry Grade 1	0.43	4.73	10.00	53.90	2.41	15.31	0.00	4.87	8.35
		(0.06,3.15)	(0.65,27.39)	(3.52,25.29)	(30.73,75.50)	(0.36,14.43)	(4.44,41.30)		(0.90,22.41)	(1.19,40.88)
5	Industry Grade 2	1.23	5.99	12.80	0.84	60.45	17.02	0.00	1.67	0.00
		(0.31,4.79)	(2.79,12.39)	(7.42,21.20)	(0.15,4.55)	(48.46,71.31)	(8.32,31.69)		(0.40,6.73)	
6	Industry Grade 3	0.00	5.74	4.22	0.00	0.61	71.29	1.17	6.88	10.10
			(3.02,10.63)	(2.05,8.51)		(0.14,2.66)	(62.13,78.98)	(0.28,4.80)	(3.85,11.98)	(5.55,17.67)
7	Agriculture Grade 1	2.06	7.04	7.93	8.56	4.08	0.50	36.83	32.59	0.41
		(0.32,12.11)	(1.78,24.05)	(2.30,23.96)	(1.24,41.06)	(1.08,14.26)	(0.07,3.48)	(23.01,53.22)	(17.84,51.85)	(0.06,2.99)
8	Agriculture Grade 2	1.08	3.32	3.87	0.42	0.45	8.23	16.12	53.89	12.62
		(0.41,2.78)	(1.72,6.31)	(2.19,6.74)	(0.06,2.80)	(0.11,1.88)	(5.17,12.87)	(12.17,21.05)	(47.48,60.18)	(8.93,17.55)
9	Agriculture Grade 3	0.52	2.22	2.96	0.00	0.48	5.12	4.92	28.70	55.09
		(0.21,1.29)	(0.94,5.14)	(1.86,4.69)		(0.20,1.19)	(3.48,7.47)	(3.31,7.25)	(25.27,32.40)	(49.98,60.09)

Table A4.10b. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	40.03	27.16	11.30	0.21	12.50	3.72	5.02	0.05	0.00
		(22.45,60.62)	(15.28,43.54)	(3.97,28.20)	(0.03,1.54)	(4.89,28.40)	(0.54,21.50)	(1.24,18.16)	(0.01,0.40)	
2	Services Grade 2	3.41	33.79	9.90	1.14	17.77	22.13	4.47	2.68	4.71
		(1.61,7.05)	(23.79,45.50)	(5.79,16.43)	(0.25,5.02)	(9.04,31.96)	(14.61,32.06)	(1.94,9.98)	(1.37,5.17)	(1.63,12.84)
3	Services Grade 3	0.00	4.42	43.88	0.00	5.18	29.37	1.96	7.42	7.77
			(2.10,9.04)	(32.67,55.75)		(1.92,13.22)	(19.83,41.15)	(0.42,8.57)	(3.32,15.75)	(3.50,16.38)
4	Industry Grade 1	1.59	12.48	0.00	55.10	6.39	20.25	0.00	3.50	0.70
		(0.22,10.53)	(4.21,31.64)		(34.44,74.14)	(1.80,20.29)	(7.11,45.73)		(0.61,17.74)	(0.10,4.97)
5	Industry Grade 2	1.11	5.61	13.84	0.42	70.35	6.63	0.57	0.14	1.35
		(0.33,3.64)	(2.92,10.50)	(7.26,24.78)	(0.06,2.93)	(58.63,79.88)	(2.50,16.44)	(0.15,2.17)	(0.03,0.54)	(0.33,5.32)
6	Industry Grade 3	1.22	2.91	8.14	2.72	2.16	73.19	1.57	3.74	4.36
		(0.46,3.18)	(1.33,6.25)	(4.52,14.22)	(0.53,12.69)	(0.95,4.84)	(65.33,79.82)	(0.53,4.55)	(1.82,7.51)	(2.01,9.21)
7	Agriculture Grade 1	0.92	8.54	2.15	2.17	8.99	1.76	43.93	27.16	4.39
		(0.19,4.39)	(4.03,17.18)	(0.64,7.00)	(0.51,8.70)	(3.96,19.15)	(0.31,9.43)	(30.54,58.27)	(17.44,39.70)	(1.38,13.06)
8	Agriculture Grade 2	0.83	6.42	3.08	0.29	3.37	4.97	14.32	54.54	12.19
		(0.28,2.40)	(4.24,9.59)	(1.71,5.49)	(0.08,1.07)	(1.79,6.24)	(3.02,8.06)	(10.95,18.51)	(49.23,59.75)	(8.91,16.45)
9	Agriculture Grade 3	0.21	2.80	2.92	0.12	0.80	6.44	6.68	27.25	52.78
		(0.07,0.65)	(1.86,4.19)	(1.80,4.71)	(0.02,0.83)	(0.40,1.61)	(4.58,8.99)	(5.04,8.80)	(23.90,30.88)	(48.53,56.98)

Table A4.10c. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	26.32	29.78	16.06	5.27	11.43	2.57	2.09	0.33	6.14
		(13.68,44.62)	(15.05,50.38)	(5.84,37.14)	(1.80,14.44)	(3.85,29.40)	(0.78,8.17)	(0.46,8.98)	(0.09,1.25)	(0.87,32.75)
2	Services Grade 2	1.91	36.50	5.53	2.62	10.45	14.76	6.35	13.52	8.37
		(0.61,5.82)	(27.03,47.13)	(2.70,11.00)	(0.81,8.13)	(5.49,18.98)	(9.14,22.97)	(3.16,12.36)	(8.01,21.91)	(3.84,17.28)
3	Services Grade 3	0.02	9.23	45.37	0.24	5.63	31.03	1.45	4.30	2.73
		(0.00,0.13)	(3.73,21.05)	(32.11,59.31)	(0.03,1.71)	(2.13,14.10)	(18.49,47.15)	(0.35,5.85)	(1.53,11.51)	(0.67,10.51)
4	Industry Grade 1	0.00	14.42	0.40	60.88	0.08	17.20	0.08	0.00	6.94
			(5.74,31.79)	(0.05,2.90)	(40.17,78.29)	(0.01,0.62)	(6.77,37.25)	(0.01,0.62)		(0.99,35.66)
5	Industry Grade 2	2.07	6.63	2.96	1.31	76.16	4.08	3.46	1.84	1.49
		(0.54,7.67)	(3.43,12.41)	(1.04,8.16)	(0.30,5.52)	(66.99,83.41)	(1.64,9.80)	(1.20,9.55)	(0.69,4.79)	(0.40,5.39)
6	Industry Grade 3	0.56	2.45	8.05	0.00	1.09	76.09	1.62	4.59	5.55
		(0.08,3.80)	(0.97,6.10)	(3.92,15.81)		(0.31,3.77)	(65.34,84.30)	(0.40,6.42)	(2.01,10.15)	(2.32,12.69)
7	Agriculture Grade 1	0.00	6.12	3.49	0.00	2.18	5.43	48.92	32.02	1.84
			(2.41,14.66)	(1.01,11.34)		(0.45,9.82)	(1.39,18.94)	(33.69,64.35)	(18.61,49.24)	(0.26,12.01)
8	Agriculture Grade 2	0.71	5.91	4.31	0.33	2.83	7.09	20.09	49.54	9.19
		(0.19,2.67)	(3.70,9.31)	(2.30,7.93)	(0.10,1.09)	(1.38,5.70)	(4.50,11.01)	(15.90,25.04)	(43.42,55.67)	(6.14,13.54)
9	Agriculture Grade 3	0.11	1.92	3.70	0.11	0.39	7.84	8.48	32.94	44.52
		(0.015,0.75)	(1.98,3.72)	(2.06,6.53)	(0.02,0.61)	(0.10,1.52)	(5.54,10.97)	(6.53,10.95)	(29.02,37.12)	(39.57,49.58)

Table A4.10d. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	41.56	16.54	11.75	0.00	12.79	10.66	4.84	1.86	0.00
		(24.15,61.37)	(6.78,35.06)	(4.00,29.86)		(4.27,32.53)	(4.02,25.38)	(0.86,22.93)	(0.48,6.96)	
2	Services Grade 2	3.83	30.37	14.98	0.09	4.65	23.75	8.45	13.62	0.27
		(1.40,10.01)	(19.40,44.14)	(7.97,26.38)	(0.01,0.63)	(1.77,11.63)	(12.54,40.36)	(3.53,18.89)	(5.49,29.96)	(0.04,1.93)
3	Services Grade 3	0.09	8.14	46.92	0.00	4.28	31.87	0.00	3.68	5.02
		(0.01,0.62)	(4.20,15.18)	(33.66,60.63)		(1.42,12.20)	(21.00,45.15)		(1.04,12.23)	(1.78,13.40)
4	Industry Grade 1	3.42	12.16	10.53	46.33	1.95	19.76	0.00	4.20	1.65
		(0.88,12.43)	(4.27,30.07)	(2.95,31.25)	(27.83,65.90)	(0.26,13.24)	(6.20,47.88)		(0.97,16.40)	(0.23,11.07)
5	Industry Grade 2	2.01	5.82	22.11	0.48	52.03	13.20	2.17	2.19	0.00
		(0.54,7.16)	(1.73,17.82)	(8.16,47.54)	(0.07,3.40)	(35.45,68.16)	(5.15,29.86)	(0.65,7.04)	(0.67,6.89)	
6	Industry Grade 3	0.34	7.38	13.49	0.37	0.23	69.22	1.41	2.11	5.45
		(0.05,2.44)	(3.40,15.29)	(6.92,24.66)	(0.05,2.61)	(0.05,0.97)	(57.79,78.70)	(0.43,4.59)	(0.79,5.49)	(2.14,13.19)
7	Agriculture Grade 1	4.00	3.49	5.35	0.00	3.14	4.51	43.81	29.49	6.22
		(0.99,14.84)	(0.91,12.49)	(0.96,24.90)		(0.89,10.44)	(1.01,18.00)	(31.52,56.90)	(18.29,43.85)	(2.43,15.02)
8	Agriculture Grade 2	0.00	4.45	5.00	0.00	4.76	6.77	21.80	46.30	10.92
			(1.74,10.93)	(2.52,9.69)		(2.20,9.98)	(3.88,11.56)	(15.88,29.16)	(37.52,55.32)	(6.39,18.03)
9	Agriculture Grade 3	0.28	1.55	5.83	0.11	1.08	6.48	8.44	29.55	46.70
		(0.05,1.59)	(0.83,2.90)	(3.65,9.17)	(0.03,0.47)	(0.42,2.71)	(4.01,10.29)	(6.21,11.37)	(24.91,34.64)	(40.77,52.73)

Table A4.10e. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	47.53	11.31	23.24	0.00	10.57	3.63	1.48	2.23	0.00
		(25.18,70.92)	(4.41,26.07)	(6.16,58.26)		(1.53,47.40)	(1.11,11.25)	(0.20,10.29)	(0.31,14.23)	
2	Services Grade 2	3.42	32.18	20.35	4.02	6.28	23.35	4.68	5.39	0.31
		(0.94,11.65)	(22.67,43.45)	(9.60,38.08)	(0.97,15.17)	(3.00,12.71)	(12.47,39.45)	(2.35,9.11)	(2.91,9.77)	(0.06,1.65)
3	Services Grade 3	4.66	16.22	31.38	1.58	5.55	29.21	2.12	8.05	1.24
		(0.77,23.55)	(7.71,30.97)	(20.02,45.51)	(0.31,7.64)	(0.95,26.36)	(15.98,47.22)	(0.64,6.76)	(2.85,20.70)	(1.53,2.89)
4	Industry Grade 1	0.30	14.99	4.83	61.47	0.26	1.69	12.23	4.23	0.00
		(0.05,1.74)	(3.47,46.37)	(1.16,17.97)	(34.92,82.59)	(0.05,1.44)	(0.22,11.75)	(3.35,35.94)	(0.95,16.85)	
5	Industry Grade 2	2.47	3.76	7.16	1.81	64.49	10.88	1.21	4.89	3.33
		(0.60,9.67)	(1.17,11.40)	(3.40,14.47)	(0.26,11.61)	(50.67,76.25)	(4.13,25.70)	(0.41,3.53)	(1.95,11.72)	(0.64,15.45)
6	Industry Grade 3	0.86	1.92	18.38	0.36	0.31	68.91	0.50	5.42	3.33
		(0.28,2.56)	(0.85,4.30)	(6.71,41.37)	(0.05,2.55)	(0.09,1.05)	(51.59,82.18)	(0.17,1.46)	(2.30,12.28)	(1.66,6.58)
7	Agriculture Grade 1	1.34	10.97	8.42	2.81	4.48	9.79	37.60	24.60	0.00
		(0.37,4.71)	(4.24,25.53)	(3.50,18.91)	(0.61,11.93)	(1.77,10.87)	(2.71,29.73)	(25.61,51.32)	(12.63,42.41)	
8	Agriculture Grade 2	0.87	3.55	11.02	0.00	0.76	5.67	26.61	42.96	8.56
		(0.12,5.92)	(1.54,7.98)	(6.87,17.22)		(0.21,2.75)	(3.02,10.40)	(19.86,34.65)	(35.41,50.86)	(3.76,18.32)
9	Agriculture Grade 3	0.48	1.54	5.50	0.04	1.36	10.09	7.43	40.43	33.12
		(0.14,1.64)	(0.83,2.85)	(3.27,9.09)	(0.01,0.30)	(0.64,2.89)	(6.97,14.40)	(5.17,10.57)	(33.74,47.51)	(26.73,40.20)

Table A4.10f. Intergenerational mobility matrix (figures in %) for occupational status among Other religious groups (Non-Hindu/Muslim), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6	7	8	9
1	Services Grade 1	47.12	1.95	47.55	0.00	2.31	1.06	0.00	0.00	0.00
		(26.56,68.71)	(0.36,10.00)	(25.70,70.38)		(0.37,13.05)	(0.12,8.66)			
2	Services Grade 2	1.15	63.91	17.62	1.77	9.44	0.48	1.89	3.41	0.34
		(0.21,6.18)	(49.83,75.94)	(7.91,34.74)	(0.41,7.41)	(2.36,30.98)	(0.11,2.06)	(0.81,4.33)	(1.22,9.12)	(0.08,1.49)
3	Services Grade 3	3.16	17.08	56.36	0.87	9.10	7.92	1.49	3.32	0.70
		(0.62,14.57)	(11.34,24.92)	(46.63,65.62)	(0.23,3.27)	(5.08,15.77)	(4.47,13.66)	(0.81,2.73)	(1.86,5.87)	(0.37,1.34)
4	Industry Grade 1	0.00	20.51	0.00	43.25	29.39	1.29	4.41	0.87	0.29
			(2.99,68.38)		(14.82,76.95)	(5.70,74.14)	(0.16,9.68)	(1.14,15.56)	(0.11,6.75)	(0.04,2.34)
5	Industry Grade 2	0.00	4.12	0.00	0.73	74.32	19.13	0.60	1.11	0.00
			(0.58,24.11)		(0.27,1.99)	(57.74,85.97)	(9.65,34.39)	(0.20,1.84)	(0.27,4.50)	
6	Industry Grade 3	0.00	3.65	1.45	0.07	26.90	65.54	0.20	1.08	1.12
			(1.18,10.74)	(0.62,3.36)	(0.01,0.52)	(19.96,35.21)	(56.48,73.59)	(0.04,0.94)	(0.41,2.80)	(0.51,2.45)
7	Agriculture Grade 1	0.00	1.10	0.00	2.79	1.43	6.04	79.98	2.49	6.18
			(0.26,4.46)		(0.61,11.85)	(0.21,9.24)	(1.44,22.03)	(54.80,92.94)	(0.74,7.99)	(1.01,29.89)
8	Agriculture Grade 2	0.00	2.40	2.12	0.00	0.29	0.37	35.68	51.03	8.11
			(0.44,12.13)	(0.31,13.14)		(0.04,2.11)	(0.05,2.67)	(22.55,51.37)	(35.23,66.63)	(3.69,16.91)
9	Agriculture Grade 3	0.02	0.98	1.77	0.01	1.12	2.90	19.16	40.69	33.35
		(0.00,0.14)	(0.24,3.82)	(0.87,3.55)	(0.00,0.08)	(0.16,7.38)	(1.45,5.73)	(14.65,24.67)	(32.34,49.63)	(25.93,41.70)

Table A4.11a. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by father's level of education, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Father's education												
Not literate												
UM	0.015	(0.014, 0.017)	0.016	(0.014, 0.017)	0.017	(0.016, 0.019)	0.019	(0.017, 0.020)	0.020	(0.018, 0.022)	0.005	(0.004, 0.006)
DM	0.169	(0.160, 0.179)	0.147	(0.138, 0.155)	0.152	(0.144, 0.161)	0.137	(0.129, 0.146)	0.123	(0.115, 0.130)	0.183	(0.172, 0.194)
NM	0.815	(0.806, 0.825)	0.838	(0.829, 0.846)	0.831	(0.822, 0.839)	0.844	(0.835, 0.853)	0.857	(0.849, 0.865)	0.812	(0.800, 0.823)
Literate & below prim												
UM	0.142	(0.134, 0.150)	0.147	(0.139, 0.155)	0.156	(0.148, 0.165)	0.167	(0.157, 0.177)	0.178	(0.167, 0.189)	0.056	(0.050, 0.061)
DM	0.114	(0.107, 0.122)	0.098	(0.092, 0.104)	0.101	(0.095, 0.107)	0.090	(0.083, 0.096)	0.079	(0.073, 0.084)	0.135	(0.125, 0.145)
NM	0.743	(0.733, 0.754)	0.755	(0.746, 0.765)	0.743	(0.733, 0.753)	0.743	(0.732, 0.754)	0.744	(0.732, 0.755)	0.809	(0.798, 0.820)
Primary												
UM	0.126	(0.118, 0.135)	0.132	(0.124, 0.140)	0.140	(0.131, 0.149)	0.151	(0.141, 0.161)	0.162	(0.151, 0.173)	0.049	(0.044, 0.054)
DM	0.180	(0.169, 0.190)	0.155	(0.146, 0.164)	0.160	(0.150, 0.169)	0.143	(0.134, 0.152)	0.127	(0.118, 0.135)	0.208	(0.195, 0.222)
NM	0.694	(0.682, 0.706)	0.713	(0.702, 0.724)	0.700	(0.689, 0.712)	0.706	(0.694, 0.718)	0.712	(0.699, 0.724)	0.743	(0.729, 0.757)
Middle												
UM	0.170	(0.158, 0.182)	0.178	(0.166, 0.189)	0.188	(0.176, 0.200)	0.202	(0.189, 0.216)	0.216	(0.202, 0.230)	0.068	(0.060, 0.076)
DM	0.187	(0.175, 0.199)	0.162	(0.151, 0.172)	0.166	(0.155, 0.176)	0.148	(0.138, 0.158)	0.130	(0.122, 0.139)	0.223	(0.209, 0.237)
NM	0.643	(0.628, 0.658)	0.661	(0.647, 0.675)	0.646	(0.632, 0.661)	0.650	(0.635, 0.665)	0.653	(0.638, 0.668)	0.709	(0.694, 0.724)
Secondary												
UM	0.316	(0.298, 0.333)	0.323	(0.306, 0.339)	0.340	(0.323, 0.356)	0.357	(0.340, 0.374)	0.374	(0.356, 0.391)	0.142	(0.128, 0.156)
DM	0.070	(0.062, 0.078)	0.060	(0.053, 0.066)	0.061	(0.054, 0.067)	0.053	(0.047, 0.059)	0.046	(0.041, 0.051)	0.095	(0.085, 0.105)
NM	0.614	(0.597, 0.631)	0.618	(0.601, 0.634)	0.600	(0.583, 0.617)	0.590	(0.573, 0.607)	0.581	(0.563, 0.598)	0.763	(0.746, 0.780)
Graduate & above												
UM	0.267	(0.238, 0.295)	0.275	(0.246, 0.303)	0.290	(0.261, 0.319)	0.307	(0.277, 0.337)	0.324	(0.293, 0.355)	0.115	(0.097, 0.132)
DM	0.115	(0.097, 0.134)	0.098	(0.082, 0.114)	0.100	(0.084, 0.116)	0.088	(0.074, 0.103)	0.077	(0.064, 0.089)	0.148	(0.126, 0.171)
NM	0.618	(0.589, 0.648)	0.627	(0.598, 0.656)	0.610	(0.581, 0.640)	0.605	(0.575, 0.635)	0.600	(0.569, 0.630)	0.737	(0.710, 0.763)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11b. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by mother's level of education, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Mother's education												
Not literate												
UM	0.041	(0.039, 0.044)	0.043	(0.040, 0.046)	0.046	(0.043, 0.049)	0.050	(0.047, 0.054)	0.054	(0.050, 0.058)	0.015	(0.014, 0.017)
DM	0.150	(0.143, 0.158)	0.129	(0.123, 0.136)	0.134	(0.128, 0.141)	0.121	(0.114, 0.127)	0.107	(0.101, 0.113)	0.165	(0.156, 0.175)
NM	0.808	(0.800, 0.816)	0.827	(0.821, 0.834)	0.819	(0.812, 0.826)	0.829	(0.822, 0.837)	0.839	(0.832, 0.846)	0.820	(0.810, 0.829)
Literate & below prim												
UM	0.109	(0.101, 0.118)	0.114	(0.105, 0.122)	0.121	(0.112, 0.131)	0.131	(0.121, 0.141)	0.141	(0.130, 0.152)	0.042	(0.037, 0.046)
DM	0.184	(0.171, 0.197)	0.159	(0.148, 0.170)	0.164	(0.153, 0.175)	0.147	(0.136, 0.158)	0.130	(0.121, 0.140)	0.211	(0.196, 0.226)
NM	0.707	(0.693, 0.721)	0.727	(0.714, 0.740)	0.714	(0.701, 0.728)	0.722	(0.708, 0.735)	0.729	(0.715, 0.742)	0.747	(0.732, 0.762)
Primary												
UM	0.133	(0.122, 0.143)	0.139	(0.128, 0.149)	0.147	(0.136, 0.158)	0.159	(0.146, 0.171)	0.170	(0.157, 0.183)	0.052	(0.046, 0.057)
DM	0.182	(0.168, 0.196)	0.157	(0.145, 0.169)	0.162	(0.149, 0.174)	0.145	(0.133, 0.156)	0.128	(0.118, 0.139)	0.212	(0.196, 0.228)
NM	0.685	(0.670, 0.701)	0.704	(0.690, 0.719)	0.691	(0.676, 0.706)	0.697	(0.681, 0.712)	0.702	(0.687, 0.717)	0.737	(0.720, 0.753)
Middle												
UM	0.141	(0.126, 0.155)	0.147	(0.133, 0.162)	0.156	(0.141, 0.172)	0.169	(0.152, 0.185)	0.181	(0.164, 0.198)	0.055	(0.048, 0.062)
DM	0.198	(0.178, 0.218)	0.172	(0.154, 0.190)	0.176	(0.158, 0.194)	0.158	(0.141, 0.175)	0.140	(0.125, 0.155)	0.232	(0.210, 0.253)
NM	0.661	(0.640, 0.683)	0.681	(0.661, 0.701)	0.667	(0.647, 0.688)	0.673	(0.653, 0.694)	0.679	(0.659, 0.699)	0.713	(0.692, 0.735)
Secondary												
UM	0.177	(0.155, 0.198)	0.183	(0.162, 0.204)	0.194	(0.172, 0.216)	0.208	(0.184, 0.231)	0.221	(0.196, 0.245)	0.071	(0.061, 0.081)
DM	0.139	(0.118, 0.161)	0.120	(0.101, 0.138)	0.123	(0.104, 0.142)	0.109	(0.092, 0.126)	0.096	(0.080, 0.111)	0.168	(0.144, 0.193)
NM	0.684	(0.658, 0.710)	0.697	(0.672, 0.723)	0.683	(0.657, 0.709)	0.683	(0.658, 0.709)	0.684	(0.657, 0.710)	0.761	(0.736, 0.786)
Graduate & above												
UM	0.217	(0.166, 0.268)	0.224	(0.172, 0.276)	0.237	(0.183, 0.291)	0.252	(0.196, 0.309)	0.267	(0.209, 0.325)	0.090	(0.065, 0.115)
DM	0.122	(0.081, 0.163)	0.104	(0.069, 0.140)	0.107	(0.070, 0.143)	0.094	(0.062, 0.127)	0.083	(0.054, 0.112)	0.152	(0.103, 0.201)
NM	0.661	(0.603, 0.719)	0.672	(0.615, 0.729)	0.656	(0.598, 0.714)	0.653	(0.594, 0.712)	0.650	(0.591, 0.710)	0.758	(0.706, 0.811)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11c. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by individual's level of education, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Individual's education												
Not literate												
UM	0.057	(0.054, 0.061)	0.058	(0.055, 0.062)	0.063	(0.059, 0.067)	0.067	(0.062, 0.072)	0.071	(0.066, 0.076)	0.022	(0.019, 0.024)
DM	0.009	(0.008, 0.010)	0.007	(0.006, 0.008)	0.008	(0.007, 0.009)	0.007	(0.006, 0.008)	0.006	(0.005, 0.007)	0.010	(0.009, 0.011)
NM	0.934	(0.930, 0.938)	0.934	(0.930, 0.938)	0.929	(0.925, 0.933)	0.926	(0.921, 0.931)	0.923	(0.918, 0.928)	0.969	(0.966, 0.971)
Literate & below prim												
UM	0.032	(0.029, 0.036)	0.034	(0.030, 0.037)	0.036	(0.033, 0.040)	0.040	(0.035, 0.044)	0.043	(0.038, 0.047)	0.012	(0.010, 0.013)
DM	0.178	(0.167, 0.188)	0.154	(0.145, 0.163)	0.160	(0.150, 0.169)	0.144	(0.135, 0.153)	0.128	(0.120, 0.137)	0.194	(0.181, 0.206)
NM	0.790	(0.779, 0.801)	0.812	(0.803, 0.822)	0.804	(0.794, 0.814)	0.817	(0.807, 0.827)	0.829	(0.820, 0.839)	0.794	(0.782, 0.807)
Primary												
UM	0.048	(0.044, 0.052)	0.050	(0.046, 0.054)	0.053	(0.049, 0.058)	0.058	(0.053, 0.063)	0.062	(0.056, 0.068)	0.018	(0.015, 0.020)
DM	0.150	(0.140, 0.159)	0.129	(0.122, 0.136)	0.134	(0.126, 0.141)	0.120	(0.112, 0.128)	0.107	(0.100, 0.114)	0.165	(0.155, 0.175)
NM	0.803	(0.793, 0.812)	0.821	(0.814, 0.829)	0.813	(0.805, 0.821)	0.822	(0.814, 0.831)	0.831	(0.823, 0.840)	0.817	(0.807, 0.828)
Middle												
UM	0.047	(0.043, 0.050)	0.050	(0.046, 0.054)	0.053	(0.049, 0.057)	0.059	(0.054, 0.063)	0.065	(0.059, 0.070)	0.017	(0.015, 0.019)
DM	0.352	(0.338, 0.366)	0.313	(0.301, 0.325)	0.322	(0.310, 0.334)	0.295	(0.283, 0.308)	0.268	(0.256, 0.280)	0.381	(0.364, 0.398)
NM	0.602	(0.588, 0.615)	0.637	(0.625, 0.648)	0.625	(0.613, 0.636)	0.646	(0.633, 0.658)	0.667	(0.655, 0.679)	0.602	(0.585, 0.619)
Secondary												
UM	0.035	(0.032, 0.039)	0.039	(0.036, 0.043)	0.042	(0.038, 0.045)	0.047	(0.043, 0.051)	0.053	(0.048, 0.058)	0.012	(0.011, 0.014)
DM	0.562	(0.545, 0.579)	0.519	(0.504, 0.535)	0.529	(0.514, 0.544)	0.498	(0.481, 0.514)	0.464	(0.448, 0.480)	0.595	(0.579, 0.610)
NM	0.402	(0.387, 0.418)	0.441	(0.427, 0.456)	0.429	(0.415, 0.444)	0.455	(0.440, 0.471)	0.483	(0.468, 0.498)	0.393	(0.377, 0.408)
Graduate & above												
UM	0.064	(0.057, 0.071)	0.069	(0.062, 0.077)	0.073	(0.065, 0.082)	0.081	(0.072, 0.091)	0.090	(0.080, 0.100)	0.023	(0.020, 0.026)
DM	0.399	(0.374, 0.423)	0.358	(0.335, 0.380)	0.367	(0.344, 0.389)	0.337	(0.315, 0.360)	0.307	(0.286, 0.329)	0.435	(0.411, 0.459)
NM	0.537	(0.515, 0.560)	0.573	(0.551, 0.595)	0.560	(0.539, 0.582)	0.581	(0.560, 0.603)	0.603	(0.582, 0.624)	0.542	(0.518, 0.565)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11d. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by social group, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Social Group												
ST												
UM	0.031	(0.027, 0.034)	0.032	(0.028, 0.036)	0.034	(0.030, 0.038)	0.037	(0.033, 0.041)	0.040	(0.035, 0.045)	0.011	(0.010, 0.013)
DM	0.146	(0.134, 0.157)	0.125	(0.115, 0.135)	0.130	(0.120, 0.141)	0.117	(0.107, 0.127)	0.104	(0.095, 0.113)	0.159	(0.146, 0.172)
NM	0.824	(0.812, 0.836)	0.843	(0.832, 0.853)	0.835	(0.825, 0.846)	0.846	(0.835, 0.856)	0.856	(0.846, 0.866)	0.830	(0.817, 0.843)
SC												
UM	0.036	(0.033, 0.040)	0.038	(0.034, 0.041)	0.040	(0.037, 0.044)	0.044	(0.040, 0.048)	0.047	(0.042, 0.051)	0.013	(0.012, 0.015)
DM	0.112	(0.104, 0.120)	0.096	(0.089, 0.103)	0.100	(0.092, 0.107)	0.089	(0.082, 0.096)	0.079	(0.073, 0.085)	0.123	(0.114, 0.132)
NM	0.852	(0.843, 0.860)	0.867	(0.859, 0.874)	0.860	(0.852, 0.868)	0.867	(0.860, 0.875)	0.874	(0.867, 0.882)	0.864	(0.854, 0.873)
Others												
UM	0.064	(0.060, 0.068)	0.067	(0.063, 0.070)	0.071	(0.067, 0.075)	0.077	(0.072, 0.082)	0.083	(0.077, 0.089)	0.024	(0.021, 0.026)
DM	0.173	(0.165, 0.181)	0.150	(0.143, 0.156)	0.155	(0.148, 0.162)	0.139	(0.132, 0.146)	0.124	(0.117, 0.130)	0.193	(0.183, 0.203)
NM	0.763	(0.755, 0.771)	0.784	(0.777, 0.791)	0.774	(0.766, 0.781)	0.784	(0.775, 0.792)	0.793	(0.785, 0.801)	0.783	(0.773, 0.794)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11e. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by religious group, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Religion												
Hindu												
UM	0.052	(0.049, 0.055)	0.054	(0.051, 0.057)	0.058	(0.054, 0.061)	0.063	(0.059, 0.067)	0.068	(0.063, 0.072)	0.019	(0.017, 0.021)
DM	0.165	(0.154, 0.176)	0.143	(0.133, 0.152)	0.148	(0.138, 0.157)	0.133	(0.123, 0.142)	0.118	(0.110, 0.126)	0.182	(0.170, 0.194)
NM	0.774	(0.766, 0.782)	0.795	(0.788, 0.802)	0.786	(0.779, 0.793)	0.797	(0.789, 0.805)	0.807	(0.800, 0.815)	0.789	(0.778, 0.799)
Muslim												
UM	0.067	(0.061, 0.073)	0.069	(0.063, 0.074)	0.074	(0.067, 0.080)	0.079	(0.072, 0.086)	0.084	(0.077, 0.092)	0.025	(0.022, 0.028)
DM	0.160	(0.150, 0.169)	0.138	(0.130, 0.146)	0.143	(0.135, 0.151)	0.128	(0.120, 0.137)	0.114	(0.107, 0.122)	0.176	(0.165, 0.187)
NM	0.861	(0.853, 0.870)	0.870	(0.863, 0.878)	0.863	(0.855, 0.871)	0.865	(0.856, 0.873)	0.866	(0.858, 0.875)	0.894	(0.887, 0.902)
Christian												
UM	0.071	(0.061, 0.081)	0.075	(0.064, 0.085)	0.080	(0.069, 0.091)	0.087	(0.074, 0.099)	0.093	(0.080, 0.106)	0.027	(0.022, 0.031)
DM	0.114	(0.107, 0.122)	0.098	(0.092, 0.104)	0.102	(0.095, 0.109)	0.091	(0.085, 0.097)	0.081	(0.075, 0.086)	0.127	(0.118, 0.136)
NM	0.732	(0.711, 0.753)	0.754	(0.735, 0.774)	0.744	(0.723, 0.764)	0.755	(0.735, 0.774)	0.765	(0.746, 0.784)	0.754	(0.731, 0.776)
Others												
UM	0.051	(0.044, 0.057)	0.053	(0.047, 0.060)	0.057	(0.050, 0.064)	0.062	(0.054, 0.069)	0.067	(0.058, 0.075)	0.019	(0.016, 0.021)
DM	0.207	(0.195, 0.219)	0.180	(0.170, 0.190)	0.186	(0.175, 0.197)	0.168	(0.157, 0.178)	0.150	(0.140, 0.159)	0.230	(0.216, 0.244)
NM	0.756	(0.738, 0.773)	0.779	(0.763, 0.795)	0.769	(0.753, 0.786)	0.781	(0.766, 0.797)	0.794	(0.778, 0.809)	0.768	(0.749, 0.787)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11f. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by type of residence, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Sector												
Rural												
UM	0.046	(0.043, 0.049)	0.049	(0.046, 0.052)	0.052	(0.049, 0.055)	0.056	(0.053, 0.060)	0.061	(0.057, 0.065)	0.017	(0.015, 0.019)
DM	0.186	(0.177, 0.195)	0.161	(0.154, 0.168)	0.167	(0.160, 0.175)	0.151	(0.143, 0.158)	0.134	(0.127, 0.141)	0.205	(0.194, 0.215)
NM	0.767	(0.759, 0.776)	0.790	(0.783, 0.797)	0.781	(0.773, 0.789)	0.793	(0.785, 0.801)	0.805	(0.797, 0.813)	0.778	(0.767, 0.789)
Urban												
UM	0.093	(0.087, 0.099)	0.096	(0.090, 0.102)	0.103	(0.096, 0.109)	0.110	(0.102, 0.117)	0.117	(0.108, 0.125)	0.036	(0.032, 0.039)
DM	0.079	(0.073, 0.084)	0.067	(0.062, 0.072)	0.070	(0.065, 0.074)	0.062	(0.057, 0.066)	0.054	(0.050, 0.058)	0.090	(0.084, 0.096)
NM	0.828	(0.820, 0.836)	0.837	(0.830, 0.844)	0.828	(0.820, 0.836)	0.829	(0.820, 0.837)	0.829	(0.820, 0.838)	0.874	(0.867, 0.881)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A4.11g. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Occupational Mobility by region of residence, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Region												
North												
UM	0.050	(0.046, 0.054)	0.052	(0.048, 0.056)	0.056	(0.051, 0.061)	0.061	(0.055, 0.066)	0.065	(0.059, 0.071)	0.018	(0.016, 0.021)
DM	0.165	(0.154, 0.176)	0.143	(0.133, 0.152)	0.148	(0.138, 0.157)	0.133	(0.123, 0.142)	0.118	(0.110, 0.126)	0.182	(0.170, 0.194)
NM	0.785	(0.774, 0.796)	0.805	(0.796, 0.815)	0.796	(0.786, 0.807)	0.807	(0.796, 0.817)	0.817	(0.807, 0.826)	0.799	(0.787, 0.811)
Central												
UM	0.048	(0.044, 0.052)	0.050	(0.046, 0.054)	0.053	(0.049, 0.057)	0.058	(0.053, 0.062)	0.062	(0.057, 0.067)	0.018	(0.016, 0.020)
DM	0.160	(0.150, 0.169)	0.138	(0.130, 0.146)	0.143	(0.135, 0.151)	0.128	(0.120, 0.137)	0.114	(0.107, 0.122)	0.176	(0.165, 0.187)
NM	0.792	(0.783, 0.802)	0.812	(0.804, 0.821)	0.804	(0.795, 0.812)	0.814	(0.805, 0.823)	0.824	(0.815, 0.832)	0.806	(0.795, 0.817)
East												
UM	0.054	(0.050, 0.058)	0.056	(0.052, 0.060)	0.060	(0.055, 0.065)	0.065	(0.059, 0.070)	0.069	(0.064, 0.075)	0.020	(0.018, 0.022)
DM	0.114	(0.107, 0.122)	0.098	(0.092, 0.104)	0.102	(0.095, 0.109)	0.091	(0.085, 0.097)	0.081	(0.075, 0.086)	0.127	(0.118, 0.136)
NM	0.831	(0.823, 0.840)	0.846	(0.839, 0.853)	0.838	(0.830, 0.846)	0.844	(0.836, 0.852)	0.850	(0.843, 0.858)	0.853	(0.843, 0.862)
West												
UM	0.065	(0.059, 0.070)	0.068	(0.063, 0.073)	0.072	(0.067, 0.078)	0.079	(0.072, 0.085)	0.085	(0.078, 0.092)	0.024	(0.021, 0.027)
DM	0.207	(0.195, 0.219)	0.180	(0.170, 0.190)	0.186	(0.175, 0.197)	0.168	(0.158, 0.178)	0.150	(0.140, 0.159)	0.230	(0.216, 0.224)
NM	0.728	(0.716, 0.741)	0.752	(0.741, 0.763)	0.742	(0.730, 0.753)	0.754	(0.742, 0.765)	0.765	(0.754, 0.777)	0.746	(0.732, 0.761)
South												
UM	0.058	(0.054, 0.063)	0.061	(0.056, 0.065)	0.065	(0.060, 0.070)	0.070	(0.065, 0.076)	0.075	(0.069, 0.082)	0.022	(0.019, 0.024)
DM	0.155	(0.146, 0.164)	0.133	(0.126, 0.141)	0.138	(0.130, 0.146)	0.124	(0.116, 0.132)	0.110	(0.103, 0.117)	0.172	(0.161, 0.183)
NM	0.787	(0.777, 0.797)	0.806	(0.798, 0.814)	0.797	(0.788, 0.806)	0.806	(0.797, 0.815)	0.814	(0.806, 0.823)	0.807	(0.795, 0.818)
Northeast												
UM	0.044	(0.038, 0.049)	0.046	(0.041, 0.052)	0.049	(0.044, 0.055)	0.054	(0.048, 0.061)	0.059	(0.052, 0.066)	0.016	(0.014, 0.018)
DM	0.274	(0.255, 0.294)	0.241	(0.224, 0.258)	0.249	(0.210, 0.243)	0.227	(0.110, 0.243)	0.204	(0.188, 0.219)	0.299	(0.278, 0.319)
NM	0.682	(0.663, 0.701)	0.712	(0.695, 0.730)	0.702	(0.684, 0.719)	0.719	(0.702, 0.737)	0.737	(0.721, 0.754)	0.685	(0.665, 0.706)
UT												
UM	0.093	(0.075, 0.112)	0.097	(0.078, 0.116)	0.104	(0.083, 0.124)	0.112	(0.090, 0.134)	0.120	(0.097, 0.143)	0.035	(0.028, 0.043)
DM	0.170	(0.137, 0.203)	0.147	(0.118, 0.176)	0.151	(0.122, 0.181)	0.136	(0.108, 0.163)	0.120	(0.096, 0.145)	0.193	(0.157, 0.229)
NM	0.737	(0.702, 0.772)	0.756	(0.723, 0.789)	0.745	(0.711, 0.779)	0.752	(0.720, 0.785)	0.760	(0.728, 0.791)	0.772	(0.736, 0.808)

UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

APPENDIX 5

Table A5.1. Predicted probability (with 95% CI) for population having the highest educational status by type of residence, India, 1983-2010

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Rural												
NL	0.670	(0.668, 0.672)	0.638	(0.636, 0.640)	0.578	(0.576, 0.581)	0.410	(0.405, 0.414)	0.310	(0.306, 0.315)	0.222	(0.215, 0.228)
LIT	0.112	(0.110, 0.113)	0.122	(0.120, 0.123)	0.134	(0.132, 0.136)	0.125	(0.122, 0.128)	0.132	(0.129, 0.135)	0.112	(0.107, 0.116)
PRI	0.109	(0.107, 0.110)	0.114	(0.112, 0.115)	0.115	(0.114, 0.117)	0.149	(0.146, 0.152)	0.188	(0.184, 0.192)	0.199	(0.193, 0.205)
MID	0.063	(0.062, 0.064)	0.068	(0.067, 0.069)	0.091	(0.090, 0.093)	0.178	(0.175, 0.181)	0.214	(0.210, 0.218)	0.243	(0.237, 0.249)
SEC/HS	0.039	(0.038, 0.040)	0.049	(0.048, 0.050)	0.067	(0.066, 0.068)	0.119	(0.117, 0.122)	0.134	(0.131, 0.136)	0.192	(0.187, 0.197)
GRD/ABV	0.008	(0.007, 0.009)	0.010	(0.009, 0.011)	0.014	(0.013, 0.015)	0.019	(0.018, 0.020)	0.022	(0.021, 0.023)	0.033	(0.031, 0.034)
Urban												
NL	0.382	(0.378, 0.385)	0.349	(0.346, 0.352)	0.294	(0.291, 0.297)	0.174	(0.171, 0.177)	0.120	(0.118, 0.123)	0.080	(0.077, 0.082)
LIT	0.143	(0.140, 0.145)	0.144	(0.142, 0.147)	0.139	(0.136, 0.141)	0.087	(0.085, 0.089)	0.076	(0.074, 0.078)	0.054	(0.051, 0.056)
PRI	0.188	(0.185, 0.191)	0.185	(0.182, 0.187)	0.161	(0.159, 0.164)	0.136	(0.132, 0.139)	0.145	(0.142, 0.149)	0.124	(0.120, 0.129)
MID	0.139	(0.137, 0.141)	0.139	(0.137, 0.141)	0.165	(0.163, 0.168)	0.237	(0.233, 0.242)	0.259	(0.254, 0.264)	0.232	(0.226, 0.238)
SEC/HS	0.111	(0.109, 0.113)	0.134	(0.132, 0.137)	0.174	(0.172, 0.177)	0.275	(0.270, 0.280)	0.294	(0.289, 0.300)	0.362	(0.354, 0.369)
GRD/ABV	0.038	(0.037, 0.039)	0.049	(0.047, 0.050)	0.066	(0.064, 0.068)	0.091	(0.088, 0.094)	0.105	(0.101, 0.109)	0.148	(0.142, 0.155)

PP=Predicted Probability, NL=Not Literate, LIT=Literate but below Primary, PRI=Primary, MID=Middle, SEC/HS=Secondary/Higher Secondary, GRD/ABV=Graduate & Above

Table A5.2. Predicted probability (with 95% CI) for population having the highest educational status by gender, India, 1983-2010

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Male												
NL	0.450	(0.448, 0.453)	0.419	(0.416, 0.421)	0.355	(0.352, 0.357)	0.214	(0.211, 0.218)	0.150	(0.147, 0.153)	0.098	(0.095, 0.102)
LIT	0.163	(0.161, 0.165)	0.168	(0.166, 0.170)	0.167	(0.165, 0.169)	0.118	(0.115, 0.121)	0.105	(0.102, 0.108)	0.076	(0.073, 0.079)
PRI	0.178	(0.176, 0.180)	0.179	(0.177, 0.181)	0.168	(0.166, 0.171)	0.164	(0.161, 0.167)	0.182	(0.178, 0.185)	0.162	(0.157, 0.167)
MID	0.119	(0.118, 0.121)	0.124	(0.123, 0.126)	0.158	(0.156, 0.160)	0.255	(0.251, 0.259)	0.287	(0.283, 0.291)	0.284	(0.278, 0.290)
SEC/HS	0.074	(0.073, 0.075)	0.091	(0.090, 0.092)	0.125	(0.123, 0.126)	0.210	(0.206, 0.214)	0.232	(0.227, 0.236)	0.313	(0.306, 0.320)
GRD/ABV	0.015	(0.014, 0.016)	0.019	(0.018, 0.020)	0.027	(0.026, 0.028)	0.038	(0.037, 0.040)	0.045	(0.043, 0.047)	0.067	(0.064, 0.070)
Female												
NL	0.737	(0.735, 0.739)	0.711	(0.709, 0.714)	0.653	(0.650, 0.655)	0.483	(0.478, 0.487)	0.377	(0.371, 0.382)	0.272	(0.264, 0.279)
LIT	0.082	(0.081, 0.084)	0.091	(0.089, 0.092)	0.104	(0.103, 0.106)	0.104	(0.101, 0.107)	0.118	(0.114, 0.121)	0.104	(0.099, 0.109)
PRI	0.087	(0.086, 0.089)	0.091	(0.090, 0.092)	0.094	(0.092, 0.096)	0.130	(0.127, 0.133)	0.171	(0.167, 0.175)	0.189	(0.183, 0.195)
MID	0.050	(0.049, 0.051)	0.053	(0.052, 0.054)	0.073	(0.072, 0.074)	0.151	(0.148, 0.154)	0.185	(0.181, 0.189)	0.215	(0.209, 0.221)
SEC/HS	0.035	(0.034, 0.036)	0.043	(0.042, 0.044)	0.061	(0.060, 0.062)	0.110	(0.108, 0.113)	0.124	(0.121, 0.127)	0.182	(0.177, 0.187)
GRD/ABV	0.008	(0.007, 0.009)	0.011	(0.010, 0.012)	0.015	(0.014, 0.016)	0.022	(0.021, 0.023)	0.025	(0.024, 0.027)	0.038	(0.036, 0.040)

PP=Predicted Probability, NL=Not Literate, LIT=Literate but below Primary, PRI=Primary, MID=Middle, SEC/HS=Secondary/Higher Secondary, GRD/ABV=Graduate & Above

Table A5.3. Predicted probability (with 95% CI) for population having the highest educational status by social group, India, 1983-2010

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Schedule Tribes												
NL	0.806	(0.802, 0.809)	0.778	(0.774, 0.782)	0.731	(0.726, 0.735)	0.560	(0.553, 0.567)	0.454	(0.447, 0.461)	0.343	(0.334, 0.352)
LIT	0.078	(0.076, 0.080)	0.090	(0.087, 0.092)	0.106	(0.103, 0.109)	0.127	(0.122, 0.131)	0.152	(0.147, 0.157)	0.146	(0.139, 0.153)
PRI	0.059	(0.057, 0.061)	0.065	(0.063, 0.067)	0.069	(0.066, 0.071)	0.113	(0.109, 0.117)	0.157	(0.151, 0.162)	0.190	(0.183, 0.198)
MID	0.033	(0.031, 0.034)	0.036	(0.035, 0.038)	0.051	(0.049, 0.053)	0.118	(0.113, 0.122)	0.146	(0.142, 0.151)	0.183	(0.176, 0.190)
SEC/HS	0.020	(0.019, 0.021)	0.026	(0.025, 0.028)	0.037	(0.035, 0.038)	0.072	(0.068, 0.075)	0.079	(0.076, 0.083)	0.120	(0.114, 0.125)
GRD/ABV	0.004	(0.003, 0.005)	0.005	(0.004, 0.006)	0.007	(0.006, 0.008)	0.011	(0.010, 0.012)	0.012	(0.011, 0.013)	0.018	(0.016, 0.019)
Scheduled Castes												
NL	0.542	(0.536, 0.548)	0.510	(0.505, 0.516)	0.443	(0.437, 0.449)	0.287	(0.282, 0.293)	0.206	(0.201, 0.211)	0.140	(0.135, 0.145)
LIT	0.130	(0.125, 0.134)	0.137	(0.132, 0.141)	0.142	(0.137, 0.146)	0.108	(0.104, 0.113)	0.104	(0.099, 0.108)	0.079	(0.075, 0.083)
PRI	0.160	(0.156, 0.164)	0.163	(0.159, 0.167)	0.159	(0.155, 0.164)	0.171	(0.165, 0.177)	0.196	(0.190, 0.203)	0.185	(0.178, 0.192)
MID	0.101	(0.097, 0.104)	0.106	(0.102, 0.110)	0.139	(0.134, 0.144)	0.239	(0.232, 0.245)	0.275	(0.267, 0.282)	0.288	(0.279, 0.297)
SEC/HS	0.055	(0.053, 0.058)	0.068	(0.065, 0.071)	0.095	(0.091, 0.099)	0.164	(0.157, 0.170)	0.183	(0.175, 0.190)	0.254	(0.244, 0.264)
GRD/ABV	0.012	(0.011, 0.013)	0.016	(0.014, 0.017)	0.022	(0.020, 0.024)	0.031	(0.028, 0.034)	0.036	(0.033, 0.040)	0.054	(0.049, 0.059)
Others												
NL	0.529	(0.526, 0.532)	0.496	(0.493, 0.498)	0.425	(0.422, 0.428)	0.266	(0.262, 0.269)	0.189	(0.186, 0.193)	0.125	(0.121, 0.129)
LIT	0.134	(0.132, 0.136)	0.141	(0.139, 0.143)	0.145	(0.143, 0.147)	0.108	(0.105, 0.110)	0.101	(0.098, 0.104)	0.074	(0.071, 0.078)
PRI	0.155	(0.153, 0.157)	0.157	(0.155, 0.159)	0.151	(0.149, 0.153)	0.156	(0.153, 0.160)	0.179	(0.175, 0.183)	0.164	(0.159, 0.169)
MID	0.100	(0.098, 0.102)	0.104	(0.103, 0.106)	0.136	(0.134, 0.138)	0.232	(0.228, 0.236)	0.265	(0.260, 0.269)	0.266	(0.260, 0.273)
SEC/HS	0.067	(0.065, 0.068)	0.082	(0.081, 0.083)	0.114	(0.112, 0.116)	0.197	(0.193, 0.201)	0.218	(0.213, 0.222)	0.298	(0.291, 0.305)
GRD/ABV	0.016	(0.015, 0.017)	0.020	(0.019, 0.021)	0.029	(0.028, 0.030)	0.041	(0.039, 0.043)	0.048	(0.046, 0.050)	0.073	(0.069, 0.077)

PP=Predicted Probability, NL=Not Literate, LIT=Literate but below Primary, PRI=Primary, MID=Middle, SEC/HS=Secondary/Higher Secondary, GRD/ABV=Graduate & Above

Table A5.4. Predicted probability (with 95% CI) for population having the highest educational status by religious group, India, 1983-2010

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Hindu												
NL	0.618	(0.615, 0.620)	0.588	(0.585, 0.590)	0.519	(0.516, 0.522)	0.354	(0.350, 0.359)	0.262	(0.257, 0.266)	0.181	(0.176, 0.187)
LIT	0.125	(0.123, 0.127)	0.134	(0.132, 0.136)	0.145	(0.143, 0.147)	0.125	(0.123, 0.128)	0.126	(0.123, 0.129)	0.102	(0.098, 0.106)
PRI	0.124	(0.122, 0.126)	0.127	(0.126, 0.129)	0.128	(0.126, 0.130)	0.153	(0.149, 0.156)	0.187	(0.183, 0.191)	0.188	(0.183, 0.194)
MID	0.075	(0.074, 0.076)	0.079	(0.078, 0.080)	0.107	(0.105, 0.108)	0.198	(0.194, 0.202)	0.234	(0.230, 0.238)	0.256	(0.249, 0.262)
SEC/HS	0.047	(0.046, 0.048)	0.058	(0.057, 0.059)	0.082	(0.081, 0.083)	0.142	(0.139, 0.145)	0.159	(0.156, 0.162)	0.225	(0.219, 0.231)
GRD/ABV	0.011	(0.010, 0.012)	0.014	(0.013, 0.015)	0.020	(0.019, 0.021)	0.027	(0.026, 0.028)	0.032	(0.031, 0.033)	0.048	(0.045, 0.050)
Muslim												
NL	0.798	(0.792, 0.803)	0.775	(0.769, 0.781)	0.725	(0.719, 0.732)	0.565	(0.556, 0.573)	0.453	(0.444, 0.462)	0.338	(0.328, 0.349)
LIT	0.095	(0.092, 0.098)	0.106	(0.102, 0.109)	0.126	(0.121, 0.130)	0.154	(0.149, 0.160)	0.181	(0.175, 0.187)	0.177	(0.170, 0.184)
PRI	0.060	(0.057, 0.062)	0.064	(0.062, 0.067)	0.071	(0.068, 0.074)	0.117	(0.112, 0.122)	0.164	(0.158, 0.170)	0.204	(0.196, 0.213)
MID	0.030	(0.028, 0.031)	0.033	(0.031, 0.034)	0.046	(0.044, 0.048)	0.105	(0.101, 0.109)	0.133	(0.129, 0.138)	0.174	(0.167, 0.180)
SEC/HS	0.015	(0.014, 0.016)	0.019	(0.018, 0.020)	0.026	(0.025, 0.028)	0.051	(0.048, 0.053)	0.059	(0.056, 0.061)	0.091	(0.087, 0.095)
GRD/ABV	0.003	(0.002, 0.004)	0.004	(0.003, 0.005)	0.006	(0.005, 0.007)	0.009	(0.008, 0.010)	0.010	(0.009, 0.011)	0.016	(0.014, 0.017)
Christian												
NL	0.430	(0.418, 0.441)	0.398	(0.387, 0.410)	0.335	(0.324, 0.345)	0.202	(0.194, 0.210)	0.140	(0.134, 0.146)	0.092	(0.087, 0.097)
LIT	0.176	(0.168, 0.184)	0.180	(0.172, 0.188)	0.178	(0.170, 0.185)	0.124	(0.118, 0.131)	0.109	(0.103, 0.115)	0.079	(0.074, 0.084)
PRI	0.188	(0.180, 0.197)	0.190	(0.181, 0.198)	0.180	(0.171, 0.189)	0.175	(0.166, 0.185)	0.192	(0.182, 0.201)	0.171	(0.162, 0.180)
MID	0.128	(0.122, 0.134)	0.135	(0.129, 0.141)	0.173	(0.165, 0.180)	0.276	(0.267, 0.286)	0.310	(0.301, 0.320)	0.313	(0.302, 0.324)
SEC/HS	0.064	(0.061, 0.068)	0.079	(0.075, 0.083)	0.109	(0.104, 0.115)	0.186	(0.177, 0.194)	0.206	(0.197, 0.216)	0.282	(0.270, 0.294)
GRD/ABV	0.014	(0.013, 0.016)	0.018	(0.016, 0.020)	0.026	(0.023, 0.028)	0.036	(0.033, 0.040)	0.042	(0.038, 0.046)	0.063	(0.057, 0.069)
Others												
NL	0.480	(0.473, 0.487)	0.475	(0.468, 0.482)	0.372	(0.365, 0.379)	0.288	(0.281, 0.294)	0.211	(0.206, 0.217)	0.133	(0.128, 0.138)
LIT	0.107	(0.103, 0.111)	0.113	(0.109, 0.117)	0.113	(0.109, 0.118)	0.083	(0.078, 0.087)	0.082	(0.078, 0.086)	0.059	(0.056, 0.063)
PRI	0.181	(0.176, 0.186)	0.174	(0.169, 0.179)	0.168	(0.162, 0.174)	0.162	(0.156, 0.169)	0.185	(0.179, 0.192)	0.168	(0.161, 0.175)
MID	0.108	(0.104, 0.112)	0.101	(0.097, 0.105)	0.137	(0.133, 0.142)	0.206	(0.200, 0.213)	0.237	(0.231, 0.244)	0.239	(0.230, 0.247)
SEC/HS	0.104	(0.101, 0.108)	0.115	(0.111, 0.119)	0.173	(0.168, 0.178)	0.225	(0.218, 0.232)	0.243	(0.236, 0.250)	0.337	(0.327, 0.346)
GRD/ABV	0.019	(0.018, 0.020)	0.022	(0.020, 0.023)	0.036	(0.034, 0.038)	0.036	(0.034, 0.039)	0.041	(0.038, 0.043)	0.064	(0.060, 0.069)

NL=Not Literate, LIT=Literate but below Primary, PRI=Primary, MID=Middle, SEC/HS=Secondary/Higher Secondary, GRD/ABV=Graduate & Above

Table A5.5. Predicted probability (with 95% CI) for population having highest educational status by region of residence, India, 1983-2010

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
North												
NL	0.770	(0.761, 0.780)	0.749	(0.738, 0.759)	0.694	(0.683, 0.706)	0.532	(0.518, 0.546)	0.421	(0.407, 0.434)	0.311	(0.297, 0.325)
LIT	0.054	(0.046, 0.061)	0.060	(0.052, 0.068)	0.070	(0.061, 0.079)	0.067	(0.055, 0.078)	0.083	(0.072, 0.095)	0.075	(0.064, 0.087)
PRI	0.079	(0.073, 0.084)	0.081	(0.075, 0.087)	0.081	(0.075, 0.088)	0.111	(0.102, 0.121)	0.152	(0.142, 0.163)	0.170	(0.159, 0.182)
MID	0.048	(0.044, 0.051)	0.049	(0.046, 0.053)	0.068	(0.063, 0.073)	0.143	(0.135, 0.151)	0.176	(0.167, 0.185)	0.201	(0.190, 0.211)
SEC/HS	0.039	(0.037, 0.042)	0.049	(0.046, 0.052)	0.068	(0.064, 0.072)	0.122	(0.115, 0.129)	0.138	(0.130, 0.145)	0.198	(0.188, 0.209)
GRD/ABV	0.010	(0.009, 0.011)	0.013	(0.011, 0.014)	0.018	(0.016, 0.020)	0.025	(0.023, 0.028)	0.030	(0.027, 0.033)	0.045	(0.040, 0.049)
Central												
NL	0.774	(0.766, 0.783)	0.750	(0.741, 0.759)	0.695	(0.685, 0.704)	0.532	(0.520, 0.545)	0.424	(0.412, 0.436)	0.313	(0.300, 0.325)
LIT	0.061	(0.055, 0.068)	0.069	(0.063, 0.076)	0.081	(0.074, 0.089)	0.082	(0.072, 0.092)	0.098	(0.088, 0.109)	0.090	(0.080, 0.100)
PRI	0.073	(0.068, 0.077)	0.076	(0.071, 0.080)	0.076	(0.071, 0.082)	0.106	(0.098, 0.114)	0.147	(0.138, 0.156)	0.167	(0.157, 0.178)
MID	0.049	(0.046, 0.052)	0.052	(0.049, 0.055)	0.072	(0.068, 0.076)	0.150	(0.143, 0.157)	0.183	(0.175, 0.191)	0.213	(0.203, 0.223)
SEC/HS	0.032	(0.030, 0.034)	0.040	(0.038, 0.042)	0.057	(0.054, 0.060)	0.104	(0.099, 0.109)	0.117	(0.111, 0.123)	0.171	(0.162, 0.180)
GRD/ABV	0.010	(0.009, 0.011)	0.013	(0.012, 0.014)	0.018	(0.017, 0.020)	0.026	(0.024, 0.028)	0.030	(0.028, 0.033)	0.046	(0.041, 0.050)
East												
NL	0.728	(0.719, 0.738)	0.702	(0.692, 0.712)	0.642	(0.631, 0.653)	0.476	(0.463, 0.489)	0.369	(0.357, 0.381)	0.267	(0.255, 0.280)
LIT	0.094	(0.087, 0.102)	0.103	(0.096, 0.111)	0.118	(0.110, 0.127)	0.120	(0.109, 0.130)	0.133	(0.123, 0.144)	0.118	(0.108, 0.128)
PRI	0.078	(0.073, 0.083)	0.081	(0.076, 0.086)	0.081	(0.075, 0.087)	0.109	(0.100, 0.118)	0.149	(0.140, 0.159)	0.166	(0.155, 0.177)
MID	0.058	(0.055, 0.061)	0.062	(0.059, 0.065)	0.085	(0.081, 0.090)	0.170	(0.162, 0.177)	0.206	(0.197, 0.214)	0.238	(0.228, 0.248)
SEC/HS	0.032	(0.030, 0.034)	0.040	(0.037, 0.042)	0.056	(0.053, 0.059)	0.102	(0.096, 0.107)	0.115	(0.109, 0.121)	0.167	(0.159, 0.176)
GRD/ABV	0.009	(0.008, 0.010)	0.012	(0.011, 0.013)	0.017	(0.016, 0.019)	0.024	(0.022, 0.026)	0.028	(0.026, 0.031)	0.042	(0.038, 0.046)
West												
NL	0.660	(0.648, 0.672)	0.631	(0.619, 0.644)	0.565	(0.552, 0.578)	0.396	(0.382, 0.409)	0.296	(0.284, 0.308)	0.208	(0.197, 0.219)
LIT	0.093	(0.083, 0.102)	0.101	(0.091, 0.110)	0.111	(0.101, 0.122)	0.095	(0.084, 0.106)	0.102	(0.091, 0.112)	0.083	(0.074, 0.092)

Background characteristics	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
PRI	0.115	(0.109, 0.122)	0.119	(0.111, 0.126)	0.118	(0.110, 0.126)	0.143	(0.133, 0.153)	0.177	(0.167, 0.188)	0.181	(0.170, 0.192)
MID	0.079	(0.075, 0.084)	0.084	(0.079, 0.089)	0.114	(0.108, 0.120)	0.210	(0.201, 0.219)	0.248	(0.238, 0.257)	0.273	(0.262, 0.284)
SEC/HS	0.043	(0.041, 0.046)	0.053	(0.050, 0.056)	0.075	(0.071, 0.079)	0.132	(0.125, 0.140)	0.149	(0.141, 0.157)	0.213	(0.202, 0.224)
GRD/ABV	0.009	(0.008, 0.010)	0.012	(0.011, 0.013)	0.017	(0.016, 0.019)	0.024	(0.022, 0.026)	0.028	(0.025, 0.031)	0.042	(0.038, 0.047)
South												
NL	0.684	(0.674, 0.694)	0.657	(0.646, 0.667)	0.592	(0.581, 0.603)	0.424	(0.412, 0.435)	0.323	(0.312, 0.334)	0.230	(0.219, 0.241)
LIT	0.090	(0.082, 0.098)	0.098	(0.090, 0.106)	0.110	(0.101, 0.119)	0.098	(0.088, 0.108)	0.106	(0.096, 0.116)	0.089	(0.080, 0.098)
PRI	0.104	(0.098, 0.109)	0.107	(0.101, 0.112)	0.107	(0.100, 0.113)	0.133	(0.124, 0.141)	0.169	(0.160, 0.178)	0.177	(0.166, 0.187)
MID	0.071	(0.068, 0.075)	0.076	(0.072, 0.079)	0.103	(0.098, 0.108)	0.194	(0.187, 0.202)	0.231	(0.223, 0.240)	0.258	(0.248, 0.268)
SEC/HS	0.042	(0.040, 0.044)	0.052	(0.049, 0.054)	0.073	(0.069, 0.076)	0.129	(0.122, 0.135)	0.144	(0.137, 0.151)	0.207	(0.197, 0.217)
GRD/ABV	0.009	(0.008, 0.010)	0.011	(0.010, 0.012)	0.016	(0.015, 0.018)	0.023	(0.021, 0.025)	0.027	(0.024, 0.029)	0.040	(0.036, 0.044)
Northeast												
NL	0.568	(0.553, 0.583)	0.537	(0.521, 0.552)	0.468	(0.453, 0.483)	0.307	(0.294, 0.321)	0.222	(0.211, 0.233)	0.151	(0.142, 0.161)
LIT	0.157	(0.145, 0.169)	0.165	(0.153, 0.178)	0.175	(0.163, 0.188)	0.147	(0.135, 0.159)	0.141	(0.130, 0.152)	0.111	(0.101, 0.120)
PRI	0.142	(0.133, 0.151)	0.146	(0.137, 0.155)	0.149	(0.139, 0.159)	0.176	(0.164, 0.188)	0.208	(0.196, 0.220)	0.206	(0.194, 0.218)
MID	0.089	(0.084, 0.095)	0.096	(0.090, 0.102)	0.130	(0.123, 0.138)	0.236	(0.225, 0.247)	0.276	(0.264, 0.287)	0.309	(0.297, 0.322)
SEC/HS	0.035	(0.033, 0.038)	0.044	(0.041, 0.047)	0.062	(0.058, 0.066)	0.111	(0.104, 0.119)	0.126	(0.117, 0.134)	0.183	(0.171, 0.194)
GRD/ABV	0.009	(0.008, 0.010)	0.011	(0.010, 0.013)	0.016	(0.014, 0.018)	0.023	(0.020, 0.025)	0.027	(0.024, 0.030)	0.040	(0.035, 0.045)
Other UTs												
NL	0.316	(0.303, 0.329)	0.292	(0.280, 0.305)	0.230	(0.220, 0.241)	0.141	(0.134, 0.149)	0.109	(0.103, 0.115)	0.065	(0.060, 0.069)
LIT	0.170	(0.158, 0.181)	0.171	(0.160, 0.182)	0.156	(0.146, 0.167)	0.100	(0.092, 0.108)	0.091	(0.084, 0.098)	0.059	(0.054, 0.064)
PRI	0.223	(0.212, 0.233)	0.218	(0.207, 0.228)	0.195	(0.184, 0.206)	0.161	(0.151, 0.171)	0.174	(0.164, 0.184)	0.142	(0.133, 0.151)
MID	0.144	(0.136, 0.152)	0.142	(0.134, 0.151)	0.174	(0.164, 0.184)	0.238	(0.227, 0.250)	0.259	(0.248, 0.271)	0.239	(0.227, 0.251)
SEC/HS	0.119	(0.112, 0.127)	0.141	(0.133, 0.149)	0.194	(0.184, 0.204)	0.291	(0.277, 0.304)	0.294	(0.280, 0.307)	0.385	(0.370, 0.400)
GRD/ABV	0.028	(0.025, 0.031)	0.035	(0.031, 0.039)	0.050	(0.045, 0.056)	0.069	(0.062, 0.076)	0.073	(0.066, 0.081)	0.110	(0.099, 0.121)

NL=Not Literate, LIT=Literate but below Primary, PRI=Primary, MID=Middle, SEC/HS=Secondary/Higher Secondary, GRD/ABV=Graduate & Above

Table A5.6a. Educational status of population (%) aged 16-65 years by gender, Rural India, 1983-2010

Gender	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
Not literate	51.98	(51.31,52.66)	48.88	(48.22,49.54)	43.68	(42.98,44.37)	29.48	(28.46,30.52)	21.96	(21.17,22.77)	15.47	(14.42,16.58)
Literate (< Primary)	14.09	(13.67,14.51)	14.51	(14.17,14.86)	14.79	(14.41,15.17)	11.73	(11.21,12.28)	12.40	(11.81,13.01)	9.76	(8.92,10.67)
Primary	14.95	(14.64,15.26)	14.91	(14.58,15.25)	13.78	(13.45,14.13)	14.69	(14.13,15.27)	18.40	(17.75,19.06)	17.97	(16.94,19.05)
Middle	10.94	(10.62,11.26)	11.29	(11.01,11.58)	13.70	(13.36,14.05)	22.07	(21.40,22.76)	24.60	(23.88,25.34)	26.43	(25.29,27.60)
Secondary & HS	6.58	(6.31,6.85)	8.34	(8.05,8.63)	11.18	(10.86,11.52)	18.41	(17.74,19.10)	18.86	(18.20,19.54)	25.35	(24.20,26.53)
Graduate & above	1.47	(1.37,1.58)	2.07	(1.96,2.19)	2.87	(2.66,3.10)	3.62	(3.34,3.92)	3.79	(3.52,4.07)	5.02	(4.53,5.57)
Female												
Not literate	80.71	(80.14,81.26)	77.68	(77.10,78.24)	72.58	(71.91,73.24)	54.42	(53.34,55.50)	43.12	(42.16,44.08)	32.53	(31.20,33.89)
Literate (< Primary)	6.21	(5.96,6.46)	7.23	(7.00,7.47)	8.52	(8.23,8.83)	9.75	(9.30,10.22)	10.97	(10.48,11.49)	10.40	(9.65,11.21)
Primary	7.46	(7.19,7.74)	7.75	(7.50,8.01)	8.19	(7.91,8.47)	11.69	(11.20,12.19)	14.44	(13.90,14.99)	17.08	(16.16,18.03)
Middle	3.75	(3.58,3.93)	4.47	(4.27,4.67)	6.29	(6.04,6.54)	13.52	(12.98,14.08)	17.06	(16.46,17.67)	19.47	(18.48,20.50)
Secondary & HS	1.60	(1.49,1.71)	2.47	(2.34,2.61)	3.89	(3.69,4.10)	9.23	(8.79,9.68)	12.30	(11.80,12.81)	17.08	(16.21,17.99)
Graduate & above	0.28	(0.24,0.33)	0.40	(0.35,0.46)	0.54	(0.47,0.63)	1.39	(1.25,1.56)	2.12	(1.91,2.36)	3.44	(3.06,3.86)

Table A5.6b. Educational status of population (%) aged 16-65 years by gender, Urban India, 1983-2010

Gender	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
Not literate	21.85	(20.99,22.74)	19.82	(19.05,20.63)	18.02	(17.25,18.82)	14.30	(13.31,15.36)	10.64	(9.56,11.84)	8.55	(7.66,9.54)
Literate (< Primary)	12.24	(11.73,12.76)	12.40	(11.88,12.95)	11.28	(10.78,11.79)	8.51	(7.88,9.18)	7.89	(7.15,8.70)	5.79	(5.15,6.51)
Primary	17.62	(17.07,18.20)	17.77	(17.25,18.30)	13.73	(13.23,14.24)	13.32	(12.58,14.09)	15.76	(14.72,16.86)	14.07	(13.04,15.18)
Middle	18.21	(17.65,18.77)	16.44	(15.92,16.97)	17.46	(16.94,17.99)	23.80	(22.85,24.77)	26.03	(24.67,27.43)	22.42	(21.12,23.77)
Secondary & HS	20.17	(19.51,20.85)	21.96	(21.31,22.62)	24.99	(24.30,25.68)	27.91	(26.82,29.03)	27.15	(25.86,28.48)	31.57	(29.91,33.27)
Graduate & above	9.91	(9.37,10.47)	11.61	(11.08,12.16)	14.53	(13.82,15.26)	12.16	(11.36,13.01)	12.53	(11.41,13.73)	17.60	(16.13,19.16)
Female												
Not literate	47.11	(45.99,48.23)	43.70	(42.64,44.76)	38.95	(37.89,40.02)	25.50	(24.10,26.95)	19.04	(17.64,20.54)	14.75	(13.69,15.89)
Literate (< Primary)	10.38	(9.93,10.84)	10.60	(10.18,11.03)	9.91	(9.50,10.33)	7.77	(7.18,8.40)	7.08	(6.47,7.74)	5.48	(4.88,6.14)
Primary	14.88	(14.34,15.42)	14.88	(14.41,15.35)	12.93	(12.48,13.39)	12.45	(11.61,13.33)	13.57	(12.65,14.55)	11.85	(10.95,12.80)
Middle	12.05	(11.57,12.54)	11.22	(10.77,11.68)	13.37	(12.90,13.84)	19.10	(18.27,19.96)	21.63	(20.47,22.85)	18.85	(17.71,20.04)
Secondary & HS	11.08	(10.52,11.66)	13.40	(12.89,13.93)	16.56	(15.98,17.16)	23.47	(22.37,24.61)	24.51	(23.34,25.71)	30.67	(29.16,32.23)
Graduate & above	4.51	(4.16,4.89)	6.21	(5.82,6.63)	8.29	(7.78,8.83)	11.71	(10.90,12.58)	14.16	(13.18,15.20)	18.41	(16.90,20.01)

Table A5.7a. Educational status of population (%) aged 16-65 years by social group, Rural India, 1983-2010

Social Group	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
Not literate	80.99	(79.76,82.16)	79.74	(78.66,80.79)	74.07	(72.65,75.43)	58.43	(56.21,60.61)	47.97	(45.80,50.15)	33.03	(30.13,36.07)
Literate (< Primary)	8.70	(7.91,9.57)	8.12	(7.56,8.72)	9.67	(8.92,10.48)	11.40	(10.43,12.45)	13.78	(12.46,15.22)	11.84	(10.05,13.91)
Primary	5.76	(5.33,6.23)	6.32	(5.81,6.88)	7.41	(6.81,8.06)	10.68	(9.79,11.63)	15.27	(14.07,16.56)	18.10	(16.13,20.25)
Middle	3.21	(2.88,3.57)	3.71	(3.37,4.08)	5.40	(4.89,5.96)	11.58	(10.57,12.67)	15.57	(14.24,17.00)	19.38	(17.32,21.61)
Secondary & HS	1.14	(0.94,1.38)	1.81	(1.57,2.07)	3.02	(2.68,3.40)	7.08	(5.95,8.40)	6.50	(5.72,7.37)	15.55	(13.55,17.78)
Graduate & above	0.20	(0.14,0.28)	0.30	(0.23,0.38)	0.44	(0.34,0.57)	0.83	(0.62,1.12)	0.91	(0.68,1.21)	2.10	(1.59,2.77)
Scheduled Castes												
Not literate	78.52	(77.72,79.31)	76.07	(75.28,76.84)	70.56	(69.59,71.51)	51.19	(49.71,52.67)	40.13	(38.64,41.64)	30.50	(28.28,32.81)
Literate (< Primary)	8.13	(7.71,8.57)	8.51	(8.10,8.95)	9.98	(9.46,10.53)	11.03	(10.22,11.89)	11.92	(11.07,12.82)	9.96	(8.85,11.19)
Primary	7.31	(6.83,7.82)	7.87	(7.49,8.27)	8.34	(7.91,8.79)	12.87	(12.11,13.66)	16.79	(15.87,17.75)	19.79	(18.25,21.42)
Middle	4.17	(3.87,4.50)	4.69	(4.39,5.01)	6.46	(6.11,6.83)	14.64	(13.84,15.48)	18.56	(17.56,19.60)	22.63	(21.01,24.33)
Secondary & HS	1.64	(1.47,1.83)	2.37	(2.17,2.56)	4.03	(3.71,4.37)	8.74	(8.08,9.44)	10.92	(10.12,11.77)	14.78	(13.40,16.27)
Graduate & above	0.23	(0.18,0.28)	0.49	(0.42,0.58)	0.63	(0.54,0.75)	1.54	(1.29,1.83)	1.69	(1.42,2.00)	2.35	(1.92,2.87)
Others												
Not literate	61.48	(60.85,62.10)	57.85	(57.17,58.53)	52.38	(51.65,53.10)	37.05	(35.80,38.31)	28.29	(27.43,29.18)	20.71	(19.56,21.91)
Literate (< Primary)	10.76	(10.46,11.07)	11.79	(11.51,12.09)	12.38	(12.04,12.72)	10.47	(10.01,10.96)	11.23	(10.71,11.76)	9.82	(9.06,10.64)
Primary	12.90	(12.62,13.18)	12.89	(12.59,13.20)	12.24	(11.94,12.55)	13.61	(13.08,14.16)	16.37	(15.82,16.93)	16.56	(15.64,17.52)
Middle	8.66	(8.41,8.93)	9.25	(9.00,9.51)	11.64	(11.33,11.96)	19.57	(18.92,20.23)	22.16	(21.53,22.80)	23.43	(22.41,24.48)
Secondary & HS	5.08	(4.87,5.29)	6.66	(6.42,6.91)	9.17	(8.89,9.47)	16.28	(15.68,16.90)	18.32	(17.72,18.94)	24.24	(23.21,25.31)
Graduate & above	1.13	(1.04,1.22)	1.55	(1.45,1.65)	2.19	(2.00,2.39)	3.02	(2.79,3.27)	3.63	(3.39,3.90)	5.24	(4.76,5.77)

Table A5.7b. Educational status of population (%) aged 16-65 years by social group, Urban India, 1983-2010

Social Group	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
Not literate	53.78	(48.02,59.44)	46.29	(42.45,50.16)	41.69	(37.85,45.64)	30.69	(26.22,35.56)	23.82	(19.28,29.06)	16.04	(12.37,20.54)
Literate (< Primary)	10.49	(8.11,13.47)	10.47	(8.94,12.22)	10.73	(9.01,12.74)	11.58	(9.34,14.28)	8.30	(6.09,11.23)	7.74	(5.69,10.44)
Primary	14.00	(10.68,18.14)	13.53	(12.06,15.14)	14.47	(11.06,18.71)	10.06	(7.93,12.69)	13.93	(10.32,18.54)	14.98	(11.48,19.30)
Middle	9.88	(8.22,11.84)	12.08	(10.54,13.81)	13.35	(11.51,15.44)	21.79	(18.55,25.42)	25.04	(21.21,29.31)	20.11	(16.71,23.99)
Secondary & HS	9.12	(6.84,12.07)	13.10	(11.25,15.20)	13.42	(11.62,15.46)	19.18	(16.37,22.35)	20.53	(16.31,25.51)	29.99	(24.56,36.05)
Graduate & above	2.73	(1.94,3.82)	4.54	(3.58,5.75)	6.33	(4.47,8.91)	6.69	(5.17,8.62)	8.38	(5.11,13.43)	11.15	(8.48,14.53)
Scheduled Castes												
Not literate	55.97	(53.99,57.93)	54.81	(53.06,56.55)	49.73	(47.53,51.94)	32.88	(30.31,35.55)	21.01	(18.80,23.42)	18.42	(16.26,20.80)
Literate (< Primary)	11.95	(11.02,12.94)	11.46	(10.61,12.36)	12.00	(11.08,12.99)	9.25	(8.23,10.37)	9.98	(8.52,11.66)	8.08	(6.75,9.65)
Primary	14.05	(13.15,15.00)	14.24	(13.33,15.19)	12.85	(11.8,13.98)	14.98	(13.60,16.48)	19.37	(17.58,21.30)	17.73	(15.99,19.62)
Middle	10.32	(9.42,11.29)	10.74	(9.87,11.68)	12.57	(11.62,13.58)	22.37	(20.61,24.24)	26.44	(24.18,28.82)	23.43	(20.86,26.21)
Secondary & HS	6.29	(5.49,7.19)	6.66	(5.99,7.4)	9.92	(9.02,10.9)	16.80	(15.36,18.34)	17.84	(15.91,19.96)	22.87	(20.64,25.26)
Graduate & above	1.43	(1.15,1.77)	2.09	(1.74,2.51)	2.93	(2.45,3.49)	3.72	(3.08,4.49)	5.36	(4.31,6.64)	9.47	(7.76,11.51)
Others												
Not literate	30.21	(29.29,31.15)	27.69	(26.86,28.55)	24.53	(23.74,25.33)	16.82	(15.75,17.94)	13.01	(11.79,14.33)	10.08	(9.21,11.02)
Literate (< Primary)	11.28	(10.88,11.69)	11.58	(11.17,12.00)	10.40	(10.01,10.81)	7.76	(7.21,8.36)	6.95	(6.40,7.53)	5.07	(4.56,5.62)
Primary	16.70	(16.21,17.20)	16.76	(16.33,17.20)	13.37	(12.98,13.77)	12.62	(11.98,13.29)	13.75	(12.93,14.63)	11.94	(11.15,12.78)
Middle	16.13	(15.67,16.60)	14.39	(13.95,14.84)	15.98	(15.55,16.42)	21.29	(20.53,22.06)	23.35	(22.25,24.48)	20.11	(19.07,21.19)
Secondary & HS	17.37	(16.78,17.98)	19.48	(18.93,20.05)	22.78	(22.19,23.37)	27.74	(26.66,28.85)	27.79	(26.67,28.93)	32.84	(31.53,34.19)
Graduate & above	8.30	(7.83,8.80)	10.09	(9.61,10.59)	12.94	(12.31,13.61)	13.77	(12.91,14.68)	15.16	(14.18,16.18)	19.96	(18.58,21.43)

Table A5.8a. Educational status of population (%) aged 16-65 years by religious group, Rural India, 1983-2010

Religion	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
Not literate	67.37	(66.81,67.94)	64.19	(63.63,64.74)	58.84	(58.17,59.50)	42.66	(41.77,43.56)	33.04	(32.22,33.86)	24.19	(23.10,25.31)
Literate (< Primary)	9.79	(9.52,10.06)	10.61	(10.36,10.86)	11.38	(11.07,11.68)	10.26	(9.88,10.66)	11.18	(10.72,11.66)	9.53	(8.89,10.22)
Primary	10.82	(10.57,11.08)	10.99	(10.74,11.24)	10.71	(10.44,10.99)	12.97	(12.53,13.41)	16.01	(15.52,16.51)	16.94	(16.13,17.77)
Middle	7.20	(6.98,7.43)	7.72	(7.51,7.93)	9.86	(9.60,10.13)	17.84	(17.34,18.36)	20.94	(20.37,21.51)	23.22	(22.32,24.14)
Secondary & HS	3.95	(3.77,4.13)	5.26	(5.09,5.44)	7.49	(7.25,7.75)	13.72	(13.25,14.21)	15.73	(15.21,16.26)	21.65	(20.74,22.59)
Graduate & above	0.87	(0.80,0.94)	1.24	(1.16,1.32)	1.73	(1.58,1.89)	2.54	(2.36,2.74)	3.10	(2.89,3.33)	4.48	(4.09,4.90)
Muslims												
Not literate	69.68	(68.25,71.08)	66.56	(64.76,68.31)	61.25	(59.50,62.96)	46.71	(42.07,51.40)	37.88	(35.69,40.13)	29.41	(26.36,32.66)
Literate (< Primary)	11.78	(10.86,12.76)	12.43	(11.62,13.29)	13.97	(13.04,14.95)	14.66	(13.10,16.36)	15.71	(14.35,17.18)	15.09	(13.09,17.34)
Primary	10.31	(9.61,11.04)	10.93	(10.13,11.79)	11.00	(10.21,11.84)	13.19	(11.50,15.09)	18.18	(16.77,19.68)	20.38	(18.08,22.90)
Middle	5.17	(4.74,5.63)	6.34	(5.82,6.90)	8.37	(7.68,9.13)	15.01	(13.13,17.12)	18.15	(16.73,19.66)	19.57	(17.50,21.83)
Secondary & HS	2.51	(2.22,2.84)	3.14	(2.84,3.47)	4.30	(3.87,4.78)	8.88	(7.64,10.30)	8.78	(7.91,9.73)	13.52	(11.95,15.25)
Graduate & above	0.55	(0.44,0.71)	0.60	(0.49,0.73)	1.11	(0.91,1.36)	1.54	(1.17,2.03)	1.29	(1.05,1.59)	2.02	(1.36,2.99)
Christian												
Not literate	34.96	(32.05,37.99)	35.61	(32.16,39.22)	32.34	(28.94,35.93)	26.22	(21.78,31.21)	17.62	(14.15,21.73)	11.71	(8.15,16.54)
Literate (< Primary)	15.20	(13.94,16.55)	15.01	(13.61,16.52)	15.47	(13.75,17.36)	10.42	(8.63,12.53)	13.08	(9.98,16.96)	7.13	(3.98,12.43)
Primary	21.77	(20.12,23.52)	18.41	(16.73,20.22)	16.90	(15.46,18.45)	14.17	(12.08,16.54)	17.39	(14.93,20.16)	19.33	(15.62,23.66)
Middle	16.67	(15.21,18.25)	17.28	(15.64,19.06)	18.44	(16.67,20.35)	23.88	(20.84,27.21)	25.49	(22.63,28.57)	25.28	(21.56,29.40)
Secondary & HS	9.78	(8.59,11.10)	11.02	(9.81,12.36)	14.15	(12.60,15.86)	20.72	(17.55,24.28)	22.14	(19.15,25.45)	28.21	(23.85,33.03)
Graduate & above	1.62	(1.23,2.13)	2.67	(2.16,3.29)	2.71	(2.16,3.39)	4.60	(3.40,6.19)	4.28	(3.17,5.74)	8.35	(6.42,10.79)
Others												
Not literate	61.67	(59.35,63.93)	57.17	(52.69,61.53)	54.24	(51.92,56.54)	34.00	(31.10,37.02)	23.23	(20.22,26.54)	17.21	(13.62,21.51)
Literate (< Primary)	8.82	(7.96,9.77)	7.79	(7.01,8.65)	8.50	(7.64,9.45)	8.85	(7.36,10.60)	8.16	(6.60,10.06)	5.15	(3.62,7.28)
Primary	13.93	(12.85,15.09)	14.47	(13.10,15.95)	13.12	(12.06,14.26)	16.59	(14.66,18.72)	17.27	(15.40,19.33)	19.76	(16.48,23.50)
Middle	8.00	(7.05,9.06)	8.47	(7.43,9.63)	10.71	(9.64,11.89)	16.05	(14.21,18.07)	19.90	(17.70,22.30)	22.45	(18.95,26.39)
Secondary & HS	6.55	(5.79,7.40)	10.42	(8.13,13.27)	11.79	(10.66,13.01)	22.72	(20.42,25.20)	28.21	(25.22,31.40)	32.24	(28.38,36.36)
Graduate & above	1.03	(0.79,1.35)	1.68	(1.35,2.11)	1.64	(1.30,2.07)	1.80	(1.20,2.69)	3.23	(2.31,4.51)	3.20	(2.18,4.66)

Table A5.8b. Educational status of population (%) aged 16-65 years by religious group, Urban India, 1983-2010

Religion	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
Not literate	32.28	(31.31,33.27)	29.47	(28.61,30.36)	26.39	(25.49,27.31)	18.28	(17.17,19.44)	13.24	(12.26,14.28)	10.07	(9.24,10.97)
Literate (< Primary)	11.10	(10.68,11.54)	11.04	(10.64,11.45)	10.15	(9.74,10.57)	7.56	(7.02,8.14)	6.90	(6.32,7.52)	5.11	(4.59,5.68)
Primary	16.36	(15.89,16.85)	16.26	(15.84,16.70)	13.38	(12.95,13.82)	12.30	(11.65,12.98)	14.16	(13.29,15.09)	12.21	(11.39,13.08)
Middle	15.74	(15.26,16.23)	14.48	(14.03,14.93)	15.75	(15.31,16.21)	21.78	(20.99,22.60)	24.12	(23.01,25.28)	19.77	(18.68,20.92)
Secondary & HS	16.57	(15.99,17.16)	18.75	(18.18,19.34)	21.69	(21.08,22.31)	26.77	(25.64,27.93)	27.03	(25.97,28.13)	32.36	(31.02,33.73)
Graduate & above	7.95	(7.48,8.43)	9.99	(9.50,10.51)	12.64	(11.98,13.33)	13.32	(12.46,14.22)	14.54	(13.57,15.57)	20.48	(19.01,22.03)
Muslims												
Not literate	49.97	(47.99,51.95)	46.80	(44.76,48.84)	43.16	(41.28,45.06)	29.88	(27.38,32.51)	22.87	(19.25,26.94)	19.69	(17.38,22.22)
Literate (< Primary)	13.62	(12.64,14.67)	15.08	(14.00,16.23)	14.26	(13.32,15.26)	11.78	(10.53,13.16)	10.82	(9.46,12.34)	8.72	(7.45,10.18)
Primary	14.76	(13.77,15.82)	16.29	(15.33,17.30)	13.31	(12.45,14.22)	16.18	(14.81,17.65)	18.03	(16.49,19.69)	17.32	(15.53,19.26)
Middle	10.89	(10.06,11.77)	10.13	(9.346,10.97)	13.11	(12.22,14.05)	20.13	(18.65,21.70)	23.89	(21.44,26.52)	24.17	(22.17,26.29)
Secondary & HS	8.10	(7.42,8.83)	9.11	(8.36,9.91)	12.56	(11.64,13.54)	17.96	(16.48,19.54)	18.79	(16.76,21.01)	24.70	(22.37,27.19)
Graduate & above	2.67	(2.26,3.15)	2.60	(2.22,3.03)	3.61	(3.18,4.08)	4.07	(3.48,4.76)	5.61	(4.39,7.14)	5.41	(4.27,6.83)
Christian												
Not literate	13.69	(11.29,16.50)	13.84	(11.64,16.38)	10.43	(8.69,12.48)	6.07	(4.02,9.07)	6.16	(3.75,9.97)	3.84	(2.30,6.34)
Literate (< Primary)	8.48	(7.10,10.10)	9.36	(7.70,11.34)	8.25	(6.84,9.91)	5.01	(3.49,7.13)	4.74	(3.18,7.02)	1.71	(0.90,3.21)
Primary	21.66	(18.72,24.91)	17.81	(15.81,20.01)	14.79	(12.50,17.41)	8.36	(6.70,10.37)	10.16	(7.24,14.07)	5.25	(3.63,7.53)
Middle	22.38	(19.63,25.39)	20.32	(18.30,22.5)	19.73	(17.70,21.93)	24.64	(20.83,28.90)	23.08	(18.65,28.20)	20.02	(15.30,25.75)
Secondary & HS	25.84	(22.81,29.12)	27.44	(24.83,30.22)	32.23	(29.27,35.33)	37.13	(32.70,41.80)	34.72	(29.64,40.18)	40.00	(33.03,47.39)
Graduate & above	7.96	(6.48,9.75)	11.23	(9.31,13.50)	14.58	(12.28,17.23)	18.79	(14.09,24.60)	21.13	(16.78,26.26)	29.19	(22.68,36.67)
Others												
Not literate	23.78	(21.13,26.65)	22.72	(20.00,25.68)	20.28	(17.60,23.26)	10.50	(7.64,14.26)	6.32	(4.25,9.32)	6.71	(4.48,9.94)
Literate (< Primary)	9.42	(8.09,10.93)	8.52	(7.36,9.85)	8.00	(6.78,9.43)	3.61	(2.43,5.34)	4.14	(2.36,7.16)	2.98	(1.83,4.81)
Primary	16.76	(15.07,18.59)	17.43	(15.82,19.17)	11.44	(10.11,12.90)	11.58	(9.44,14.13)	11.16	(7.87,15.60)	10.80	(7.54,15.23)
Middle	16.31	(14.80,17.94)	12.47	(11.16,13.90)	15.70	(13.82,17.79)	19.38	(16.44,22.71)	19.61	(16.03,23.76)	21.63	(15.86,28.79)
Secondary & HS	21.94	(19.95,24.08)	26.48	(24.29,28.79)	28.61	(26.11,31.25)	35.90	(31.95,40.05)	34.40	(29.12,40.09)	33.35	(27.67,39.57)
Graduate & above	11.79	(9.77,14.16)	12.39	(10.77,14.21)	15.96	(13.48,18.81)	19.03	(15.02,23.82)	24.37	(19.08,30.58)	24.53	(17.90,32.64)

Table A5.9a. Educational status of population (%) aged 16-65 years by region of residence, Rural India, 1983-2010

Region	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
Not literate	72.34	(71.07,73.57)	67.52	(65.59,69.38)	62.02	(60.52,63.49)	40.70	(37.80,43.67)	34.07	(32.25,35.93)	25.65	(23.49,27.93)
Literate (< Primary)	6.17	(5.68,6.71)	7.20	(6.79,7.63)	8.32	(7.79,8.87)	9.21	(7.76,10.91)	8.21	(7.36,9.14)	9.10	(7.92,10.44)
Primary	9.49	(9.03,9.96)	10.52	(9.83,11.24)	10.78	(10.14,11.45)	15.58	(14.21,17.04)	19.15	(18.07,20.28)	19.58	(17.84,21.45)
Middle	6.28	(5.73,6.88)	6.50	(6.04,6.99)	7.94	(7.42,8.49)	14.86	(13.44,16.40)	15.44	(14.42,16.51)	17.69	(16.04,19.47)
Secondary & HS	4.82	(4.23,5.49)	7.07	(6.20,8.05)	9.39	(8.68,10.16)	17.50	(16.10,19.00)	19.99	(18.65,21.41)	23.55	(21.49,25.73)
Graduate & above	0.90	(0.72,1.12)	1.20	(1.04,1.38)	1.56	(1.35,1.80)	2.15	(1.62,2.85)	3.14	(2.55,3.87)	4.43	(3.59,5.45)
Central												
Not literate	74.09	(73.23,74.93)	71.27	(70.45,72.08)	66.24	(65.31,67.16)	50.65	(49.20,52.10)	41.91	(40.39,43.44)	31.28	(29.25,33.38)
Literate (< Primary)	8.15	(7.67,8.66)	8.06	(7.71,8.42)	8.99	(8.55,9.46)	8.76	(8.17,9.39)	10.02	(9.24,10.87)	9.33	(8.32,10.45)
Primary	8.38	(8.03,8.74)	9.01	(8.63,9.39)	8.49	(8.10,8.90)	12.56	(11.85,13.32)	15.38	(14.51,16.29)	16.33	(14.98,17.78)
Middle	5.33	(5.04,5.65)	6.11	(5.80,6.43)	7.80	(7.42,8.20)	15.01	(14.23,15.82)	18.52	(17.59,19.49)	22.25	(20.75,23.83)
Secondary & HS	3.19	(2.96,3.43)	4.26	(4.00,4.54)	6.89	(6.53,7.27)	10.64	(9.89,11.44)	11.01	(10.22,11.85)	16.85	(15.38,18.44)
Graduate & above	0.86	(0.74,1.01)	1.30	(1.18,1.44)	1.59	(1.39,1.82)	2.38	(2.06,2.75)	3.16	(2.77,3.60)	3.95	(3.30,4.72)
East												
Not literate	67.96	(66.77,69.12)	66.53	(65.42,67.63)	60.29	(59.07,61.50)	48.86	(46.47,51.26)	37.72	(36.15,39.33)	30.01	(27.65,32.49)
Literate (< Primary)	11.19	(10.49,11.93)	11.97	(11.41,12.55)	13.55	(12.87,14.27)	14.12	(13.28,15.00)	15.88	(14.90,16.90)	14.50	(12.96,16.2)
Primary	8.81	(8.33,9.31)	8.73	(8.25,9.24)	9.41	(8.89,9.96)	10.73	(9.82,11.71)	16.59	(15.57,17.67)	19.22	(17.45,21.12)
Middle	7.41	(6.91,7.94)	7.47	(7.09,7.86)	9.45	(8.99,9.93)	14.27	(13.22,15.39)	16.68	(15.72,17.69)	17.81	(16.32,19.41)
Secondary & HS	3.71	(3.38,4.07)	4.19	(3.91,4.48)	5.55	(5.21,5.91)	9.61	(8.81,10.48)	10.94	(10.10,11.83)	15.67	(14.24,17.21)
Graduate & above	0.93	(0.81,1.06)	1.11	(1.00,1.24)	1.75	(1.57,1.94)	2.41	(2.10,2.76)	2.19	(1.90,2.53)	2.79	(2.31,3.36)
West												
Not literate	60.95	(59.49,62.38)	57.18	(55.59,58.77)	51.07	(49.17,52.97)	29.58	(27.42,31.83)	20.14	(18.35,22.06)	14.35	(12.14,16.87)
Literate (< Primary)	11.72	(10.96,12.52)	12.00	(11.26,12.79)	12.13	(11.37,12.94)	10.06	(9.09,11.12)	8.57	(7.43,9.87)	7.12	(5.78,8.74)

Region	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Primary	14.13	(13.42,14.88)	14.50	(13.79,15.24)	13.97	(13.19,14.79)	14.56	(13.25,15.96)	14.45	(13.22,15.76)	16.49	(14.29,18.95)
Middle	8.11	(7.54,8.73)	8.70	(8.00,9.45)	12.19	(11.35,13.08)	24.98	(23.47,26.56)	29.91	(28.20,31.68)	30.74	(27.86,33.79)
Secondary & HS	4.39	(3.92,4.92)	6.38	(5.78,7.05)	8.89	(8.06,9.80)	18.07	(16.63,19.60)	23.21	(21.55,24.96)	26.42	(23.91,29.11)
Graduate & above	0.70	(0.56,0.87)	1.23	(0.92,1.64)	1.75	(1.38,2.20)	2.76	(2.22,3.41)	3.72	(3.12,4.42)	4.88	(3.78,6.29)
South												
Not literate	60.17	(59.01,61.32)	56.76	(55.48,58.02)	53.39	(51.85,54.93)	37.18	(35.46,38.93)	27.01	(25.47,28.61)	17.23	(15.32,19.31)
Literate (< Primary)	10.86	(10.41,11.33)	12.27	(11.79,12.77)	12.43	(11.83,13.07)	9.49	(8.73,10.30)	11.16	(10.24,12.15)	8.43	(7.06,10.03)
Primary	14.75	(14.17,15.36)	14.04	(13.47,14.63)	12.34	(11.79,12.93)	13.32	(12.52,14.16)	15.14	(14.22,16.11)	14.22	(12.74,15.84)
Middle	8.79	(8.35,9.26)	9.63	(9.14,10.13)	11.67	(11.06,12.30)	20.38	(19.39,21.41)	24.36	(23.17,25.58)	25.31	(23.5,27.21)
Secondary & HS	4.57	(4.27,4.89)	6.15	(5.81,6.51)	8.42	(7.89,8.98)	17.01	(16.07,17.99)	19.28	(18.26,20.33)	28.87	(26.88,30.94)
Graduate & above	0.85	(0.74,0.98)	1.16	(1.03,1.30)	1.75	(1.36,2.24)	2.63	(2.31,2.99)	3.06	(2.73,3.43)	5.95	(5.07,6.98)
Northeast												
Not literate	50.73	(48.26,53.19)	46.34	(44.01,48.7)	40.07	(37.23,42.98)	27.89	(25.20,30.74)	17.23	(14.99,19.74)	9.67	(7.23,12.82)
Literate (< Primary)	18.48	(16.95,20.12)	19.35	(17.86,20.94)	18.48	(16.84,20.25)	16.56	(14.56,18.78)	19.67	(17.68,21.82)	8.94	(7.02,11.32)
Primary	15.92	(14.82,17.08)	15.95	(14.78,17.19)	17.98	(16.66,19.37)	18.53	(17.09,20.05)	24.48	(22.43,26.64)	26.68	(24.01,29.53)
Middle	9.70	(8.81,10.66)	10.69	(9.72,11.74)	14.10	(12.58,15.76)	23.30	(21.41,25.31)	24.95	(22.80,27.23)	33.72	(30.4,37.21)
Secondary & HS	4.15	(3.61,4.78)	6.02	(5.28,6.86)	7.54	(6.79,8.38)	11.59	(10.23,13.12)	12.02	(10.38,13.87)	18.18	(15.37,21.36)
Graduate & above	1.02	(0.81,1.29)	1.65	(1.41,1.93)	1.83	(1.52,2.21)	2.13	(1.62,2.80)	1.66	(1.29,2.13)	2.82	(2.26,3.51)
Other UTs												
Not literate	53.12	(48.41,57.78)	46.91	(42.18,51.69)	41.06	(36.99,45.26)	19.65	(15.69,24.33)	15.71	(11.36,21.32)	5.16	(2.36,10.91)
Literate (< Primary)	17.02	(13.87,20.70)	13.94	(11.92,16.23)	17.77	(14.68,21.35)	10.92	(8.45,14.01)	8.52	(5.85,12.25)	10.47	(5.34,19.51)
Primary	14.97	(13.32,16.78)	17.42	(14.85,20.31)	14.21	(11.22,17.84)	18.50	(14.99,22.61)	21.33	(17.77,25.39)	16.94	(12.58,22.44)
Middle	7.89	(5.73,10.77)	11.51	(9.75,13.55)	11.72	(9.51,14.36)	24.40	(20.75,28.47)	25.46	(20.72,30.86)	30.13	(19.27,43.78)
Secondary & HS	6.49	(4.69,8.90)	8.09	(6.78,9.64)	13.47	(10.84,16.62)	22.36	(18.46,26.82)	23.51	(18.05,30.01)	30.09	(23.57,37.53)
Graduate & above	0.51	(0.23,1.15)	2.13	(1.29,3.51)	1.77	(1.10,2.86)	4.16	(2.88,5.96)	5.48	(3.12,9.45)	7.21	(3.07,16.02)

Table A5.9b. Educational status of population (%) aged 16-65 years by region of residence, Urban India, 1983-2010

Region	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
North												
Not literate	40.20	(37.60,42.85)	32.73	(30.54,34.99)	30.61	(27.66,33.73)	22.02	(19.51,24.76)	19.63	(16.71,22.92)	14.47	(12.39,16.83)
Literate (< Primary)	8.86	(8.08,9.71)	8.83	(8.14,9.58)	7.47	(6.85,8.15)	7.01	(5.92,8.29)	7.98	(6.58,9.65)	6.23	(5.01,7.71)
Primary	12.76	(11.94,13.63)	13.22	(12.42,14.06)	11.79	(10.79,12.87)	13.33	(11.87,14.95)	15.69	(13.72,17.88)	15.34	(13.57,17.29)
Middle	12.23	(11.26,13.27)	12.48	(11.59,13.43)	12.51	(11.65,13.43)	16.50	(14.79,18.37)	17.62	(15.68,19.74)	16.30	(14.28,18.55)
Secondary & HS	16.86	(15.57,18.24)	20.52	(19.25,21.84)	22.75	(21.07,24.53)	26.66	(24.60,28.83)	26.00	(23.67,28.47)	31.37	(27.95,35.01)
Graduate & above	9.09	(7.86,10.50)	12.23	(10.88,13.72)	14.86	(13.05,16.86)	14.47	(12.12,17.20)	13.07	(10.97,15.52)	16.29	(14.03,18.83)
Central												
Not literate	42.68	(40.47,44.92)	40.74	(38.52,43.00)	36.43	(34.49,38.42)	29.38	(25.82,33.21)	22.83	(19.19,26.92)	20.67	(18.29,23.28)
Literate (< Primary)	11.41	(10.54,12.34)	10.31	(9.60,11.07)	10.22	(9.44,11.06)	8.45	(7.22,9.85)	7.35	(6.26,8.62)	6.59	(5.49,7.91)
Primary	12.55	(11.67,13.49)	12.80	(12.10,13.52)	10.95	(10.26,11.69)	12.53	(11.12,14.08)	17.95	(15.98,20.10)	13.49	(11.72,15.48)
Middle	11.62	(10.82,12.48)	10.73	(9.87,11.65)	11.25	(10.56,11.97)	17.10	(15.72,18.57)	18.41	(16.18,20.87)	17.77	(15.99,19.71)
Secondary & HS	13.39	(12.36,14.49)	15.11	(14.05,16.23)	18.73	(17.63,19.88)	21.06	(17.83,24.72)	19.44	(17.22,21.88)	23.63	(21.49,25.91)
Graduate & above	8.35	(7.33,9.49)	10.32	(9.25,11.49)	12.41	(11.21,13.72)	11.48	(9.70,13.55)	14.01	(11.86,16.48)	17.84	(15.19,20.85)
East												
Not literate	31.97	(29.83,34.20)	31.19	(29.28,33.17)	27.44	(25.35,29.64)	24.01	(21.04,27.26)	15.47	(13.63,17.51)	14.35	(12.22,16.78)
Literate (< Primary)	13.47	(12.47,14.55)	15.02	(13.89,16.22)	13.16	(12.03,14.37)	11.64	(10.15,13.30)	10.48	(8.78,12.47)	9.56	(7.96,11.43)
Primary	15.45	(14.42,16.54)	14.73	(13.80,15.71)	11.66	(10.64,12.76)	11.53	(10.18,13.05)	15.61	(13.89,17.49)	17.33	(15.30,19.57)
Middle	17.34	(16.31,18.42)	15.46	(14.52,16.45)	16.30	(15.29,17.36)	19.26	(17.50,21.15)	23.48	(21.20,25.92)	18.53	(16.42,20.84)
Secondary & HS	13.72	(12.67,14.85)	14.08	(13.08,15.14)	18.41	(17.03,19.87)	20.54	(18.71,22.50)	21.69	(19.65,23.88)	25.58	(23.30,28.00)
Graduate & above	8.04	(7.14,9.05)	9.52	(8.43,10.74)	13.03	(11.44,14.81)	13.02	(11.51,14.69)	13.27	(11.39,15.42)	14.65	(12.56,17.02)
West												
Not literate	27.48	(25.59,29.44)	25.92	(24.10,27.83)	22.14	(20.64,23.71)	11.88	(10.65,13.23)	8.40	(7.15,9.83)	5.76	(4.56,7.26)
Literate (< Primary)	11.23	(10.30,12.22)	10.63	(9.69,11.65)	9.93	(9.09,10.83)	7.24	(6.34,8.26)	6.07	(5.20,7.09)	3.59	(2.86,4.50)

Region	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Primary	18.43	(17.24,19.68)	20.61	(19.55,21.71)	14.84	(13.90,15.83)	13.59	(12.41,14.86)	11.43	(9.94,13.11)	11.54	(9.99,13.29)
Middle	16.37	(15.32,17.49)	11.97	(11.01,12.99)	18.26	(17.21,19.35)	27.36	(25.80,28.98)	32.42	(30.21,34.71)	25.75	(23.05,28.64)
Secondary & HS	18.65	(17.39,19.98)	22.22	(20.80,23.71)	23.16	(21.80,24.58)	28.08	(26.39,29.84)	28.91	(26.87,31.04)	33.86	(31.26,36.56)
Graduate & above	7.85	(6.94,8.87)	8.65	(7.74,9.66)	11.68	(10.27,13.26)	11.85	(10.43,13.44)	12.78	(11.06,14.72)	19.51	(16.16,23.36)
South												
Not literate	32.18	(30.70,33.71)	29.41	(27.99,30.88)	27.10	(25.71,28.54)	16.60	(15.06,18.26)	11.10	(9.85,12.48)	7.66	(6.60,8.88)
Literate (< Primary)	11.34	(10.70,12.01)	12.21	(11.52,12.93)	11.62	(10.90,12.38)	7.78	(6.86,8.82)	6.93	(6.04,7.95)	4.71	(3.89,5.71)
Primary	19.22	(18.44,20.02)	18.20	(17.45,18.97)	15.26	(14.58,15.97)	12.94	(11.83,14.13)	14.47	(13.14,15.91)	10.70	(9.51,12.01)
Middle	16.66	(15.83,17.52)	16.59	(15.8,17.41)	16.87	(16.11,17.65)	23.35	(22.10,24.64)	24.55	(22.92,26.26)	21.44	(19.79,23.19)
Secondary & HS	15.64	(14.74,16.58)	17.25	(16.36,18.18)	20.80	(19.85,21.79)	28.87	(27.24,30.57)	29.75	(28.00,31.56)	36.29	(34.32,38.32)
Graduate & above	4.96	(4.44,5.54)	6.35	(5.78,6.96)	8.35	(7.58,9.19)	10.46	(9.45,11.58)	13.20	(11.71,14.85)	19.19	(17.29,21.25)
Northeast												
Not literate	21.80	(17.92,26.26)	18.34	(16.11,20.80)	15.54	(13.34,18.02)	10.62	(8.35,13.41)	12.05	(6.01,22.69)	6.77	(4.47,10.13)
Literate (< Primary)	12.80	(10.92,14.95)	11.97	(10.00,14.25)	10.12	(8.36,12.21)	6.67	(5.13,8.63)	10.72	(8.20,13.90)	5.98	(4.28,8.28)
Primary	18.12	(16.11,20.32)	17.50	(15.83,19.30)	14.71	(13.24,16.32)	12.68	(9.77,16.30)	10.64	(8.26,13.61)	12.60	(9.93,15.85)
Middle	23.02	(20.69,25.54)	21.25	(19.65,22.93)	22.90	(20.94,24.99)	28.93	(24.24,34.12)	25.02	(20.36,30.33)	26.62	(21.75,32.13)
Secondary & HS	17.85	(15.08,21.01)	20.45	(18.35,22.72)	23.66	(21.28,26.23)	27.88	(23.77,32.39)	25.04	(20.92,29.66)	31.80	(26.14,38.05)
Graduate & above	6.40	(5.07,8.04)	10.50	(9.04,12.17)	13.06	(10.59,16.01)	13.22	(10.62,16.33)	16.53	(11.25,23.64)	16.24	(10.34,24.58)
Other UTs												
Not literate	25.12	(19.64,31.54)	22.04	(17.29,27.66)	20.90	(16.40,26.25)	11.75	(8.54,15.95)	7.34	(5.13,10.39)	7.99	(4.83,12.93)
Literate (< Primary)	13.19	(10.27,16.77)	11.50	(8.49,15.39)	10.27	(8.13,12.90)	5.27	(3.56,7.75)	8.14	(5.44,12.01)	6.27	(3.72,10.37)
Primary	15.74	(14.20,17.41)	18.91	(15.62,22.71)	16.25	(12.69,20.57)	15.78	(13.05,18.97)	10.40	(7.18,14.85)	11.55	(8.72,15.14)
Middle	14.74	(12.30,17.56)	16.48	(13.64,19.79)	14.11	(11.18,17.67)	20.49	(17.54,23.79)	19.26	(14.75,24.77)	18.93	(15.09,23.49)
Secondary & HS	19.45	(15.88,23.60)	19.07	(15.38,23.41)	26.95	(21.72,32.90)	33.49	(28.92,38.40)	37.95	(31.19,45.21)	33.62	(28.02,39.71)
Graduate & above	11.76	(6.78,19.64)	12.00	(7.82,17.96)	11.52	(7.83,16.62)	13.21	(10.07,17.13)	16.90	(11.85,23.52)	21.65	(15.73,29.03)

Table A5.10. Proportion (%) of population with the highest educational status by birth cohort and type of residence, India, 1983-2010

Sector	Not literate		Literate (< Primary)		Primary		Middle		Secondary/HS		Graduate & above	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Rural												
1950	9.79	(9.57,10.01)	8.13	(7.74,8.54)	5.95	(5.63,6.29)	3.77	(3.55,4.01)	3.71	(3.46,3.98)	5.06	(4.39,5.82)
1955	13.24	(12.98,13.51)	10.94	(10.48,11.42)	9.40	(9.00,9.82)	6.74	(6.42,7.07)	6.03	(5.65,6.43)	7.83	(7.07,8.66)
1960	13.12	(12.86,13.39)	11.97	(11.49,12.47)	10.80	(10.40,11.22)	8.36	(8.01,8.74)	6.96	(6.60,7.33)	9.92	(9.08,10.82)
1965	16.38	(16.08,16.69)	13.67	(13.13,14.23)	13.81	(13.33,14.30)	10.48	(10.08,10.90)	9.39	(8.95,9.85)	9.68	(8.83,10.60)
1970	16.51	(16.23,16.81)	15.23	(14.68,15.81)	15.23	(14.72,15.75)	14.61	(14.09,15.15)	14.77	(14.19,15.37)	15.72	(14.36,17.19)
1975	12.25	(11.92,12.59)	13.48	(12.87,14.13)	12.56	(12.05,13.08)	15.47	(14.84,16.11)	16.51	(15.87,17.17)	14.82	(13.59,16.14)
1980	10.63	(10.26,11.01)	13.80	(13.11,14.53)	16.37	(15.69,17.08)	19.89	(19.20,20.59)	20.36	(19.60,21.15)	18.40	(16.92,19.97)
1985	8.07	(7.71,8.45)	12.76	(11.87,13.71)	15.88	(15.07,16.73)	20.67	(19.81,21.57)	22.27	(21.27,23.30)	18.57	(16.69,20.62)
Urban												
1950	10.62	(10.15,11.11)	9.56	(8.91,10.25)	7.75	(7.27,8.24)	5.70	(5.35,6.07)	6.66	(6.28,7.05)	7.10	(6.60,7.63)
1955	13.04	(12.54,13.57)	12.12	(11.38,12.89)	10.89	(10.30,11.52)	9.04	(8.55,9.56)	9.27	(8.82,9.74)	11.14	(10.44,11.89)
1960	13.45	(12.90,14.03)	12.77	(12.00,13.59)	12.72	(12.07,13.41)	9.90	(9.41,10.42)	10.29	(9.83,10.76)	11.23	(10.55,11.96)
1965	15.57	(14.96,16.20)	14.57	(13.73,15.44)	14.80	(14.12,15.50)	11.70	(11.15,12.27)	10.86	(10.36,11.38)	10.38	(9.70,11.09)
1970	15.80	(15.20,16.43)	15.10	(14.21,16.03)	15.21	(14.37,16.08)	14.53	(13.80,15.29)	14.39	(13.77,15.04)	14.00	(13.12,14.93)
1975	12.08	(11.45,12.74)	12.85	(11.91,13.85)	11.94	(11.25,12.66)	14.39	(13.68,15.13)	14.66	(14.03,15.32)	12.94	(12.05,13.89)
1980	10.89	(10.13,11.70)	12.36	(11.26,13.55)	13.39	(12.46,14.38)	18.15	(17.16,19.18)	17.52	(16.70,18.36)	16.75	(15.36,18.24)
1985	8.53	(7.74,9.40)	10.68	(9.62,11.85)	13.31	(12.30,14.38)	16.58	(15.59,17.63)	16.36	(15.38,17.39)	16.45	(14.72,18.34)
Total												
1950	9.90	(9.70,10.10)	8.44	(8.10,8.79)	6.43	(6.17,6.71)	4.38	(4.19,4.57)	4.96	(4.74,5.18)	6.38	(5.98,6.80)
1955	13.21	(12.98,13.45)	11.19	(10.80,11.60)	9.81	(9.47,10.15)	7.46	(7.20,7.73)	7.40	(7.11,7.70)	9.97	(9.44,10.52)
1960	13.17	(12.93,13.41)	12.14	(11.73,12.57)	11.32	(10.98,11.67)	8.84	(8.56,9.14)	8.37	(8.09,8.65)	10.77	(10.24,11.32)
1965	16.27	(16.01,16.54)	13.87	(13.41,14.34)	14.07	(13.68,14.47)	10.86	(10.54,11.19)	10.01	(9.69,10.34)	10.13	(9.60,10.69)
1970	16.42	(16.16,16.68)	15.20	(14.73,15.69)	15.22	(14.79,15.67)	14.59	(14.17,15.02)	14.61	(14.19,15.04)	14.61	(13.86,15.39)
1975	12.23	(11.94,12.53)	13.35	(12.82,13.89)	12.39	(11.98,12.81)	15.13	(14.65,15.62)	15.73	(15.28,16.19)	13.61	(12.89,14.36)
1980	10.66	(10.34,11.00)	13.49	(12.90,14.10)	15.57	(15.01,16.14)	19.34	(18.79,19.91)	19.16	(18.61,19.72)	17.34	(16.29,18.43)
1985	8.13	(7.80,8.48)	12.31	(11.58,13.09)	15.19	(14.54,15.86)	19.40	(18.74,20.08)	19.77	(19.07,20.49)	17.20	(15.90,18.59)

Table A5.11. Proportion (%) of population with the highest educational status by birth cohort and gender, India, 1983-2010

Gender	Not literate		Literate (< Primary)		Primary		Middle		Secondary/HS		Graduate & above	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Male												
1950	10.19	(9.85,10.53)	9.77	(9.28,10.29)	7.01	(6.64,7.39)	5.15	(4.88,5.43)	6.15	(5.85,6.46)	7.96	(7.40,8.55)
1955	13.45	(13.06,13.85)	12.54	(11.98,13.12)	10.83	(10.35,11.32)	8.36	(8.01,8.72)	8.65	(8.25,9.06)	11.83	(11.11,12.60)
1960	14.42	(13.97,14.88)	13.59	(13.00,14.19)	12.09	(11.63,12.57)	9.68	(9.29,10.08)	9.25	(8.88,9.64)	12.38	(11.65,13.14)
1965	17.16	(16.74,17.60)	14.42	(13.77,15.10)	14.47	(13.96,15.00)	11.28	(10.87,11.71)	10.52	(10.11,10.96)	10.70	(10.00,11.44)
1970	15.84	(15.42,16.28)	15.23	(14.59,15.89)	14.67	(14.14,15.22)	14.50	(13.96,15.05)	14.92	(14.37,15.49)	14.90	(13.97,15.88)
1975	11.62	(11.17,12.10)	12.18	(11.48,12.91)	11.82	(11.29,12.38)	14.69	(14.15,15.24)	15.57	(14.98,16.18)	12.74	(11.88,13.67)
1980	9.79	(9.34,10.27)	12.24	(11.48,13.04)	14.75	(14.04,15.49)	18.28	(17.59,18.99)	17.96	(17.28,18.67)	14.87	(13.71,16.10)
1985	7.51	(6.99,8.07)	10.03	(9.21,10.92)	14.36	(13.53,15.23)	18.06	(17.21,18.95)	16.98	(16.16,17.84)	14.62	(13.00,16.41)
Female												
1950	9.75	(9.51,9.99)	6.83	(6.40,7.29)	5.71	(5.34,6.11)	3.20	(2.97,3.46)	3.04	(2.79,3.32)	3.75	(3.32,4.24)
1955	13.09	(12.81,13.38)	9.57	(9.04,10.12)	8.53	(8.09,8.98)	6.09	(5.73,6.47)	5.38	(5.04,5.75)	6.87	(6.23,7.57)
1960	12.51	(12.22,12.79)	10.40	(9.85,10.98)	10.35	(9.86,10.87)	7.58	(7.19,7.99)	6.94	(6.56,7.33)	8.09	(7.40,8.85)
1965	15.80	(15.49,16.12)	13.19	(12.58,13.83)	13.57	(13.01,14.15)	10.23	(9.76,10.72)	9.18	(8.71,9.68)	9.19	(8.41,10.04)
1970	16.72	(16.40,17.05)	15.18	(14.48,15.91)	15.91	(15.23,16.62)	14.72	(14.08,15.38)	14.11	(13.45,14.80)	14.12	(12.94,15.40)
1975	12.55	(12.22,12.89)	14.75	(14.00,15.54)	13.10	(12.47,13.75)	15.80	(14.95,16.68)	15.99	(15.29,16.72)	15.04	(13.89,16.27)
1980	11.12	(10.73,11.53)	15.00	(14.10,15.95)	16.60	(15.76,17.47)	20.96	(20.07,21.87)	21.09	(20.20,22.01)	21.44	(19.56,23.45)
1985	8.46	(8.07,8.87)	15.07	(13.90,16.33)	16.23	(15.27,17.24)	21.42	(20.41,22.47)	24.27	(23.13,25.44)	21.49	(19.54,23.58)

Table A5.12. Proportion (%) of population with the highest educational status by birth cohort and social group, India, 1983-2010

Social Group	Not literate		Literate (< Primary)		Primary		Middle		Secondary/HS		Graduate & above	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Scheduled Tribes												
1950	8.75	(8.19,9.34)	7.02	(6.04,8.15)	5.01	(4.17,6.01)	2.77	(2.23,3.44)	3.43	(2.67,4.39)	4.83	(3.24,7.15)
1955	12.13	(11.55,12.74)	10.01	(8.87,11.26)	8.51	(7.46,9.69)	4.70	(3.96,5.57)	5.00	(4.13,6.05)	9.45	(6.26,14.01)
1960	12.48	(11.85,13.15)	11.10	(9.86,12.47)	8.74	(7.68,9.92)	6.69	(5.78,7.74)	6.54	(5.40,7.89)	8.10	(6.01,10.83)
1965	16.19	(15.50,16.91)	12.21	(10.90,13.65)	10.84	(9.63,12.17)	9.20	(8.07,10.47)	6.89	(5.77,8.21)	7.56	(5.22,10.82)
1970	16.74	(16.01,17.50)	13.86	(12.40,15.47)	14.87	(13.22,16.69)	13.51	(12.00,15.17)	12.54	(10.80,14.52)	16.77	(12.58,22.01)
1975	12.61	(11.89,13.37)	12.88	(11.20,14.77)	12.98	(11.49,14.63)	15.63	(13.97,17.44)	16.59	(14.43,19.00)	15.24	(11.62,19.75)
1980	11.27	(10.4,12.20)	17.06	(15.05,19.28)	18.85	(16.66,21.27)	21.47	(19.32,23.79)	22.02	(18.49,26.01)	18.03	(13.87,23.10)
1985	9.82	(8.85,10.88)	15.86	(13.37,18.72)	20.21	(17.36,23.39)	26.04	(23.10,29.21)	27.00	(22.89,31.56)	20.03	(14.81,26.51)
Scheduled Castes												
1950	9.18	(8.81,9.56)	7.36	(6.62,8.17)	4.09	(3.62,4.61)	2.66	(2.30,3.08)	2.76	(2.34,3.26)	3.33	(2.39,4.62)
1955	12.87	(12.44,13.32)	9.43	(8.58,10.35)	7.21	(6.57,7.91)	4.97	(4.45,5.56)	4.42	(3.81,5.14)	5.63	(4.33,7.30)
1960	13.01	(12.57,13.47)	11.26	(10.35,12.23)	9.22	(8.48,10.02)	6.43	(5.81,7.10)	5.38	(4.72,6.12)	7.84	(6.24,9.81)
1965	15.86	(15.37,16.36)	12.61	(11.65,13.63)	10.78	(9.99,11.63)	8.10	(7.40,8.85)	7.26	(6.48,8.12)	6.47	(5.12,8.14)
1970	16.60	(16.10,17.12)	14.54	(13.46,15.68)	13.86	(12.89,14.88)	13.11	(12.15,14.13)	13.48	(12.33,14.71)	14.67	(12.03,17.77)
1975	12.58	(12.08,13.11)	14.07	(12.88,15.34)	13.38	(12.38,14.44)	16.00	(14.85,17.23)	17.48	(16.04,19.01)	15.13	(12.48,18.23)
1980	11.38	(10.78,12.01)	15.75	(14.40,17.20)	19.87	(18.45,21.37)	23.47	(21.93,25.09)	24.05	(22.16,26.04)	22.31	(18.89,26.14)
1985	8.52	(7.85,9.24)	15.00	(13.34,16.82)	21.60	(19.84,23.47)	25.25	(23.42,27.18)	25.17	(23.04,27.43)	24.62	(20.13,29.74)
Others												
1950	10.43	(10.17,10.70)	8.90	(8.50,9.32)	7.10	(6.78,7.43)	4.83	(4.61,5.07)	5.32	(5.08,5.58)	6.67	(6.23,7.13)
1955	13.58	(13.28,13.89)	11.80	(11.33,12.28)	10.51	(10.11,10.92)	8.15	(7.85,8.47)	7.91	(7.58,8.25)	10.34	(9.77,10.93)
1960	13.38	(13.08,13.69)	12.51	(12.02,13.01)	12.03	(11.63,12.44)	9.48	(9.15,9.83)	8.85	(8.54,9.17)	11.08	(10.51,11.67)
1965	16.46	(16.12,16.80)	14.40	(13.85,14.97)	15.11	(14.66,15.58)	11.54	(11.17,11.91)	10.53	(10.16,10.90)	10.50	(9.93,11.11)
1970	16.27	(15.94,16.61)	15.54	(14.98,16.12)	15.56	(15.06,16.08)	14.96	(14.47,15.46)	14.86	(14.38,15.34)	14.55	(13.77,15.38)
1975	12.01	(11.62,12.41)	13.22	(12.61,13.85)	12.11	(11.64,12.60)	14.93	(14.38,15.49)	15.46	(14.98,15.95)	13.45	(12.69,14.24)
1980	10.24	(9.82,10.68)	12.46	(11.77,13.17)	14.30	(13.69,14.92)	18.35	(17.75,18.98)	18.37	(17.81,18.96)	16.88	(15.77,18.05)
1985	7.62	(7.21,8.04)	11.17	(10.34,12.05)	13.28	(12.58,14.00)	17.76	(17.04,18.49)	18.70	(17.96,19.47)	16.54	(15.18,17.99)

Table A5.13. Proportion (%) of population with the highest educational status by birth cohort and religious group, India, 1983-2010

Religion	Not literate		Literate (< Primary)		Primary		Middle		Secondary/HS		Graduate & above	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Hindu												
1950	10.08	(9.86,10.30)	8.65	(8.27,9.05)	6.58	(6.27,6.89)	4.41	(4.20,4.63)	5.00	(4.76,5.25)	6.39	(5.95,6.86)
1955	13.35	(13.10,13.61)	11.45	(11.01,11.91)	9.96	(9.58,10.35)	7.60	(7.31,7.90)	7.49	(7.16,7.83)	10.03	(9.46,10.64)
1960	13.31	(13.05,13.57)	12.55	(12.08,13.04)	11.58	(11.18,11.98)	8.97	(8.65,9.30)	8.49	(8.18,8.81)	10.78	(10.20,11.38)
1965	16.26	(15.97,16.55)	13.97	(13.45,14.50)	14.07	(13.63,14.52)	10.97	(10.62,11.34)	10.07	(9.71,10.45)	10.34	(9.75,10.95)
1970	16.46	(16.18,16.75)	15.13	(14.59,15.68)	15.19	(14.70,15.69)	14.71	(14.23,15.20)	14.48	(14.01,14.96)	14.49	(13.70,15.33)
1975	12.22	(11.94,12.51)	13.18	(12.62,13.77)	12.51	(12.04,12.99)	15.11	(14.57,15.67)	15.65	(15.16,16.16)	13.45	(12.67,14.27)
1980	10.45	(10.13,10.79)	13.14	(12.48,13.82)	15.25	(14.63,15.90)	19.30	(18.68,19.94)	19.10	(18.49,19.73)	17.22	(16.08,18.43)
1985	7.87	(7.51,8.24)	11.92	(11.11,12.79)	14.86	(14.14,15.62)	18.92	(18.18,19.69)	19.72	(18.93,20.54)	17.30	(15.86,18.86)
Muslim												
1950	8.23	(7.69,8.80)	6.81	(6.11,7.58)	4.86	(4.31,5.46)	3.35	(2.89,3.89)	3.93	(3.34,4.61)	5.54	(4.37,7.00)
1955	11.75	(11.08,12.46)	9.55	(8.63,10.55)	7.98	(7.25,8.77)	5.31	(4.73,5.96)	5.89	(5.16,6.70)	8.81	(7.14,10.83)
1960	12.00	(11.30,12.74)	10.38	(9.45,11.39)	9.06	(8.29,9.89)	6.61	(5.94,7.34)	6.84	(6.01,7.78)	8.80	(7.21,10.70)
1965	16.26	(15.40,17.15)	13.02	(11.98,14.14)	12.76	(11.80,13.78)	9.16	(8.33,10.07)	8.14	(7.30,9.06)	7.12	(5.74,8.81)
1970	16.26	(15.53,17.03)	15.63	(14.45,16.90)	15.14	(14.06,16.28)	13.64	(12.53,14.83)	13.81	(12.60,15.11)	15.94	(13.15,19.18)
1975	12.60	(11.38,13.93)	14.49	(12.90,16.23)	12.59	(11.52,13.75)	15.38	(14.16,16.67)	16.15	(14.65,17.77)	15.16	(12.50,18.27)
1980	12.37	(11.07,13.80)	15.11	(13.62,16.74)	18.48	(16.93,20.14)	21.14	(19.62,22.74)	21.06	(19.36,22.88)	19.69	(16.49,23.35)
1985	10.52	(9.47,11.67)	15.01	(13.07,17.17)	19.14	(17.33,21.09)	25.42	(23.50,27.45)	24.19	(22.07,26.44)	18.93	(15.08,23.49)
Christian												
1950	11.74	(10.03,13.70)	11.85	(9.38,14.87)	10.20	(8.38,12.37)	6.44	(5.36,7.72)	7.06	(5.86,8.48)	6.39	(4.76,8.51)
1955	14.94	(13.08,17.01)	12.94	(10.55,15.78)	12.47	(10.78,14.39)	9.92	(8.57,11.46)	9.06	(7.75,10.56)	10.05	(7.68,13.04)
1960	12.64	(10.89,14.61)	11.32	(9.29,13.72)	13.66	(11.82,15.74)	12.47	(10.73,14.44)	9.91	(8.55,11.46)	10.98	(8.80,13.62)
1965	15.65	(13.81,17.68)	13.89	(11.58,16.59)	17.35	(15.23,19.68)	12.12	(10.61,13.81)	12.04	(10.53,13.73)	9.61	(7.51,12.23)
1970	15.91	(14.00,18.02)	12.98	(10.69,15.68)	14.57	(12.51,16.90)	16.99	(15.04,19.14)	16.19	(14.25,18.33)	13.61	(10.70,17.16)
1975	13.01	(10.79,15.62)	11.95	(9.56,14.86)	10.38	(8.72,12.32)	14.35	(12.38,16.59)	16.25	(14.14,18.59)	15.10	(11.42,19.71)
1980	11.61	(9.21,14.54)	14.50	(10.88,19.06)	13.14	(11.01,15.61)	15.86	(13.64,18.37)	17.18	(14.86,19.77)	19.17	(14.69,24.63)
1985	4.50	(3.21,6.28)	10.57	(6.80,16.06)	8.22	(6.48,10.37)	11.85	(9.87,14.16)	12.33	(10.22,14.80)	15.09	(10.76,20.78)

Religion	Not literate		Literate (< Primary)		Primary		Middle		Secondary/HS		Graduate & above	
	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)	%	(95% CI)
Others												
1950	11.62	(10.56,12.78)	8.18	(6.47,10.30)	6.19	(4.90,7.80)	4.78	(3.87,5.89)	4.57	(3.85,5.43)	7.32	(5.72,9.31)
1955	15.39	(13.99,16.90)	11.13	(9.12,13.52)	10.83	(9.37,12.49)	8.49	(7.13,10.08)	7.26	(6.32,8.34)	10.21	(8.34,12.44)
1960	14.66	(13.41,16.00)	9.78	(7.78,12.23)	12.08	(10.55,13.81)	9.60	(8.13,11.30)	7.71	(6.71,8.85)	13.20	(10.79,16.04)
1965	16.95	(15.58,18.42)	15.73	(13.18,18.66)	16.46	(14.58,18.54)	12.45	(10.82,14.28)	10.67	(9.45,12.03)	10.44	(8.40,12.92)
1970	15.90	(14.54,17.37)	17.01	(14.11,20.38)	16.82	(14.58,19.33)	12.24	(10.70,13.98)	17.04	(14.95,19.36)	16.14	(11.58,22.04)
1975	10.40	(9.13,11.83)	13.26	(10.59,16.48)	10.48	(8.77,12.49)	15.56	(13.52,17.84)	15.96	(14.24,17.86)	13.48	(10.59,17.01)
1980	8.61	(7.20,10.26)	14.72	(11.08,19.28)	13.98	(11.74,16.58)	17.86	(15.34,20.69)	18.35	(16.32,20.57)	14.58	(11.26,18.67)
1985	6.46	(5.12,8.12)	10.18	(7.50,13.69)	13.14	(10.33,16.57)	19.03	(16.00,22.47)	18.43	(16.09,21.03)	14.65	(10.51,20.04)

APPENDIX 6

Table A6.1. Analytical sample size for multivariate analysis of Intergenerational Educational Mobility, India, 1983-2010

Background characteristics	Intergenerational Educational Mobility			Total
	Constant	Upward	Downward	
Survey Period				
1983	17,138	21,388	3,825	42,351
1987-88	18,052	26,446	4,629	49,127
1993-94	14,038	24,237	3,861	42,136
1999-00	11,871	21,387	3,972	37,230
2004-05	10,314	21,776	3,721	35,811
2009-10	6,619	15,944	2,314	24,877
Social group				
ST	9,055	11,836	1,719	22,610
SC	12,700	18,505	2,948	34,153
Others	56,251	100,811	17,652	174,714
Religion				
Hindu	58,965	101,497	16,697	177,159
Islam	12,101	16,476	3,606	32,183
Christian	2,814	6,116	879	9,809
Others	4,118	7,058	1,134	12,310
Sector				
Rural	53,855	89,303	13,138	156,296
Urban	24,177	41,875	9,184	75,236
Sex of HH head				
Male	77,796	130,669	22,237	230,702
Female	236	502	85	823
Region				
North	13,658	22,946	3,534	40,138
Central	18,031	25,798	5,381	49,210
East	15,999	21,209	4,547	41,755
West	9,187	18,321	2,818	30,326
South	13,982	28,007	4,088	46,077
Northeast	6,257	12,622	1,640	20,519
Other UTs	918	2,275	314	3,507
Total	78,032	131,178	22,322	231,532

ST=Scheduled Tribes, SC=Scheduled Castes, UT=Union Territories

Table A6.2a. Intergenerational mobility matrix (figures in %) for educational status, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	53.92	11.00	16.35	11.81	6.08	0.84
		(52.84,54.99)	(10.44,11.60)	(15.69,17.03)	(11.21,12.43)	(5.58,6.63)	(0.71,0.99)
2	Literate (< Primary)	15.86	20.06	24.82	23.27	12.70	3.30
		(14.64,17.17)	(18.75,21.44)	(23.12,26.59)	(21.87,24.73)	(11.74,13.72)	(2.82,3.85)
3	Primary	9.64	9.13	27.06	28.99	20.06	5.12
		(8.65,10.72)	(8.18,10.17)	(25.56,28.62)	(27.46,30.57)	(18.81,21.37)	(4.33,6.04)
4	Middle	5.61	3.67	14.11	35.84	30.52	10.25
		(4.61,6.82)	(2.96,4.56)	(12.50,15.89)	(33.54,38.21)	(28.08,33.07)	(8.92,11.75)
5	Secondary & HS	2.04	1.99	6.39	18.67	44.85	26.06
		(1.42,2.92)	(1.39,2.82)	(5.20,7.84)	(16.62,20.91)	(41.99,47.75)	(23.64,28.63)
6	Graduate & above	1.34	1.11	3.53	10.62	26.77	56.63
		(0.54,3.26)	(0.46,2.61)	(2.09,5.93)	(7.07,15.65)	(21.82,32.37)	(51.11,62.00)

Table A6.2b. Intergenerational mobility matrix (figures in %) for educational status, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	51.63	11.62	15.19	12.67	7.64	1.25
		(50.56,52.7)	(11.05,12.22)	(14.57,15.83)	(12.08,13.29)	(7.17,8.14)	(1.09,1.42)
2	Literate (< Primary)	14.56	18.70	24.02	22.61	16.66	3.45
		(13.54,15.64)	(17.61,19.83)	(22.88,25.20)	(21.46,23.81)	(15.51,17.87)	(3.03,3.93)
3	Primary	8.96	8.28	26.71	27.84	22.76	5.46
		(8.03,9.97)	(7.32,9.36)	(25.31,28.15)	(26.26,29.48)	(21.28,24.31)	(4.81,6.19)
4	Middle	6.48	4.99	14.61	33.53	30.16	10.23
		(5.42,7.73)	(4.09,6.08)	(13.07,16.31)	(31.56,35.55)	(28.18,32.23)	(9.15,11.42)
5	Secondary & HS	3.15	2.26	7.15	16.97	43.99	26.48
		(2.42,4.09)	(1.65,3.08)	(6.02,8.48)	(15.28,18.80)	(41.66,46.34)	(24.51,28.55)
6	Graduate & above	1.62	0.52	3.13	7.96	31.24	55.54
		(0.82,3.15)	(0.23,1.14)	(1.85,5.24)	(5.98,10.52)	(27.67,35.04)	(51.30,59.70)

Table A6.2c. Intergenerational mobility matrix (figures in %) for educational status, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	43.43	13.41	15.38	15.38	10.83	1.58
		(42.27,44.59)	(12.69,14.16)	(14.66,16.13)	(14.68,16.10)	(10.23,11.45)	(1.37,1.82)
2	Literate (< Primary)	11.69	18.06	20.12	24.45	20.98	4.71
		(10.67,12.79)	(16.84,19.34)	(18.89,21.41)	(23.17,25.77)	(19.79,22.23)	(4.01,5.52)
3	Primary	8.70	6.13	22.18	30.62	26.30	6.07
		(7.66,9.86)	(5.34,7.04)	(20.71,23.73)	(28.94,32.35)	(24.72,27.95)	(5.25,7.02)
4	Middle	4.83	4.59	10.26	33.55	35.33	11.43
		(3.99,5.84)	(3.75,5.61)	(9.05,11.62)	(31.35,35.83)	(33.14,37.59)	(9.59,13.56)
5	Secondary & HS	1.96	2.46	4.95	16.14	46.42	28.06
		(1.46,2.64)	(1.65,3.65)	(4.06,6.03)	(14.57,17.86)	(44.00,48.85)	(25.51,30.76)
6	Graduate & above	2.06	0.89	2.41	5.48	33.89	55.27
		(1.17,3.63)	(0.44,1.76)	(1.44,4.02)	(4.01,7.44)	(30.18,37.81)	(51.06,59.41)

Table A6.2d. Intergenerational mobility matrix (figures in %) for educational status, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	37.84	12.45	15.82	19.29	12.91	1.68
		(36.22,39.49)	(11.47,13.51)	(14.92,16.75)	(18.33,20.29)	(12.13,13.74)	(1.44,1.97)
2	Literate (< Primary)	11.20	15.73	17.88	30.39	21.72	3.07
		(9.93,12.62)	(14.37,17.20)	(16.55,19.30)	(28.60,32.24)	(20.15,23.37)	(2.58,3.65)
3	Primary	8.17	5.49	20.77	35.17	26.18	4.23
		(6.99,9.54)	(4.65,6.46)	(18.97,22.71)	(33.14,37.25)	(24.15,28.31)	(3.51,5.08)
4	Middle	4.81	4.35	10.70	37.79	34.14	8.22
		(3.83,6.01)	(3.45,5.45)	(9.38,12.17)	(35.68,39.96)	(32.03,36.32)	(7.14,9.44)
5	Secondary & HS	2.47	2.18	5.31	19.29	49.78	20.98
		(1.90,3.20)	(1.61,2.95)	(4.43,6.35)	(17.40,21.33)	(47.30,52.27)	(19.10,22.99)
6	Graduate & above	2.14	0.89	1.83	10.07	33.26	51.81
		(1.10,4.14)	(0.47,1.67)	(1.10,3.04)	(7.42,13.53)	(29.76,36.95)	(47.57,56.03)

Table A6.2e. Intergenerational mobility matrix (figures in %) for educational status, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	28.36	15.14	20.32	22.27	12.30	1.61
		(27.02,29.74)	(14.16,16.17)	(19.26,21.41)	(21.16,23.43)	(11.46,13.18)	(1.32,1.97)
2	Literate (< Primary)	7.63	16.55	22.23	31.45	18.85	3.28
		(6.42,9.05)	(14.98,18.26)	(20.49,24.09)	(29.43,33.55)	(17.23,20.58)	(2.71,3.97)
3	Primary	6.16	6.09	21.87	36.11	25.29	4.48
		(5.13,7.37)	(5.02,7.37)	(20.11,23.75)	(34.03,38.24)	(23.50,27.17)	(3.73,5.38)
4	Middle	4.04	3.55	12.23	38.38	34.43	7.37
		(3.18,5.12)	(2.71,4.65)	(10.71,13.93)	(36.14,40.68)	(32.25,36.68)	(6.34,8.54)
5	Secondary & HS	2.13	1.82	6.20	19.96	47.30	22.61
		(1.49,3.03)	(1.29,2.56)	(5.08,7.55)	(18.08,21.99)	(44.93,49.67)	(20.58,24.76)
6	Graduate & above	1.76	0.48	1.64	10.43	39.11	46.58
		(0.87,3.53)	(0.16,1.44)	(0.82,3.25)	(7.81,13.80)	(34.37,44.06)	(41.76,51.46)

Table A6.2f. Intergenerational mobility matrix (figures in %) for educational status, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	20.66	12.97	21.16	24.70	18.17	2.34
		(18.84,22.61)	(11.40,14.74)	(19.40,23.03)	(22.89,26.61)	(16.57,19.89)	(1.71,3.18)
2	Literate (< Primary)	4.68	13.22	20.24	32.26	25.12	4.49
		(3.33,6.54)	(10.92,15.92)	(17.26,23.59)	(29.03,35.67)	(22.04,28.47)	(3.16,6.33)
3	Primary	4.43	4.28	18.00	36.87	30.62	5.81
		(2.97,6.55)	(3.07,5.94)	(15.61,20.66)	(33.66,40.19)	(27.66,33.75)	(4.57,7.36)
4	Middle	2.01	2.13	8.08	32.20	46.25	9.32
		(1.22,3.30)	(1.41,3.21)	(6.38,10.18)	(29.36,35.19)	(42.93,49.61)	(7.86,11.02)
5	Secondary & HS	1.32	1.07	6.00	15.72	50.42	25.48
		(0.84,2.05)	(0.51,2.22)	(4.49,7.97)	(13.60,18.09)	(47.16,53.68)	(22.64,28.54)
6	Graduate & above	0.51	0.09	1.25	7.03	30.63	60.50
		(0.21,1.24)	(0.03,0.28)	(0.57,2.73)	(4.08,11.85)	(25.90,35.80)	(54.78,65.95)

Table A6.3a. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	55.76	10.84	15.80	11.07	5.78	0.74
		(54.6,56.92)	(10.24,11.48)	(15.09,16.54)	(10.44,11.75)	(5.234,6.387)	(.6078,.8971)
2	Literate (< Primary)	17.42	21.58	25.42	22.48	10.76	2.33
		(15.88,19.07)	(20.03,23.22)	(23.32,27.65)	(20.86,24.19)	(9.715,11.91)	(1.871,2.907)
3	Primary	11.85	10.26	27.73	29.25	17.64	3.28
		(10.52,13.33)	(9.034,11.63)	(25.86,29.69)	(27.33,31.23)	(16.19,19.18)	(2.635,4.065)
4	Middle	7.58	3.75	13.83	36.51	30.93	7.41
		(5.958,9.586)	(2.773,5.04)	(11.91,16)	(33.46,39.68)	(27.4,34.69)	(5.941,9.201)
5	Secondary & HS	2.06	3.61	8.28	21.68	44.55	19.82
		(1.068,3.94)	(2.258,5.718)	(6.03,11.27)	(17.7,26.28)	(39.02,50.21)	(16.03,24.25)
6	Graduate & above	6.59	2.88	6.73	17.18	26.23	40.38
		(2.449,16.54)	(.7046,11.03)	(2.713,15.73)	(9.103,30.07)	(16.52,39)	(25.44,57.36)

Table A6.3b. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	53.23	11.35	14.61	12.28	7.36	1.18
		(52.08,54.37)	(10.74,11.99)	(13.94,15.29)	(11.65,12.94)	(6.859,7.895)	(1.015,1.364)
2	Literate (< Primary)	16.00	19.48	23.57	22.65	15.32	2.99
		(14.78,17.3)	(18.19,20.84)	(22.26,24.93)	(21.3,24.06)	(13.96,16.78)	(2.538,3.512)
3	Primary	10.44	9.27	27.15	27.95	21.22	3.98
		(9.229,11.78)	(7.989,10.73)	(25.44,28.93)	(25.93,30.07)	(19.3,23.26)	(3.277,4.824)
4	Middle	8.14	5.82	16.23	33.93	28.22	7.65
		(6.606,9.993)	(4.584,7.37)	(14.15,18.56)	(31.34,36.63)	(25.58,31.02)	(6.501,8.983)
5	Secondary & HS	4.69	3.03	9.10	20.21	44.14	18.83
		(3.29,6.656)	(1.938,4.706)	(7.031,11.71)	(17.38,23.38)	(40.16,48.19)	(16.29,21.65)
6	Graduate & above	2.14	0.57	4.40	14.21	45.74	32.94
		(.5622,7.802)	(.1391,2.315)	(1.893,9.879)	(9.473,20.76)	(38.25,53.43)	(26.14,40.54)

Table A6.3c. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	44.79	13.38	14.89	14.96	10.48	1.50
		(43.54,46.05)	(12.61,14.19)	(14.12,15.69)	(14.22,15.74)	(9.841,11.15)	(1.281,1.75)
2	Literate (< Primary)	12.81	18.65	20.70	23.63	19.60	4.60
		(11.58,14.16)	(17.21,20.17)	(19.24,22.25)	(22.14,25.19)	(18.24,21.05)	(3.758,5.614)
3	Primary	9.83	6.22	22.30	31.41	24.65	5.60
		(8.517,11.31)	(5.269,7.337)	(20.48,24.22)	(29.32,33.57)	(22.77,26.63)	(4.596,6.811)
4	Middle	5.55	5.21	10.34	33.61	34.72	10.58
		(4.404,6.966)	(4.037,6.691)	(8.735,12.19)	(30.56,36.8)	(31.68,37.89)	(8.002,13.87)
5	Secondary & HS	2.69	4.42	6.62	20.94	46.00	19.33
		(1.785,4.031)	(2.735,7.065)	(5.003,8.711)	(18.27,23.89)	(42.33,49.71)	(16.17,22.94)
6	Graduate & above	5.14	1.15	3.74	9.91	41.81	38.26
		(2.517,10.19)	(.3412,3.792)	(1.784,7.687)	(6.304,15.23)	(34.16,49.86)	(29.92,47.35)

Table A6.3d. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	38.80	12.70	15.43	18.88	12.62	1.56
		(37,40.63)	(11.6,13.9)	(14.47,16.45)	(17.86,19.96)	(11.77,13.53)	(1.303,1.87)
2	Literate (< Primary)	11.91	16.12	18.13	29.66	21.26	2.92
		(10.38,13.64)	(14.52,17.86)	(16.56,19.81)	(27.56,31.85)	(19.41,23.24)	(2.355,3.613)
3	Primary	9.05	5.45	20.72	35.51	25.59	3.68
		(7.55,10.8)	(4.472,6.636)	(18.52,23.11)	(33.1,38)	(23.46,27.84)	(2.874,4.699)
4	Middle	5.50	4.87	11.04	39.04	32.26	7.29
		(4.196,7.172)	(3.703,6.379)	(9.369,12.96)	(36.32,41.84)	(29.72,34.92)	(5.961,8.886)
5	Secondary & HS	2.83	2.83	5.64	20.50	52.13	16.08
		(1.996,3.986)	(1.892,4.206)	(4.405,7.196)	(17.97,23.28)	(48.33,55.9)	(13.65,18.84)
6	Graduate & above	2.04	1.06	2.40	14.87	46.03	33.59
		(.7093,5.743)	(.3656,3.019)	(.9884,5.728)	(9.67,22.18)	(39.13,53.09)	(26.91,41)

Table A6.3e. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	29.31	15.68	19.97	21.63	11.98	1.43
		(27.86,30.81)	(14.61,16.81)	(18.83,21.15)	(20.47,22.85)	(11.1,12.92)	(1.173,1.74)
2	Literate (< Primary)	8.16	16.87	21.60	31.39	18.76	3.22
		(6.708,9.888)	(15.1,18.79)	(19.67,23.66)	(29.21,33.66)	(16.94,20.73)	(2.578,4.016)
3	Primary	7.06	6.25	21.99	36.89	24.31	3.50
		(5.784,8.589)	(5.017,7.752)	(19.91,24.22)	(34.51,39.34)	(22.22,26.53)	(2.792,4.389)
4	Middle	4.62	4.14	12.52	37.93	34.87	5.92
		(3.504,6.056)	(3.023,5.645)	(10.75,14.54)	(35.25,40.68)	(32.2,37.65)	(4.906,7.129)
5	Secondary & HS	2.50	2.44	6.99	21.96	47.69	18.42
		(1.664,3.741)	(1.589,3.73)	(5.549,8.767)	(19.4,24.76)	(44.46,50.95)	(15.99,21.12)
6	Graduate & above	1.63	1.23	3.15	14.25	46.54	33.20
		(.5308,4.914)	(.4078,3.626)	(1.307,7.409)	(10.15,19.64)	(39.53,53.7)	(27.46,39.49)

Table A6.3f. Intergenerational mobility matrix (figures in %) for educational status, Rural India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	20.82	13.29	21.39	24.36	17.87	2.272
		(18.75,23.05)	(11.49,15.32)	(19.38,23.54)	(22.31,26.55)	(16.06,19.82)	(1.584,3.248)
2	Literate (< Primary)	4.563	13.83	19.89	32.01	25.53	4.177
		(3,6.883)	(11.05,17.18)	(16.32,24.02)	(28.17,36.11)	(21.8,29.65)	(2.644,6.537)
3	Primary	4.288	4.551	17.85	38.16	29.54	5.609
		(2.583,7.037)	(3.064,6.71)	(15.07,21.02)	(34.33,42.14)	(26.03,33.31)	(4.144,7.551)
4	Middle	1.729	2.142	8.014	31.46	48.33	8.326
		(.8017,3.69)	(1.247,3.655)	(5.823,10.93)	(27.86,35.3)	(44,52.68)	(6.593,10.46)
5	Secondary & HS	1.69	1.345	7.495	17.7	54.78	16.98
		(.9288,3.056)	(.4922,3.624)	(5.116,10.85)	(14.55,21.38)	(49.98,59.49)	(13.97,20.49)
6	Graduate & above	0.5294	0.1643	1.352	15.7	40.45	41.81
		(.1521,1.826)	(.0319,.8421)	(.5149,3.501)	(7.98,28.56)	(31.03,50.63)	(31.69,52.67)

Table A6.4a. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	40.33	12.21	20.42	17.21	8.29	1.55
		(37.77,42.94)	(10.71,13.88)	(18.73,22.22)	(15.62,18.92)	(7.155,9.584)	(1.156,2.073)
2	Literate (< Primary)	11.06	15.34	22.95	25.71	18.68	6.27
		(9.404,12.96)	(13.3,17.63)	(20.86,25.18)	(23.18,28.42)	(16.81,20.69)	(5.114,7.672)
3	Primary	4.98	6.75	25.66	28.46	25.16	9.00
		(4.016,6.15)	(5.466,8.313)	(23.22,28.25)	(26,31.06)	(22.89,27.57)	(7.085,11.36)
4	Middle	3.00	3.58	14.48	34.94	29.97	14.03
		(2.195,4.084)	(2.618,4.875)	(11.85,17.58)	(31.49,38.56)	(26.88,33.25)	(11.82,16.56)
5	Secondary & HS	2.03	1.14	5.41	17.10	45.01	29.31
		(1.319,3.104)	(.6666,1.94)	(4.11,7.09)	(14.82,19.66)	(41.77,48.29)	(26.32,32.5)
6	Graduate & above	0.19	0.72	2.83	9.18	26.89	60.19
		(.0476,.7652)	(.2525,2.013)	(1.477,5.37)	(5.418,15.15)	(21.37,33.23)	(54.4,65.7)

Table A6.4b. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	38.38	13.88	20.03	15.94	9.95	1.82
		(35.72,41.11)	(12.3,15.63)	(18.36,21.81)	(14.48,17.53)	(8.659,11.41)	(1.375,2.399)
2	Literate (< Primary)	9.61	15.99	25.60	22.48	21.28	5.05
		(8.104,11.36)	(14.17,18)	(23.39,27.94)	(20.39,24.72)	(19.28,23.42)	(4.046,6.276)
3	Primary	5.62	6.06	25.71	27.60	26.22	8.80
		(4.541,6.933)	(4.956,7.386)	(23.37,28.2)	(25.3,30.02)	(24.09,28.48)	(7.459,10.34)
4	Middle	3.64	3.58	11.85	32.84	33.47	14.62
		(2.648,4.988)	(2.504,5.082)	(9.8,14.26)	(29.95,35.87)	(30.61,36.46)	(12.58,16.94)
5	Secondary & HS	2.07	1.71	5.78	14.69	43.89	31.86
		(1.427,2.984)	(1.125,2.6)	(4.629,7.206)	(12.69,16.95)	(41.09,46.72)	(29.16,34.69)
6	Graduate & above	1.46	0.50	2.75	6.09	26.89	62.31
		(.6717,3.134)	(.1936,1.287)	(1.418,5.272)	(4.145,8.857)	(23.13,31.02)	(57.72,66.68)

Table A6.4c. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	33.20	13.60	19.07	18.49	13.44	2.19
		(30.59,35.92)	(11.77,15.66)	(17.1,21.22)	(16.59,20.56)	(11.87,15.17)	(1.625,2.957)
2	Literate (< Primary)	7.74	16.00	18.08	27.29	25.80	5.08
		(6.368,9.38)	(13.91,18.34)	(16.13,20.2)	(25.01,29.7)	(23.5,28.25)	(4.133,6.233)
3	Primary	5.77	5.89	21.88	28.57	30.60	7.29
		(4.446,7.467)	(4.581,7.535)	(19.53,24.44)	(25.98,31.32)	(27.83,33.51)	(6.021,8.795)
4	Middle	3.55	3.50	10.13	33.46	36.43	12.94
		(2.541,4.936)	(2.584,4.712)	(8.451,12.09)	(30.73,36.3)	(33.71,39.25)	(11.12,15)
5	Secondary & HS	1.38	0.88	3.61	12.27	46.76	35.10
		(.9178,2.073)	(.5584,1.379)	(2.773,4.685)	(10.57,14.21)	(43.56,49.99)	(31.54,38.83)
6	Graduate & above	0.78	0.78	1.86	3.62	30.58	62.38
		(.3837,1.572)	(.339,1.763)	(.9036,3.782)	(2.35,5.548)	(26.47,35.03)	(57.73,66.82)

Table A6.4d. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	31.49	10.81	18.36	22.01	14.84	2.49
		(28.39,34.76)	(9.275,12.57)	(16.2,20.73)	(19.51,24.72)	(13.06,16.82)	(1.859,3.334)
2	Literate (< Primary)	8.58	14.30	16.99	33.08	23.43	3.63
		(6.835,10.71)	(12.06,16.87)	(14.71,19.54)	(29.92,36.41)	(20.89,26.17)	(2.747,4.775)
3	Primary	5.86	5.57	20.91	34.27	27.72	5.67
		(4.371,7.824)	(4.142,7.442)	(17.98,24.18)	(30.63,38.1)	(23.14,32.82)	(4.321,7.414)
4	Middle	3.31	3.21	9.96	35.07	38.23	10.23
		(2.288,4.753)	(2.16,4.731)	(8.059,12.25)	(32,38.28)	(34.64,41.95)	(8.548,12.2)
5	Secondary & HS	2.05	1.44	4.93	17.90	47.09	26.60
		(1.385,3.034)	(.9622,2.136)	(3.783,6.391)	(15.13,21.05)	(44.11,50.08)	(23.83,29.56)
6	Graduate & above	2.19	0.81	1.58	7.94	27.59	59.89
		(.9448,4.982)	(.3677,1.783)	(.8579,2.883)	(5.153,12.05)	(23.92,31.59)	(55.05,64.54)

Table A6.4e. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	22.40	11.74	22.51	26.30	14.29	2.77
		(18.93,26.3)	(9.758,14.05)	(19.81,25.47)	(22.94,29.96)	(11.98,16.95)	(1.594,4.77)
2	Literate (< Primary)	5.78	15.45	24.44	31.66	19.17	3.50
		(4.132,8.033)	(12.24,19.32)	(20.62,28.71)	(26.88,36.86)	(15.81,23.03)	(2.41,5.066)
3	Primary	3.64	5.66	21.55	33.93	28.01	7.21
		(2.345,5.617)	(3.762,8.439)	(18.36,25.11)	(29.81,38.31)	(24.67,31.61)	(5.321,9.699)
4	Middle	2.80	2.28	11.59	39.36	33.47	10.49
		(1.762,4.433)	(1.357,3.809)	(8.892,14.98)	(35.32,43.55)	(29.81,37.34)	(8.277,13.21)
5	Secondary & HS	1.68	1.08	5.27	17.61	46.83	27.53
		(.8571,3.283)	(.6415,1.816)	(3.659,7.536)	(14.94,20.64)	(43.38,50.3)	(24.33,30.98)
6	Graduate & above	1.85	0.00	0.67	7.99	34.35	55.15
		(.7497,4.479)		(.3101,1.45)	(4.886,12.79)	(28.19,41.08)	(48.25,61.86)

Table A6.4f. Intergenerational mobility matrix (figures in %) for educational status, Urban India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	19.77	11.22	19.86	26.59	19.87	2.70
		(16.86,23.04)	(8.973,13.93)	(17.27,22.72)	(23.61,29.8)	(16.94,23.17)	(1.623,4.467)
2	Literate (< Primary)	5.10	10.97	21.53	33.17	23.62	5.61
		(3.133,8.206)	(8.339,14.3)	(17.48,26.22)	(28.1,38.66)	(19.65,28.1)	(3.793,8.232)
3	Primary	4.88	3.42	18.45	32.76	34.05	6.43
		(2.856,8.2)	(2.141,5.431)	(14.22,23.6)	(27.49,38.5)	(28.96,39.54)	(4.572,8.983)
4	Middle	2.68	2.11	8.24	33.94	41.39	11.64
		(1.678,4.26)	(1.241,3.565)	(6.289,10.73)	(29.76,38.38)	(36.93,46)	(9.226,14.59)
5	Secondary & HS	0.89	0.75	4.28	13.43	45.42	35.22
		(.5138,1.534)	(.3088,1.834)	(2.852,6.37)	(10.93,16.4)	(41.22,49.69)	(30.78,39.94)
6	Graduate & above	0.49	0.05	1.20	2.84	25.88	69.54
		(.1486,1.629)	(.0103,.2506)	(.3957,3.554)	(1.537,5.178)	(20.67,31.87)	(63.38,75.08)

Table A6.5a. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	71.26	11.80	9.94	5.22	1.74	0.05
		(68.55,73.83)	(10.16,13.66)	(8.55,11.52)	(4.191,6.495)	(1.211,2.481)	(.0142,.1619)
2	Literate (< Primary)	23.43	28.18	27.46	13.99	5.08	1.87
		(18.55,29.12)	(22.9,34.13)	(22.48,33.06)	(10.16,18.95)	(3.245,7.875)	(.94,3.692)
3	Primary	17.82	13.92	30.67	23.15	12.66	1.78
		(11.3,26.96)	(9.064,20.79)	(23.71,38.64)	(17.06,30.61)	(8.402,18.63)	(.6856,4.546)
4	Middle	20.73	4.44	12.82	34.99	19.28	7.72
		(11.44,34.63)	(1.412,13.12)	(7.342,21.45)	(23.92,47.97)	(12.37,28.79)	(3.766,15.18)
5	Secondary & HS	0.67	0.00	10.12	15.86	40.22	33.13
		(.1742,2.549)		(3.136,28.15)	(6.08,35.43)	(21.98,61.63)	(15.71,56.85)
6	Graduate & above	0.00	0.00	0.00	31.08	0.00	68.92
					(5.333,78.31)		(21.69,94.67)

Table A6.5b. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	66.15	10.80	12.07	7.37	3.15	0.47
		(63.21,68.97)	(9.289,12.52)	(10.5,13.83)	(6.155,8.799)	(2.423,4.078)	(.2239,.9684)
2	Literate (< Primary)	25.69	24.89	19.26	18.97	10.29	0.90
		(20.68,31.42)	(19.87,30.7)	(15.24,24.04)	(14.81,23.97)	(7.211,14.48)	(.4137,1.944)
3	Primary	19.70	8.90	25.00	25.68	17.57	3.14
		(14.45,26.26)	(5.661,13.73)	(19.06,32.07)	(19.96,32.38)	(11.2,26.49)	(1.47,6.598)
4	Middle	12.11	10.59	19.73	34.56	17.59	5.43
		(6.551,21.32)	(5.358,19.85)	(12.47,29.77)	(25.71,44.62)	(11.55,25.87)	(2.415,11.74)
5	Secondary & HS	5.73	0.00	11.57	23.75	41.60	17.34
		(1.815,16.66)		(2.949,36.04)	(7.985,52.78)	(26.7,58.22)	(8.556,32)
6	Graduate & above	7.55	0.00	0.00	3.33	11.05	78.07
		(1.572,29.47)			(.6655,15.06)	(3.146,32.21)	(48.65,93.04)

Table A6.5c. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	58.77	11.59	13.11	10.83	5.25	0.46
		(55.45,62.01)	(9.755,13.71)	(11.05,15.48)	(9.182,12.73)	(4.142,6.632)	(.2346,.9128)
2	Literate (< Primary)	18.08	21.86	23.11	21.53	13.32	2.10
		(13.54,23.72)	(17.08,27.55)	(18.59,28.35)	(17.18,26.63)	(9.977,17.56)	(1.083,4.029)
3	Primary	12.62	6.51	26.78	30.19	21.16	2.74
		(8.281,18.78)	(3.436,11.98)	(20.25,34.5)	(22.03,39.82)	(14.78,29.36)	(1.071,6.832)
4	Middle	9.28	18.61	18.63	35.89	16.65	0.95
		(4.496,18.2)	(9.41,33.47)	(11.66,28.41)	(25.64,47.62)	(9.632,27.24)	(.2233,3.929)
5	Secondary & HS	0.85	1.87	16.21	16.58	45.97	18.52
		(.1775,3.944)	(.5488,6.164)	(6.002,36.97)	(8.62,29.52)	(30.37,62.4)	(8.234,36.54)
6	Graduate & above	0.00	0.00	1.54	13.21	44.63	40.63
				(.3077,7.307)	(4.088,35.2)	(21.59,70.23)	(23.81,59.97)

Table A6.5d. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	50.78	14.85	11.74	15.31	6.86	0.46
		(47.09,54.47)	(12.64,17.37)	(9.937,13.82)	(13.01,17.93)	(5.297,8.838)	(.2114,1.007)
2	Literate (< Primary)	15.43	16.93	21.40	26.90	17.26	2.08
		(9.764,23.53)	(12.91,21.89)	(16.6,27.15)	(20.77,34.06)	(13.1,22.4)	(.9922,4.294)
3	Primary	9.04	6.32	23.31	38.25	18.26	4.82
		(5.402,14.75)	(3.274,11.86)	(17.88,29.8)	(31.47,45.52)	(13.68,23.93)	(2.53,8.987)
4	Middle	4.32	10.45	13.26	44.44	21.83	5.70
		(1.837,9.822)	(5.39,19.28)	(7.22,23.11)	(35.81,53.43)	(15,30.64)	(2.79,11.3)
5	Secondary & HS	2.46	0.89	5.59	13.14	68.00	9.93
		(.6937,8.342)	(.1884,4.06)	(1.899,15.31)	(5.377,28.69)	(41.14,86.6)	(4.192,21.74)
6	Graduate & above	1.12	0.00	0.09	33.21	34.86	30.72
		(.1464,8.09)		(.0202,.4249)	(9.051,71.29)	(14.26,63.27)	(12.84,57.15)

Table A6.5e. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	35.43	18.56	20.80	17.07	7.72	0.43
		(31.65,39.41)	(15.55,22)	(17.87,24.07)	(14.33,20.2)	(5.886,10.05)	(.1849,.9827)
2	Literate (< Primary)	10.71	23.61	23.80	29.04	11.94	0.90
		(6.512,17.12)	(17.39,31.21)	(18.16,30.54)	(22.95,35.99)	(8.221,17.02)	(.2698,2.977)
3	Primary	9.73	9.07	23.75	36.98	16.75	3.73
		(5.432,16.84)	(4.088,18.91)	(17.62,31.2)	(29.37,45.3)	(11.74,23.32)	(1.905,7.16)
4	Middle	3.33	1.38	11.42	45.94	33.33	4.59
		(1.171,9.117)	(.447,4.193)	(6.249,19.97)	(34.62,57.7)	(23.54,44.79)	(1.902,10.67)
5	Secondary & HS	3.26	3.07	19.24	25.33	32.30	16.81
		(.6512,14.74)	(.7618,11.53)	(6.02,46.96)	(15.02,39.44)	(20.71,46.55)	(8.543,30.42)
6	Graduate & above	0.00	0.59	0.15	2.50	77.00	19.76
			(.1145,3.012)	(.0163,1.393)	(.6391,9.246)	(42.66,93.77)	(5.249,52.27)

Table A6.5f. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Tribes (STs), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	20.97	13.71	24.14	21.12	17.03	3.03
		(16.8,25.84)	(9.769,18.92)	(19.31,29.72)	(16.71,26.34)	(11.93,23.72)	(1.484,6.091)
2	Literate (< Primary)	9.19	13.02	19.32	36.19	21.44	0.84
		(3.791,20.63)	(7.009,22.93)	(12.89,27.92)	(27.44,45.96)	(13.82,31.73)	(.393,1.778)
3	Primary	0.45	1.55	24.34	31.15	37.55	4.97
		(.1751,1.137)	(.5762,4.104)	(17.08,33.45)	(22.81,40.91)	(28.22,47.9)	(2.666,9.068)
4	Middle	1.44	2.10	9.51	33.50	47.73	5.72
		(.4907,4.17)	(.8042,5.354)	(4.238,19.98)	(23.73,44.92)	(35.16,60.59)	(2.941,10.84)
5	Secondary & HS	0.50	0.46	7.66	16.58	63.30	11.50
		(.1591,1.573)	(.0745,2.728)	(3.323,16.69)	(8.771,29.12)	(47.07,76.99)	(6.447,19.68)
6	Graduate & above	0.62	0.00	0.71	2.81	41.98	53.87
		(.0841,4.396)		(.0977,5.005)	(1.065,7.222)	(24.86,61.27)	(34.9,71.79)

Table A6.6a. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	61.41	11.11	13.45	9.88	3.63	0.52
		(59.3,63.49)	(9.728,12.66)	(12.26,14.74)	(8.667,11.24)	(3.028,4.352)	(.329,.8112)
2	Literate (< Primary)	22.75	23.83	23.71	19.39	8.73	1.59
		(19.32,26.58)	(20.22,27.86)	(20.57,27.17)	(16.46,22.69)	(6.824,11.11)	(.8423,2.982)
3	Primary	15.70	16.07	24.90	29.82	11.38	2.12
		(11.87,20.48)	(11.86,21.41)	(20.36,30.07)	(23.61,36.88)	(8.177,15.63)	(1.106,4.036)
4	Middle	12.16	8.44	20.36	35.25	20.85	2.95
		(7.121,19.99)	(4.689,14.74)	(14.1,28.47)	(27.98,43.28)	(12.33,33.02)	(1.265,6.706)
5	Secondary & HS	7.15	7.28	18.43	26.67	37.79	2.68
		(2.482,18.89)	(3.195,15.74)	(10.37,30.61)	(14.66,43.5)	(24.43,53.31)	(.7792,8.807)
6	Graduate & above	20.41	18.11	0.00	31.75	27.19	2.55
		(3.846,62.16)	(6.948,39.59)		(9.118,68.32)	(7.018,64.88)	(.307,18.16)

Table A6.6b. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	57.32	11.05	14.37	10.99	5.28	0.98
		(55.22,59.4)	(9.901,12.31)	(13.17,15.67)	(9.788,12.32)	(4.515,6.177)	(.6929,1.39)
2	Literate (< Primary)	22.19	21.96	24.38	20.76	9.12	1.58
		(19.02,25.72)	(18.74,25.57)	(20.97,28.15)	(17.46,24.51)	(7.008,11.79)	(.9243,2.69)
3	Primary	16.26	13.59	29.49	24.59	13.10	2.97
		(12.52,20.85)	(9.006,20)	(25.02,34.39)	(19.61,30.35)	(9.918,17.11)	(1.766,4.947)
4	Middle	15.60	5.76	22.14	37.31	15.28	3.92
		(10.16,23.2)	(3.224,10.07)	(16.6,28.88)	(30.29,44.9)	(10.89,21.02)	(1.992,7.557)
5	Secondary & HS	10.00	5.53	6.54	28.08	34.25	15.60
		(5.032,18.89)	(2.075,13.92)	(2.888,14.15)	(19.24,39.02)	(24.73,45.22)	(9.069,25.52)
6	Graduate & above	0.00	0.00	6.38	12.00	59.72	21.90
				(1.056,30.28)	(4.43,28.64)	(39.66,76.98)	(9.316,43.37)

Table A6.6c. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	48.22	12.31	14.82	14.55	8.99	1.11
		(45.95,50.49)	(10.88,13.89)	(13.34,16.44)	(13.23,15.98)	(7.906,10.21)	(.7924,1.55)
2	Literate (< Primary)	14.69	23.30	22.06	21.81	15.23	2.91
		(12.11,17.71)	(19.87,27.11)	(18.8,25.71)	(18.75,25.22)	(12.36,18.63)	(1.937,4.354)
3	Primary	12.33	8.45	30.68	27.19	16.84	4.50
		(8.997,16.68)	(5.851,12.06)	(25.68,36.17)	(22.6,32.33)	(13.26,21.16)	(2.642,7.573)
4	Middle	7.90	7.18	11.27	36.98	29.74	6.94
		(4.844,12.61)	(4.242,11.88)	(7.522,16.56)	(29.02,45.71)	(18.71,43.78)	(4.096,11.51)
5	Secondary & HS	5.28	3.47	11.54	22.38	43.41	13.93
		(2.332,11.51)	(1.452,8.051)	(6.85,18.79)	(16.02,30.34)	(34.54,52.72)	(8.614,21.75)
6	Graduate & above	0.00	4.48	14.29	32.38	37.31	11.54
			(.7321,22.96)	(4.136,39.18)	(17.36,52.2)	(17.4,62.7)	(3.888,29.62)

Table A6.6d. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	40.21	12.22	16.17	18.23	11.53	1.64
		(37.66,42.81)	(10.66,13.96)	(14.54,17.95)	(16.47,20.13)	(10.19,13.02)	(1.209,2.225)
2	Literate (< Primary)	15.44	17.98	18.92	27.39	17.84	2.44
		(12.35,19.14)	(14.31,22.33)	(15.83,22.44)	(23.41,31.76)	(14.55,21.67)	(1.59,3.736)
3	Primary	9.41	7.57	25.90	37.21	17.33	2.57
		(6.624,13.2)	(5.298,10.72)	(21.49,30.87)	(31.75,43.02)	(13.63,21.79)	(1.36,4.807)
4	Middle	10.79	8.24	13.27	38.13	25.29	4.29
		(6.915,16.45)	(5.018,13.23)	(9.905,17.55)	(32.38,44.24)	(20.05,31.35)	(2.539,7.143)
5	Secondary & HS	3.41	3.91	8.93	22.39	45.17	16.19
		(1.646,6.914)	(1.868,7.997)	(5.479,14.24)	(15.14,31.8)	(38.38,52.15)	(11.19,22.86)
6	Graduate & above	2.85	0.42	4.65	26.48	44.11	21.49
		(.4482,16.03)	(.0969,1.842)	(1.311,15.18)	(15.49,41.44)	(30.05,59.18)	(11.69,36.14)

Table A6.6e. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	31.26	13.80	21.29	22.07	10.49	1.09
		(28.63,34.01)	(12.09,15.72)	(19.29,23.45)	(19.99,24.3)	(9.09,12.07)	(.7186,1.655)
2	Literate (< Primary)	7.26	18.88	26.18	30.66	15.25	1.77
		(4.958,10.51)	(15.26,23.12)	(21.87,31.01)	(25.9,35.88)	(11.86,19.4)	(.9725,3.182)
3	Primary	9.40	8.85	28.03	33.98	17.61	2.12
		(6.238,13.93)	(6.374,12.16)	(23.9,32.58)	(29.12,39.2)	(14.16,21.69)	(1.243,3.6)
4	Middle	4.87	6.48	14.51	43.76	25.56	4.80
		(2.835,8.251)	(4.022,10.29)	(10.61,19.53)	(37.91,49.8)	(20.64,31.2)	(3.051,7.481)
5	Secondary & HS	1.79	2.81	7.50	26.27	44.99	16.65
		(.8066,3.907)	(1.181,6.555)	(4.355,12.62)	(19.97,33.71)	(37.87,52.32)	(11.93,22.76)
6	Graduate & above	0.00	0.00	7.64	22.69	40.76	28.91
				(2.112,24.09)	(12.89,36.8)	(27.53,55.48)	(16.6,45.38)

Table A6.6f. Intergenerational mobility matrix (figures in %) for educational status among Scheduled Castes (SCs), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	22.34	10.69	23.88	27.00	14.49	1.60
		(18.78,26.37)	(8.357,13.57)	(20.54,27.58)	(23.47,30.86)	(11.76,17.73)	(1.005,2.531)
2	Literate (< Primary)	2.67	9.96	28.09	32.73	21.27	5.28
		(1.412,5.007)	(5.797,16.6)	(20.38,37.34)	(25.01,41.51)	(15.09,29.1)	(2.593,10.45)
3	Primary	4.71	5.09	21.39	41.37	24.63	2.82
		(2.591,8.404)	(3.014,8.471)	(15.56,28.67)	(34.03,49.11)	(18.66,31.75)	(1.276,6.105)
4	Middle	2.55	6.81	11.50	40.15	33.89	5.09
		(1.166,5.494)	(3.103,14.29)	(7.428,17.4)	(32.58,48.22)	(26.4,42.28)	(2.75,9.246)
5	Secondary & HS	2.47	0.89	13.39	21.52	42.45	19.27
		(.9809,6.088)	(.278,2.822)	(8.526,20.42)	(15.46,29.14)	(34.38,50.95)	(13.01,27.6)
6	Graduate & above	0.03	0.11	2.50	13.39	25.81	58.17
		(.0047,.2542)	(.0144,.7799)	(.5684,10.28)	(5.575,28.81)	(14.37,41.9)	(40.68,73.81)

Table A6.7a. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	48.94	10.85	18.23	13.41	7.51	1.06
		(47.65,50.24)	(10.21,11.52)	(17.38,19.12)	(12.67,14.2)	(6.816,8.259)	(.8827,1.26)
2	Literate (< Primary)	14.31	18.93	24.81	24.48	13.81	3.65
		(13.01,15.72)	(17.47,20.5)	(22.85,26.88)	(22.85,26.19)	(12.7,15)	(3.092,4.306)
3	Primary	8.69	8.24	27.13	29.15	21.23	5.56
		(7.698,9.805)	(7.307,9.272)	(25.54,28.79)	(27.54,30.81)	(19.87,22.66)	(4.672,6.595)
4	Middle	4.67	3.32	13.73	35.91	31.54	10.83
		(3.765,5.789)	(2.618,4.209)	(12,15.66)	(33.46,38.43)	(28.9,34.31)	(9.414,12.43)
5	Secondary & HS	1.83	1.78	5.80	18.36	45.23	27.00
		(1.246,2.682)	(1.204,2.62)	(4.659,7.202)	(16.31,20.59)	(42.32,48.18)	(24.51,29.65)
6	Graduate & above	1.00	0.80	3.63	10.05	26.99	57.53
		(.3669,2.677)	(.2673,2.355)	(2.142,6.085)	(6.511,15.21)	(21.95,32.7)	(51.96,62.93)

Table A6.7b. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	47.43	11.91	15.98	14.10	9.13	1.46
		(46.1,48.76)	(11.2,12.65)	(15.21,16.79)	(13.35,14.88)	(8.509,9.784)	(1.263,1.687)
2	Literate (< Primary)	12.62	17.82	24.32	23.13	18.21	3.90
		(11.57,13.76)	(16.66,19.03)	(23.06,25.62)	(21.86,24.45)	(16.9,19.6)	(3.402,4.468)
3	Primary	7.63	7.65	26.47	28.31	24.09	5.85
		(6.725,8.642)	(6.752,8.658)	(24.98,28.01)	(26.61,30.08)	(22.5,25.76)	(5.136,6.655)
4	Middle	5.51	4.73	13.81	33.11	31.90	10.94
		(4.488,6.756)	(3.788,5.894)	(12.19,15.61)	(31.03,35.25)	(29.75,34.12)	(9.761,12.25)
5	Secondary & HS	2.81	2.16	7.11	16.40	44.35	27.17
		(2.101,3.758)	(1.554,2.994)	(5.959,8.47)	(14.7,18.24)	(41.93,46.79)	(25.12,29.32)
6	Graduate & above	1.64	0.54	3.04	7.85	30.40	56.53
		(.8206,3.237)	(.2428,1.182)	(1.758,5.208)	(5.831,10.49)	(26.82,34.24)	(52.21,60.76)

Table A6.7c. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	39.09	14.11	15.97	16.46	12.44	1.94
		(37.68,40.51)	(13.23,15.03)	(15.1,16.89)	(15.59,17.37)	(11.66,13.26)	(1.655,2.267)
2	Literate (< Primary)	10.69	16.85	19.56	25.12	22.56	5.21
		(9.602,11.9)	(15.53,18.26)	(18.21,20.99)	(23.68,26.62)	(21.22,23.95)	(4.374,6.199)
3	Primary	7.99	5.80	20.79	31.10	27.86	6.47
		(6.907,9.224)	(4.968,6.757)	(19.21,22.45)	(29.28,32.99)	(26.12,29.67)	(5.546,7.532)
4	Middle	4.35	3.90	9.91	33.10	36.50	12.24
		(3.507,5.395)	(3.106,4.884)	(8.635,11.34)	(30.8,35.48)	(34.42,38.64)	(10.21,14.61)
5	Secondary & HS	1.80	2.42	4.26	15.76	46.61	29.15
		(1.301,2.481)	(1.562,3.716)	(3.446,5.267)	(14.12,17.56)	(44.07,49.16)	(26.45,32)
6	Graduate & above	2.15	0.79	2.06	4.57	33.67	56.76
		(1.214,3.773)	(.3764,1.631)	(1.179,3.581)	(3.251,6.401)	(29.89,37.68)	(52.47,60.95)

Table A6.7d. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	34.43	12.11	16.42	20.48	14.63	1.93
		(32.19,36.75)	(10.75,13.61)	(15.27,17.64)	(19.25,21.78)	(13.54,15.78)	(1.6,2.322)
2	Literate (< Primary)	9.82	15.09	17.32	31.42	23.05	3.31
		(8.447,11.38)	(13.61,16.71)	(15.81,18.93)	(29.33,33.58)	(21.2,25.01)	(2.712,4.032)
3	Primary	7.86	5.01	19.58	34.53	28.52	4.50
		(6.537,9.428)	(4.116,6.09)	(17.53,21.8)	(32.24,36.89)	(26.11,31.05)	(3.675,5.509)
4	Middle	3.81	3.36	10.12	37.38	36.30	9.02
		(2.93,4.951)	(2.55,4.421)	(8.699,11.75)	(35.06,39.77)	(33.97,38.69)	(7.755,10.46)
5	Secondary & HS	2.35	2.01	4.85	19.13	49.67	21.98
		(1.762,3.129)	(1.434,2.822)	(3.98,5.898)	(17.27,21.14)	(47.29,52.05)	(20,24.1)
6	Graduate & above	2.11	0.94	1.64	8.21	32.33	54.77
		(1.025,4.287)	(.4903,1.813)	(.943,2.832)	(5.665,11.77)	(28.74,36.14)	(50.35,59.1)

Table A6.7e. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	25.82	15.09	19.85	23.32	13.88	2.04
		(24.17,27.53)	(13.86,16.41)	(18.55,21.21)	(21.86,24.84)	(12.78,15.07)	(1.623,2.573)
2	Literate (< Primary)	7.40	15.27	21.12	31.89	20.43	3.89
		(6.009,9.087)	(13.52,17.2)	(19.15,23.25)	(29.54,34.32)	(18.49,22.5)	(3.175,4.764)
3	Primary	5.09	5.19	20.28	36.52	27.82	5.10
		(4.122,6.274)	(4.085,6.575)	(18.25,22.48)	(34.12,38.99)	(25.68,30.06)	(4.16,6.228)
4	Middle	3.93	3.15	11.88	37.04	36.05	7.96
		(2.994,5.154)	(2.257,4.378)	(10.21,13.77)	(34.59,39.55)	(33.61,38.56)	(6.78,9.313)
5	Secondary & HS	2.14	1.64	5.66	18.93	48.06	23.56
		(1.439,3.179)	(1.115,2.41)	(4.603,6.939)	(16.99,21.04)	(45.53,50.6)	(21.36,25.91)
6	Graduate & above	2.01	0.52	1.08	9.47	37.58	49.34
		(.9941,4.009)	(.1661,1.636)	(.5054,2.307)	(6.845,12.96)	(32.91,42.48)	(44.49,54.2)

Table A6.7f. Intergenerational mobility matrix (figures in %) for educational status among Other social group (Non SC/ST), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	19.82	13.90	19.30	24.31	20.12	2.55
		(17.53,22.33)	(11.75,16.38)	(17.14,21.67)	(22.03,26.74)	(18.11,22.3)	(1.672,3.863)
2	Literate (< Primary)	4.49	14.24	18.03	31.42	26.93	4.89
		(3.01,6.655)	(11.46,17.55)	(14.87,21.69)	(27.73,35.37)	(23.24,30.97)	(3.23,7.328)
3	Primary	4.73	4.33	16.52	36.21	31.55	6.67
		(2.924,7.566)	(2.86,6.496)	(13.87,19.55)	(32.45,40.15)	(28.04,35.27)	(5.109,8.663)
4	Middle	1.97	1.38	7.43	30.83	48.15	10.24
		(1.075,3.563)	(.9064,2.091)	(5.57,9.858)	(27.67,34.19)	(44.4,51.93)	(8.531,12.24)
5	Secondary & HS	1.18	1.13	4.82	14.81	51.01	27.05
		(.705,1.98)	(.4936,2.546)	(3.308,6.977)	(12.56,17.39)	(47.36,54.64)	(23.83,30.52)
6	Graduate & above	0.56	0.09	1.12	6.43	30.93	60.88
		(.22,1.394)	(.0238,.3236)	(.4427,2.813)	(3.363,11.94)	(25.8,36.57)	(54.67,66.76)

Table A6.8a. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	53.72	10.86	16.47	12.06	6.06	0.83
		(52.54,54.90)	(10.24,11.52)	(15.74,17.23)	(11.39,12.77)	(5.49,6.68)	(0.69,0.99)
2	Literate (< Primary)	15.06	20.06	24.85	23.76	12.71	3.57
		(13.72,16.50)	(18.57,21.63)	(22.90,26.90)	(22.15,25.45)	(11.65,13.86)	(3.02,4.21)
3	Primary	9.21	9.10	26.56	29.34	20.36	5.42
		(8.14,10.41)	(8.07,10.25)	(24.84,28.36)	(27.60,31.15)	(18.96,21.84)	(4.49,6.53)
4	Middle	5.26	3.62	13.33	35.90	31.37	10.53
		(4.16,6.62)	(2.82,4.62)	(11.68,15.17)	(33.34,38.54)	(28.62,34.25)	(9.02,12.26)
5	Secondary & HS	1.92	1.67	5.33	18.24	45.49	27.35
		(1.25,2.93)	(1.10,2.54)	(4.16,6.80)	(15.95,20.78)	(42.28,48.74)	(24.58,30.30)
6	Graduate & above	1.14	0.83	3.42	11.30	24.83	58.48
		(0.42,3.06)	(0.25,2.69)	(1.90,6.07)	(7.27,17.14)	(19.57,30.95)	(52.33,64.38)

Table A6.8b. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	50.87	11.62	15.34	13.11	7.77	1.29
		(49.69,52.05)	(10.99,12.28)	(14.65,16.06)	(12.44,13.81)	(7.24,8.34)	(1.11,1.49)
2	Literate (< Primary)	14.47	18.41	23.35	23.06	17.02	3.71
		(13.34,15.67)	(17.21,19.67)	(22.11,24.63)	(21.77,24.39)	(15.71,18.41)	(3.22,4.26)
3	Primary	8.66	8.18	26.15	28.68	22.87	5.46
		(7.64,9.82)	(7.09,9.42)	(24.61,27.75)	(27.07,30.35)	(21.42,24.38)	(4.79,6.22)
4	Middle	5.99	4.98	13.97	34.13	29.94	10.98
		(4.90,7.31)	(3.97,6.23)	(12.35,15.77)	(31.99,36.35)	(27.90,32.07)	(9.76,12.34)
5	Secondary & HS	2.93	2.34	6.01	17.49	43.92	27.30
		(2.14,3.99)	(1.66,3.31)	(4.84,7.43)	(15.57,19.60)	(41.37,46.51)	(25.12,29.60)
6	Graduate & above	1.62	0.54	1.61	7.37	31.41	57.45
		(0.76,3.42)	(0.23,1.27)	(0.89,2.89)	(5.30,10.16)	(27.52,35.58)	(52.85,61.92)

Table A6.8c. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	42.63	13.08	15.48	15.89	11.27	1.64
		(41.36,43.91)	(12.31,13.89)	(14.69,16.31)	(15.13,16.68)	(10.61,11.97)	(1.41,1.91)
2	Literate (< Primary)	11.73	17.95	19.83	24.52	21.12	4.86
		(10.62,12.93)	(16.61,19.37)	(18.48,21.25)	(23.12,25.97)	(19.81,22.48)	(4.07,5.79)
3	Primary	8.35	5.92	22.15	30.57	26.83	6.19
		(7.22,9.64)	(5.06,6.91)	(20.54,23.86)	(28.74,32.46)	(25.08,28.65)	(5.32,7.18)
4	Middle	4.08	4.62	9.26	33.27	36.91	11.87
		(3.27,5.09)	(3.69,5.76)	(8.01,10.67)	(30.84,35.79)	(34.45,39.43)	(9.77,14.35)
5	Secondary & HS	2.02	2.49	4.57	15.77	45.78	29.38
		(1.45,2.81)	(1.57,3.94)	(3.63,5.73)	(14.06,17.64)	(43.09,48.49)	(26.47,32.48)
6	Graduate & above	2.13	0.88	1.74	4.87	34.05	56.35
		(1.15,3.89)	(0.41,1.88)	(0.86,3.45)	(3.38,6.96)	(29.99,38.35)	(51.73,60.85)

Table A6.8d. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	36.83	12.18	15.53	20.33	13.31	1.82
		(35.38,38.31)	(11.35,13.06)	(14.59,16.52)	(19.29,21.40)	(12.47,14.20)	(1.54,2.15)
2	Literate (< Primary)	11.44	14.68	17.68	30.26	22.29	3.65
		(9.99,13.07)	(13.23,16.26)	(16.22,19.25)	(28.24,32.36)	(20.52,24.16)	(3.04,4.36)
3	Primary	7.55	5.25	20.83	35.63	26.56	4.18
		(6.31,9.02)	(4.35,6.32)	(18.77,23.05)	(33.35,37.97)	(24.23,29.03)	(3.39,5.13)
4	Middle	4.72	4.26	10.45	37.86	34.40	8.31
		(3.64,6.09)	(3.27,5.53)	(9.04,12.06)	(35.51,40.27)	(32.02,36.86)	(7.14,9.66)
5	Secondary & HS	1.86	2.01	4.71	20.17	49.45	21.80
		(1.35,2.57)	(1.41,2.84)	(3.79,5.84)	(17.99,22.53)	(46.61,52.30)	(19.66,24.11)
6	Graduate & above	2.25	0.64	1.91	9.56	31.54	54.10
		(1.08,4.63)	(0.31,1.32)	(1.10,3.30)	(7.00,12.91)	(27.76,35.58)	(49.43,58.70)

Table A6.8e. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	27.48	14.72	20.21	23.17	12.73	1.69
		(26.02,28.99)	(13.64,15.86)	(19.05,21.43)	(21.93,24.47)	(11.79,13.74)	(1.34,2.11)
2	Literate (< Primary)	7.28	16.22	22.71	31.13	19.14	3.52
		(5.91,8.95)	(14.51,18.10)	(20.69,24.85)	(28.93,33.42)	(17.31,21.11)	(2.86,4.32)
3	Primary	6.23	5.64	21.09	36.50	25.58	4.96
		(5.08,7.62)	(4.53,7.01)	(19.14,23.17)	(34.22,38.83)	(23.57,27.70)	(4.06,6.05)
4	Middle	3.74	3.58	11.47	38.27	35.34	7.60
		(2.84,4.91)	(2.61,4.88)	(9.84,13.34)	(35.76,40.85)	(32.88,37.88)	(6.47,8.90)
5	Secondary & HS	2.13	1.39	5.85	19.17	48.46	23.01
		(1.44,3.14)	(0.90,2.12)	(4.64,7.35)	(17.15,21.36)	(45.86,51.06)	(20.84,25.33)
6	Graduate & above	1.39	0.29	1.91	10.72	37.96	47.73
		(0.62,3.11)	(0.06,1.48)	(0.92,3.90)	(7.80,14.57)	(33.09,43.08)	(42.57,52.94)

Table A6.8f. Intergenerational mobility matrix (figures in %) for educational status among Hindu population, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	19.16	12.29	21.25	25.82	18.89	2.59
		(17.20,21.28)	(10.55,14.28)	(19.32,23.31)	(23.74,28.02)	(17.00,20.94)	(1.84,3.65)
2	Literate (< Primary)	4.82	11.48	20.21	31.87	26.89	4.74
		(3.24,7.10)	(8.97,14.57)	(16.72,24.21)	(28.10,35.90)	(23.20,30.92)	(3.21,6.95)
3	Primary	4.77	3.71	16.52	36.94	31.77	6.30
		(3.03,7.41)	(2.48,5.50)	(13.89,19.53)	(33.22,40.81)	(28.33,35.43)	(4.82,8.19)
4	Middle	1.86	1.99	7.91	31.14	47.26	9.85
		(0.98,3.47)	(1.21,3.25)	(5.99,10.37)	(27.96,34.51)	(43.44,51.12)	(8.20,11.79)
5	Secondary & HS	1.05	1.08	5.75	15.77	49.32	27.03
		(0.64,1.72)	(0.47,2.45)	(4.27,7.72)	(13.54,18.28)	(45.74,52.91)	(23.81,30.51)
6	Graduate & above	0.38	0.10	1.41	7.15	32.60	58.36
		(0.15,0.99)	(0.03,0.33)	(0.62,3.15)	(3.90,12.73)	(27.47,38.19)	(52.33,64.14)

Table A6.9a. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	60.10	11.92	13.48	9.35	4.72	0.44
		(57.43,62.72)	(10.44,13.58)	(11.83,15.31)	(8.09,10.77)	(3.75,5.93)	(0.25,0.78)
2	Literate (< Primary)	24.65	22.44	23.65	18.03	9.72	1.50
		(20.87,28.86)	(19.11,26.17)	(20.55,27.06)	(15.07,21.42)	(7.40,12.68)	(0.94,2.40)
3	Primary	16.04	11.26	30.16	24.64	15.15	2.75
		(12.82,19.90)	(8.43,14.89)	(26.06,34.59)	(20.90,28.80)	(12.14,18.74)	(1.73,4.36)
4	Middle	9.39	5.67	20.08	34.55	22.94	7.37
		(6.08,14.24)	(3.47,9.13)	(14.78,26.69)	(27.36,42.53)	(17.78,29.08)	(4.84,11.06)
5	Secondary & HS	4.74	4.94	17.34	22.59	34.80	15.60
		(2.27,9.62)	(1.95,11.94)	(11.37,25.53)	(16.49,30.13)	(27.15,43.32)	(10.18,23.15)
6	Graduate & above	0.00	2.48	5.58	9.69	47.06	35.19
			(0.59,9.82)	(1.37,20.11)	(3.94,21.94)	(30.19,64.63)	(21.07,52.48)

Table A6.9b. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	61.06	12.25	13.09	8.65	4.18	0.77
		(58.15,63.88)	(10.69,14.00)	(11.55,14.81)	(7.46,10.02)	(3.40,5.13)	(0.52,1.14)
2	Literate (< Primary)	17.47	24.21	26.62	18.88	11.46	1.35
		(14.47,20.94)	(21.09,27.63)	(23.33,30.20)	(15.97,22.19)	(9.33,14.00)	(0.73,2.47)
3	Primary	12.11	11.84	35.20	24.26	12.90	3.68
		(9.39,15.48)	(9.29,14.99)	(31.20,39.42)	(20.34,28.66)	(10.56,15.66)	(2.56,5.27)
4	Middle	10.87	6.32	21.19	30.96	24.10	6.56
		(6.91,16.70)	(3.86,10.19)	(15.77,27.87)	(24.93,37.70)	(19.23,29.75)	(4.16,10.19)
5	Secondary & HS	6.42	2.63	18.05	18.71	36.17	18.02
		(3.58,11.25)	(1.10,6.17)	(12.93,24.62)	(14.03,24.52)	(29.60,43.31)	(12.29,25.63)
6	Graduate & above	2.82	0.75	16.50	19.00	31.15	29.79
		(0.63,11.67)	(0.10,5.17)	(8.06,30.81)	(10.94,30.93)	(20.92,43.61)	(18.49,44.23)

Table A6.9c. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	52.94	16.21	13.63	10.98	5.10	1.13
		(49.70,56.17)	(13.97,18.74)	(11.74,15.77)	(9.39,12.81)	(3.94,6.57)	(0.68,1.87)
2	Literate (< Primary)	13.98	21.91	21.21	22.32	17.56	3.01
		(10.78,17.94)	(18.36,25.93)	(17.88,24.97)	(18.79,26.30)	(14.24,21.46)	(1.90,4.75)
3	Primary	13.30	8.34	23.66	31.13	16.74	6.83
		(10.12,17.28)	(5.84,11.78)	(19.38,28.54)	(26.09,36.66)	(13.51,20.55)	(3.85,11.85)
4	Middle	10.36	5.62	19.51	36.29	19.67	8.56
		(6.64,15.80)	(3.14,9.84)	(14.17,26.25)	(29.70,43.43)	(15.40,24.79)	(5.65,12.75)
5	Secondary & HS	2.75	2.06	7.94	23.99	47.55	15.70
		(1.43,5.25)	(0.93,4.53)	(4.38,13.97)	(18.29,30.80)	(40.53,54.67)	(11.89,20.46)
6	Graduate & above	0.20	1.98	8.57	10.31	34.58	44.36
		(0.03,1.42)	(0.52,7.26)	(3.45,19.74)	(4.83,20.66)	(22.69,48.78)	(31.43,58.09)

Table A6.9d. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	45.27	15.48	16.84	13.33	8.03	1.04
		(37.96,52.78)	(10.78,21.73)	(13.90,20.27)	(11.00,16.08)	(6.35,10.11)	(0.58,1.88)
2	Literate (< Primary)	10.95	24.12	18.43	31.98	13.83	0.68
		(8.13,14.59)	(19.95,28.85)	(14.98,22.47)	(27.55,36.75)	(11.25,16.90)	(0.28,1.67)
3	Primary	13.34	8.30	22.11	30.79	22.23	3.24
		(9.39,18.61)	(5.72,11.88)	(17.99,26.85)	(25.89,36.16)	(17.94,27.19)	(1.81,5.73)
4	Middle	4.68	5.43	16.07	39.99	26.55	7.28
		(2.80,7.73)	(3.19,9.09)	(11.77,21.56)	(34.16,46.12)	(21.81,31.89)	(4.23,12.23)
5	Secondary & HS	6.66	5.08	10.72	15.21	48.94	13.39
		(3.94,11.04)	(2.76,9.19)	(7.44,15.21)	(11.51,19.83)	(42.73,55.19)	(9.55,18.46)
6	Graduate & above	1.99	3.33	2.21	14.90	46.70	30.88
		(0.35,10.50)	(1.00,10.46)	(0.623,7.59)	(5.52,34.43)	(35.39,58.35)	(20.91,43.00)

Table A6.9e. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	34.77	18.23	20.81	17.43	7.37	1.38
		(31.10,38.64)	(15.51,21.31)	(18.11,23.80)	(14.66,20.60)	(5.81,9.31)	(0.88,2.17)
2	Literate (< Primary)	10.69	18.44	22.18	32.74	14.13	1.82
		(7.86,14.40)	(14.34,23.40)	(18.29,26.62)	(27.36,38.61)	(11.07,17.87)	(0.97,3.39)
3	Primary	5.33	8.18	28.43	36.09	19.96	2.02
		(3.35,8.37)	(5.30,12.42)	(23.78,33.58)	(30.21,42.41)	(15.78,24.91)	(1.11,3.65)
4	Middle	6.87	3.67	17.79	39.13	26.69	5.86
		(4.08,11.33)	(2.15,6.19)	(13.24,23.47)	(33.38,45.20)	(21.98,32.00)	(3.52,9.61)
5	Secondary & HS	3.55	4.98	13.27	28.85	29.06	20.29
		(1.38,8.97)	(2.57,9.44)	(8.88,19.35)	(22.21,36.54)	(22.75,36.29)	(12.64,30.94)
6	Graduate & above	3.95	0.44	0.94	11.82	55.70	27.15
		(0.64,20.77)	(0.10,1.88)	(0.26,3.34)	(4.44,27.90)	(35.57,74.11)	(14.85,44.34)

Table A6.9f. Intergenerational mobility matrix (figures in %) for educational status among Muslim population, India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	29.32	17.30	20.06	19.01	12.82	1.49
		(24.43,34.74)	(13.43,21.99)	(15.68,25.30)	(15.43,23.20)	(10.18,16.03)	(0.79,2.82)
2	Literate (< Primary)	4.66	23.30	22.07	32.44	14.66	2.88
		(2.48,8.58)	(17.43,30.41)	(16.47,28.92)	(26.31,39.24)	(10.60,19.92)	(0.95,8.40)
3	Primary	3.49	7.18	24.69	37.90	24.21	2.53
		(1.78,6.72)	(3.51,14.10)	(18.79,31.73)	(30.87,45.48)	(17.89,31.90)	(1.24,5.10)
4	Middle	3.19	3.23	9.66	40.92	37.72	5.29
		(1.78,5.65)	(1.43,7.15)	(6.18,14.80)	(33.76,48.47)	(30.37,45.67)	(2.62,10.39)
5	Secondary & HS	3.31	1.78	9.19	21.42	50.51	13.80
		(0.97,10.65)	(0.41,7.34)	(3.13,24.04)	(12.71,33.77)	(39.50,61.47)	(8.703,21.18)
6	Graduate & above	2.68	0.00	0.00	12.27	22.12	62.93
		(0.40,15.90)			(3.86,32.76)	(10.86,39.83)	(40.29,81.03)

Table A6.10a. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 1983

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	43.90	11.33	20.55	12.94	9.46	1.82
		(40.00,47.88)	(9.18,13.91)	(17.87,23.51)	(11.17,14.94)	(7.27,12.23)	(1.16,2.85)
2	Literate (< Primary)	10.76	15.57	26.60	26.18	17.96	2.92
		(7.87,14.55)	(12.19,19.68)	(22.10,31.65)	(22.31,30.47)	(14.49,22.05)	(1.74,4.86)
3	Primary	5.33	6.52	28.00	31.29	23.62	5.25
		(3.08,9.05)	(4.38,9.60)	(23.49,33.01)	(26.92,36.02)	(19.45,28.36)	(3.53,7.73)
4	Middle	5.26	2.32	15.55	36.53	29.96	10.39
		(2.88,9.40)	(0.89,5.88)	(9.26,24.95)	(29.66,43.98)	(22.41,38.78)	(6.62,15.95)
5	Secondary & HS	0.90	2.49	7.34	19.50	47.24	22.53
		(0.30,2.69)	(1.09,5.56)	(4.16,12.65)	(13.87,26.70)	(40.57,54.01)	(17.40,28.65)
6	Graduate & above	5.79	2.89	2.35	2.82	25.46	60.69
		(0.87,29.98)	(0.45,16.39)	(0.32,15.14)	(0.66,11.24)	(12.95,43.96)	(40.73,77.62)

Table A6.10b. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 1987-88

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	41.67	9.85	17.82	15.16	13.75	1.75
		(38.00,45.44)	(7.79,12.37)	(15.60,20.28)	(12.91,17.74)	(11.64,16.18)	(1.13,2.68)
2	Literate (< Primary)	9.17	10.54	29.00	24.31	22.82	4.16
		(6.73,12.38)	(7.90,13.95)	(24.31,34.20)	(20.10,29.08)	(18.86,27.33)	(2.59,6.62)
3	Primary	7.52	4.43	19.63	24.87	35.67	7.88
		(5.28,10.60)	(2.60,7.44)	(16.34,23.40)	(17.16,34.60)	(29.03,42.92)	(5.02,12.16)
4	Middle	6.08	3.46	13.19	29.58	40.76	6.94
		(2.95,12.11)	(1.78,6.63)	(8.69,19.51)	(23.16,36.92)	(31.00,51.30)	(4.28,11.06)
5	Secondary & HS	2.32	1.25	7.64	11.34	50.60	26.86
		(1.04,5.06)	(0.42,3.60)	(4.81,11.92)	(7.81,16.19)	(42.63,58.53)	(21.02,33.62)
6	Graduate & above	0.53	0.00	8.79	5.09	29.79	55.80
		(0.12,2.24)		(1.60,36.40)	(1.26,18.47)	(17.97,45.11)	(41.18,69.48)

Table A6.10c. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 1993-94

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	35.44	12.61	17.64	16.60	16.21	1.49
		(31.23,39.89)	(10.21,15.48)	(15.09,20.51)	(13.52,20.22)	(13.38,19.51)	(0.87,2.54)
2	Literate (< Primary)	6.10	11.71	22.71	27.77	25.97	5.74
		(3.84,9.56)	(8.41,16.09)	(17.65,28.70)	(23.16,32.90)	(21.27,31.30)	(3.54,9.18)
3	Primary	5.70	5.29	20.19	30.44	34.91	3.48
		(3.30,9.66)	(3.03,9.06)	(14.80,26.92)	(23.82,37.98)	(28.20,42.29)	(1.90,6.27)
4	Middle	6.92	3.01	10.76	33.57	36.06	9.68
		(3.73,12.50)	(1.48,6.03)	(7.34,15.52)	(27.56,40.16)	(29.71,42.94)	(6.21,14.79)
5	Secondary & HS	0.63	2.54	5.77	11.90	51.67	27.48
		(0.14,2.70)	(1.20,5.30)	(3.54,9.27)	(7.80,17.75)	(44.37,58.90)	(21.29,34.69)
6	Graduate & above	2.92	0.00	5.58	8.91	31.31	51.28
		(0.58,13.36)		(1.76,16.35)	(3.83,19.39)	(21.69,42.87)	(39.55,62.86)

Table A6.10d. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 1999-00

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	34.42	8.69	17.88	18.09	19.80	1.12
		(29.63,39.56)	(6.74,11.15)	(14.69,21.59)	(15.15,21.46)	(16.75,23.24)	(0.56,2.23)
2	Literate (< Primary)	8.43	9.06	19.38	28.12	34.05	0.96
		(4.65,14.82)	(6.22,13.02)	(13.47,27.08)	(21.35,36.05)	(26.62,42.37)	(0.46,1.97)
3	Primary	5.93	2.92	17.41	37.90	29.01	6.83
		(3.04,11.25)	(1.17,7.10)	(12.28,24.10)	(30.58,45.82)	(23.23,35.56)	(3.76,12.07)
4	Middle	6.30	3.53	4.07	32.71	44.76	8.63
		(2.53,14.86)	(1.42,8.51)	(2.13,7.61)	(25.09,41.37)	(37.41,52.36)	(5.10,14.22)
5	Secondary & HS	3.42	0.23	4.59	15.21	54.44	22.11
		(1.50,7.60)	(0.08,0.67)	(2.56,8.08)	(10.57,21.41)	(47.70,61.03)	(16.54,28.90)
6	Graduate & above	0.85	0.27	0.03	9.06	34.55	55.25
		(0.20,3.56)	(0.04,1.91)	(0.01,0.13)	(1.51,39.24)	(23.16,48.03)	(40.43,69.18)

Table A6.10e. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 2004-05

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	22.97	12.45	20.49	22.40	20.60	1.10
		(18.47,28.19)	(9.41,16.30)	(16.56,25.06)	(18.56,26.77)	(16.68,25.16)	(0.60,1.98)
2	Literate (< Primary)	2.54	15.47	13.90	32.46	31.15	4.48
		(1.21,5.23)	(9.34,24.55)	(9.90,19.17)	(23.42,43.03)	(22.93,40.76)	(1.90,10.19)
3	Primary	7.35	6.97	15.51	30.57	35.45	4.17
		(3.34,15.40)	(2.73,16.65)	(9.77,23.73)	(23.38,38.84)	(27.44,44.36)	(2.30,7.44)
4	Middle	2.16	2.92	11.17	37.89	38.52	7.34
		(0.75,6.07)	(1.39,6.06)	(6.64,18.17)	(30.20,46.24)	(30.88,46.76)	(3.72,13.98)
5	Secondary & HS	0.51	3.10	2.43	19.13	54.58	20.25
		(0.14,1.93)	(1.06,8.73)	(1.28,4.58)	(13.10,27.07)	(46.77,62.17)	(14.83,27.02)
6	Graduate & above	2.82	2.10	0.05	6.57	32.89	55.57
		(0.39,17.52)	(0.35,11.62)	(0.01,0.37)	(2.52,16.07)	(21.35,46.94)	(41.28,69.00)

Table A6.10f. Intergenerational mobility matrix (figures in %) for educational status among Other religious groups (Non-Hindu/Muslim), India, 2009-10

Sl. No.	Father \ Son	1	2	3	4	5	6
1	Not literate	12.85	7.77	24.10	27.28	26.97	1.03
		(8.91,18.18)	(4.24,13.80)	(17.95,31.55)	(21.25,34.28)	(20.65,34.38)	(0.44,2.42)
2	Literate (< Primary)	1.91	4.60	12.74	39.57	34.88	6.30
		(0.61,5.81)	(2.50,8.30)	(8.19,19.27)	(28.57,51.74)	(23.87,47.78)	(2.76,13.73)
3	Primary	1.95	5.07	22.05	33.10	30.63	7.20
		(0.67,5.60)	(1.93,12.66)	(13.78,33.36)	(23.96,43.72)	(23.46,38.87)	(4.03,12.55)
4	Middle	1.84	1.89	7.31	29.14	49.65	10.18
		(0.46,6.96)	(0.71,4.93)	(3.22,15.73)	(20.01,40.34)	(39.50,59.83)	(5.07,19.40)
5	Secondary & HS	1.95	0.03	4.68	7.22	64.25	21.87
		(0.71,5.23)	(0.00,0.19)	(1.48,13.85)	(4.51,11.37)	(54.48,72.97)	(14.83,31.04)
6	Graduate & above	0.04	0.00	0.50	1.16	15.82	82.48
		(0.01,0.34)		(0.11,2.28)	(0.35,3.79)	(7.22,31.24)	(66.55,91.77)

Table A6.11a. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Educational Mobility by social group, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Social group												
ST												
UM	0.403	(0.390, 0.415)	0.425	(0.413, 0.437)	0.479	(0.466, 0.491)	0.502	(0.489, 0.516)	0.554	(0.540, 0.567)	0.612	(0.596, 0.628)
DM	0.057	(0.052, 0.062)	0.063	(0.057, 0.068)	0.061	(0.055, 0.066)	0.067	(0.061, 0.073)	0.068	(0.061, 0.075)	0.055	(0.049, 0.061)
NM	0.540	(0.528, 0.553)	0.512	(0.500, 0.525)	0.461	(0.448, 0.473)	0.431	(0.417, 0.444)	0.378	(0.365, 0.391)	0.333	(0.318, 0.348)
SC												
UM	0.449	(0.439, 0.458)	0.470	(0.461, 0.479)	0.524	(0.514, 0.533)	0.545	(0.535, 0.555)	0.594	(0.583, 0.604)	0.651	(0.638, 0.664)
DM	0.073	(0.069, 0.077)	0.080	(0.075, 0.085)	0.076	(0.072, 0.081)	0.083	(0.078, 0.089)	0.084	(0.078, 0.089)	0.068	(0.062, 0.073)
NM	0.478	(0.469, 0.488)	0.450	(0.441, 0.460)	0.400	(0.391, 0.410)	0.371	(0.362, 0.381)	0.322	(0.313, 0.332)	0.282	(0.269, 0.294)
Others												
UM	0.495	(0.488, 0.502)	0.515	(0.509, 0.521)	0.567	(0.561, 0.573)	0.586	(0.578, 0.593)	0.631	(0.623, 0.639)	0.687	(0.676, 0.698)
DM	0.090	(0.090, 0.094)	0.098	(0.094, 0.101)	0.092	(0.089, 0.096)	0.100	(0.096, 0.105)	0.100	(0.095, 0.105)	0.080	(0.073, 0.086)
NM	0.415	(0.408, 0.421)	0.387	(0.382, 0.393)	0.341	(0.335, 0.347)	0.314	(0.307, 0.321)	0.269	(0.262, 0.276)	0.233	(0.223, 0.243)

PP=Predicted Probability, UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A6.11b. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Educational Mobility by religious group, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Religion												
Hindu												
UM	0.487	(0.480, 0.493)	0.507	(0.501, 0.513)	0.560	(0.554, 0.566)	0.580	(0.572, 0.587)	0.626	(0.618, 0.633)	0.682	(0.670, 0.693)
DM	0.082	(0.079, 0.085)	0.089	(0.086, 0.093)	0.085	(0.081, 0.088)	0.092	(0.088, 0.096)	0.092	(0.087, 0.096)	0.073	(0.068, 0.079)
NM	0.431	(0.425, 0.438)	0.404	(0.398, 0.409)	0.356	(0.349, 0.362)	0.328	(0.321, 0.335)	0.282	(0.275, 0.290)	0.245	(0.235, 0.255)
Muslim												
UM	0.416	(0.405, 0.426)	0.435	(0.425, 0.446)	0.488	(0.477, 0.499)	0.508	(0.496, 0.520)	0.556	(0.544, 0.567)	0.616	(0.601, 0.630)
DM	0.096	(0.090, 0.102)	0.105	(0.099, 0.112)	0.101	(0.095, 0.108)	0.111	(0.104, 0.118)	0.112	(0.105, 0.119)	0.091	(0.083, 0.099)
NM	0.488	(0.477, 0.499)	0.459	(0.448, 0.470)	0.411	(0.400, 0.422)	0.381	(0.369, 0.393)	0.332	(0.321, 0.343)	0.293	(0.280, 0.307)
Christian												
UM	0.570	(0.550, 0.590)	0.590	(0.571, 0.609)	0.640	(0.622, 0.658)	0.658	(0.640, 0.676)	0.700	(0.682, 0.717)	0.749	(0.732, 0.766)
DM	0.072	(0.062, 0.081)	0.077	(0.067, 0.087)	0.072	(0.063, 0.081)	0.078	(0.068, 0.088)	0.076	(0.066, 0.087)	0.060	(0.051, 0.069)
NM	0.358	(0.338, 0.378)	0.333	(0.314, 0.352)	0.288	(0.270, 0.306)	0.264	(0.247, 0.281)	0.224	(0.208, 0.240)	0.191	(0.176, 0.206)
Others												
UM	0.496	(0.480, 0.512)	0.516	(0.500, 0.532)	0.569	(0.553, 0.585)	0.588	(0.572, 0.604)	0.634	(0.618, 0.649)	0.689	(0.673, 0.706)
DM	0.084	(0.076, 0.092)	0.091	(0.083, 0.100)	0.086	(0.078, 0.095)	0.094	(0.085, 0.103)	0.093	(0.084, 0.103)	0.075	(0.066, 0.083)
NM	0.420	(0.403, 0.436)	0.392	(0.376, 0.408)	0.345	(0.329, 0.360)	0.318	(0.303, 0.333)	0.273	(0.259, 0.287)	0.236	(0.221, 0.251)

PP=Predicted Probability, UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A6.11c. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Educational Mobility by type of residence, India, 1983-2010

		1983		1987-88		1993-94		1999-00		2004-05		2009-10	
		PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Sector													
Rural													
	UM	0.483	(0.477, 0.490)	0.504	(0.498, 0.510)	0.557	(0.551, 0.564)	0.578	(0.570, 0.585)	0.625	(0.617, 0.632)	0.680	(0.669, 0.692)
	DM	0.076	(0.073, 0.079)	0.082	(0.079, 0.086)	0.078	(0.075, 0.081)	0.085	(0.081, 0.089)	0.085	(0.081, 0.089)	0.068	(0.062, 0.073)
	NM	0.441	(0.435, 0.448)	0.413	(0.407, 0.419)	0.365	(0.358, 0.371)	0.337	(0.330, 0.344)	0.290	(0.283, 0.298)	0.252	(0.241, 0.262)
Urban													
	UM	0.464	(0.456, 0.472)	0.482	(0.475, 0.490)	0.534	(0.526, 0.542)	0.551	(0.543, 0.560)	0.596	(0.586, 0.605)	0.655	(0.643, 0.667)
	DM	0.117	(0.112, 0.122)	0.127	(0.121, 0.132)	0.121	(0.115, 0.126)	0.131	(0.125, 0.137)	0.131	(0.124, 0.138)	0.105	(0.098, 0.113)
	NM	0.419	(0.410, 0.427)	0.391	(0.383, 0.398)	0.345	(0.338, 0.353)	0.318	(0.309, 0.326)	0.274	(0.265, 0.282)	0.240	(0.229, 0.250)

PP=Predicted Probability, UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

Table A6.11d. Adjusted Predicted Probabilities (with 95% CI) for Intergenerational Educational Mobility by region of residence, India, 1983-2010

	1983		1987-88		1993-94		1999-00		2004-05		2009-10	
	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)	PP	(95% CI)
Region												
North												
UM	0.487	(0.477, 0.497)	0.508	(0.498, 0.518)	0.561	(0.551, 0.571)	0.581	(0.570, 0.592)	0.627	(0.617, 0.638)	0.683	(0.671, 0.695)
DM	0.079	(0.074, 0.083)	0.086	(0.081, 0.091)	0.081	(0.076, 0.086)	0.088	(0.083, 0.094)	0.088	(0.082, 0.094)	0.070	(0.064, 0.077)
NM	0.434	(0.424, 0.444)	0.406	(0.397, 0.416)	0.358	(0.348, 0.367)	0.330	(0.321, 0.340)	0.284	(0.275, 0.294)	0.247	(0.235, 0.258)
Central												
UM	0.441	(0.432, 0.449)	0.461	(0.453, 0.469)	0.514	(0.505, 0.522)	0.534	(0.524, 0.543)	0.581	(0.571, 0.591)	0.640	(0.627, 0.653)
DM	0.092	(0.088, 0.097)	0.100	(0.096, 0.105)	0.096	(0.091, 0.101)	0.105	(0.099, 0.111)	0.106	(0.099, 0.112)	0.085	(0.078, 0.092)
NM	0.467	(0.459, 0.476)	0.439	(0.431, 0.447)	0.390	(0.382, 0.398)	0.361	(0.352, 0.370)	0.314	(0.305, 0.323)	0.275	(0.263, 0.287)
East												
UM	0.414	(0.405, 0.424)	0.435	(0.426, 0.443)	0.487	(0.478, 0.496)	0.508	(0.498, 0.518)	0.556	(0.546, 0.566)	0.616	(0.602, 0.629)
DM	0.092	(0.088, 0.097)	0.101	(0.096, 0.106)	0.097	(0.092, 0.102)	0.107	(0.101, 0.112)	0.108	(0.101, 0.114)	0.088	(0.080, 0.095)
NM	0.493	(0.484, 0.502)	0.464	(0.455, 0.473)	0.415	(0.406, 0.424)	0.386	(0.376, 0.396)	0.337	(0.327, 0.346)	0.297	(0.284, 0.310)
West												
UM	0.533	(0.523, 0.544)	0.553	(0.543, 0.563)	0.605	(0.595, 0.614)	0.623	(0.613, 0.633)	0.667	(0.656, 0.677)	0.719	(0.707, 0.732)
DM	0.081	(0.076, 0.086)	0.088	(0.083, 0.093)	0.083	(0.077, 0.088)	0.089	(0.084, 0.095)	0.088	(0.082, 0.095)	0.070	(0.064, 0.076)
NM	0.385	(0.375, 0.395)	0.359	(0.349, 0.368)	0.313	(0.304, 0.322)	0.287	(0.278, 0.297)	0.245	(0.236, 0.254)	0.211	(0.200, 0.222)
South												
UM	0.536	(0.527, 0.544)	0.556	(0.548, 0.564)	0.608	(0.599, 0.616)	0.627	(0.618, 0.636)	0.671	(0.662, 0.680)	0.723	(0.712, 0.734)
DM	0.074	(0.070, 0.078)	0.080	(0.076, 0.084)	0.075	(0.071, 0.079)	0.082	(0.077, 0.086)	0.081	(0.076, 0.086)	0.064	(0.058, 0.069)
NM	0.390	(0.382, 0.399)	0.364	(0.356, 0.372)	0.317	(0.309, 0.325)	0.292	(0.283, 0.300)	0.249	(0.241, 0.257)	0.214	(0.203, 0.224)
Northeast												
UM	0.543	(0.528, 0.558)	0.564	(0.550, 0.579)	0.616	(0.602, 0.630)	0.636	(0.622, 0.650)	0.680	(0.667, 0.694)	0.731	(0.717, 0.745)
DM	0.062	(0.056, 0.068)	0.067	(0.061, 0.073)	0.063	(0.057, 0.068)	0.068	(0.062, 0.074)	0.067	(0.061, 0.074)	0.053	(0.047, 0.059)
NM	0.395	(0.380, 0.411)	0.369	(0.354, 0.384)	0.321	(0.307, 0.335)	0.296	(0.282, 0.309)	0.252	(0.240, 0.265)	0.216	(0.203, 0.229)
Other UTs												
UM	0.542	(0.502, 0.582)	0.561	(0.522, 0.601)	0.612	(0.575, 0.650)	0.631	(0.594, 0.667)	0.673	(0.639, 0.707)	0.726	(0.694, 0.757)
DM	0.082	(0.067, 0.096)	0.088	(0.073, 0.104)	0.083	(0.068, 0.097)	0.090	(0.074, 0.105)	0.088	(0.073, 0.104)	0.070	(0.057, 0.083)
NM	0.376	(0.334, 0.419)	0.350	(0.309, 0.391)	0.305	(0.267, 0.343)	0.280	(0.243, 0.316)	0.238	(0.205, 0.271)	0.204	(0.174, 0.235)

PP=Predicted Probability, UM=Upward Mobility, DM=Downward Mobility, NM=No Mobility

APPENDIX 7

Table A7.1. Analytic sample (children attending appropriate class up to the elementary level according to their age) used for the multivariate analysis by selected covariates, NSS (1986-87 to 2007-08)

Background characteristics	1986-87		1995-96		2007-08	
	%	n	%	n	%	n
Sex/Gender						
Male	20.9	9,968	28.6	12,016	38.7	14,211
Female	15.7	6,711	24.9	9,384	37.3	11,681
Father's education level						
Not literate	10.3	3,592	17.4	4,389	29.0	5,104
Below Primary	18.0	1,867	24.9	2,160	36.3	2,475
Primary	23.5	3,177	29.7	3,464	39.9	3,812
Middle	27.4	2,489	35.1	3,579	43.0	4,877
Secondary & Higher	35.8	4,189	40.7	6,052	46.0	7,523
Mother's education level						
Not literate	13.8	8,550	20.9	9,747	31.7	10,159
Below Primary	27.2	1,545	32.0	1,933	43.4	2,652
Primary	32.4	2,825	38.3	3,344	44.4	3,927
Middle	37.3	1,761	42.9	2,787	46.9	3,707
Secondary & Higher	41.2	1,704	46.5	3,002	49.1	4,902
Social group						
ST	8.9	850	19.2	1,893	37.1	3,430
SC	14.4	2,215	22.9	3,376	34.9	4,595
Others	20.7	13,614	29.1	16,126	39.1	17,867
Household size						
≤ 5	20.7	6,091	30.6	9,226	41.3	14,079
6 - 9	17.6	9,207	23.9	10,121	34.6	10,058
≥ 10	15.2	1,379	27.2	2,053	37.8	1,755
Type of residence						
Rural	15.9	9,739	24.5	12,100	37.2	16,923
Urban	27.8	6,940	35.1	9,300	41.2	8,969
Region of residence						
North	19.0	12,982	25.7	3,212	37.0	3,731
Central	13.4	2,598	20.5	3,551	34.0	5,046
East	11.8	2,358	18.4	3,175	33.4	5,187
West	26.0	2,588	37.0	3,326	46.8	3,562
South	27.2	5,007	38.4	6,063	45.8	4,992
Northeast	13.1	926	21.3	1,668	37.4	2,822
Island/UTs	37.9	419	40.5	405	49.1	552
Type of institution						
Govt./Public	32.8	12,333	38.0	15,001	43.2	17,950
Private	37.2	4,339	40.8	6,393	44.3	7,782
Status of free education						
Free	33.8	16,199	38.2	15,392	43.5	41,459
Partially exempted	36.1	447	34.4	111	40.4	332
Neither free nor exempted	0.1	33	39.9	5,897	43.8	14,899
Scholarship received						
Yes	35.7	754	36.0	1,118	41.2	2,766
No	33.7	15,925	38.7	20,282	43.9	23,126
Books/stationery received						
Yes	32.4	3,737	41.9	912	45.0	2,379
No	34.2	12,942	38.4	20,488	43.4	23,507
Mid-day Meal received						
Yes	37.6	3,003	43.4	4,869	44.1	13,907
No	33.0	13,676	37.1	16,531	42.8	11,985

Background characteristics	1986-87		1995-96		2007-08	
	%	n	%	n	%	n
Distance of institution						
1-2 km	33.3	13,139	27.0	20,760	43.5	22,462
> 2 km	36.4	3,540	20.5	586	43.8	3,397
Mode of transport						
On foot	33.4	15,164	38.1	18,423	43.0	21,878
Public Vehicle/Others	39.9	1,475	42.8	2,977	46.9	3,999
Total	18.5	16,679	26.9	21,400	38.1	25,892

Note: Figures (%) refers to the proportion (weighted) of students attending appropriate class up to the elementary (Std. I-VIII) level according to their age, and 'n' represents unweighted sample size.

Table A7.2. Results of pooled multivariate logistic regression model for children attending appropriate class up to the elementary level according to their age, India, NSS (1986-2008)

Background characteristics	Pooled multivariate logit model		
	Odds Ratio	(95% CI)	p-value
Survey Period			<0.001
1986-87	1.000		
1995-96	1.268	(1.200, 1.340)	
2007-08	1.525	(1.444, 1.610)	
Sex/Gender			0.045
Male	1.000		
Female	0.967	(0.936, 0.999)	
Father's education level			<0.001
Not literate	1.000		
Below Primary	1.057	(0.995, 1.123	
Primary	1.102	(1.046, 1.161)	
Middle	1.218	(1.154, 1.286)	
Secondary & Higher	1.286	(1.213, 1.363)	
Mother's education level			<0.001
Not literate	1.000		
Below Primary	1.208	(1.142, 1.279)	
Primary	1.233	(1.174, 1.296)	
Middle	1.299	(1.225, 1.377)	
Secondary & Higher	1.387	(1.296, 1.484)	
Social group			0.009
ST	1.000		
SC	0.897	(0.837, 0.961)	
Others	0.930	(0.874, 0.989)	
Household size			<0.001
≤ 5	1.000		
6 – 9	0.913	(0.882, 0.946)	
≥ 10	0.983	(0.925, 1.044)	
Type of residence			0.475
Rural	1.000		
Urban	1.014	(0.976, 1.054)	
Type of institution			0.630
Govt./Public	1.000		
Private	0.988	(0.942, 1.037)	
Status of free education			0.821
Free	1.000		
Partially exempted	1.042	(0.895, 1.213)	
Neither free nor exempted	1.011	(0.955, 1.071)	
Scholarship received			0.972
Yes	1.000		
No	0.999	(0.942, 1.059)	

Background characteristics	Pooled multivariate logit model		
	Odds Ratio	(95% CI)	p-value
Books/stationery received			0.130
Yes	1.000		
No	1.071	(.917, 1.131)	
Mid-day Meal received			<0.001
Yes	1.000		
No	0.888	(0.850, 0.927)	
Distance of institution			0.980
1-2 km	1.000		
> 2 km	1.001	(0.947, 1.058)	
Mode of transport			0.375
On foot	1.000		
Public Vehicle/Others	1.026	(0.969, 1.087)	
Annual Expenditure on Education (log)	0.951	(0.933, 0.968)	<0.001
Region of residence			<0.001
North	1.000		
Central	0.906	(0.856, 0.958)	
East	0.889	(0.840, 0.940)	
West	1.283	(1.211, 1.360)	
South	1.392	(1.316, 1.473)	
Northeast	0.730	(0.674, 0.791)	
Island/UTs	1.445	(1.234, 1.692)	

Note: *p*-value refers to adjusted Wald test.