Strengthening EMIS in India
DISE Initiatives

Background

Free and compulsory education to all children up to the age of fourteen years is a Constitutional commitment in India. The Government of India initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE) among which the *Sarva Shiksha Abhiyan* (SSA), launched in 2001, is the most recent one. It aims at achieving universal elementary education of satisfactory quality by 2010.

For successful implementation of any educational programme, effective monitoring and an efficient information system are essential. While monitoring framework for SSA is developed separately, concerted efforts have also been made towards strengthening Educational Management Information System (EMIS) in case of elementary level of education. District Elementary Education Plans (DEEP) across the country are being developed primarily based on the data generated though the information system developed for the SSA, i.e. the District Information System for Education (DISE). This section deals with the efforts made under DISE towards developing a school-based information system covering management and organization of information collection, dissemination and utilization, as also limitations and major areas of concern. A number of government and semi-government agencies are involved in the collection of information on educational variables. Among them the Department of Higher Education of the Ministry of Human Resource Development (MHRD), Government of India, is the main agency responsible for the collection of numeric information on regular basis. The MHRD collects information from all the recognized institutions of the country annually with 30th September as the reference date and school being the unit of data collection. MHRD publishes the state-specific information through its publication, namely Education in India. The latest available volumes of this publication covering various aspects are: 1999-2000, Volume I: Numeric Information; 1997-98, Volume II: Financial Data; and 1999-2000, Volume III: Examination Results. However, another publication, though a provisional one, titled Selected Educational Statistics, is the latest available for the year 2005-06.

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The National Council of Educational Research and Training (NCERT) also collects information on special variables through its All India Educational Survey, once in every five to eight years with habitation as its unit of data collection. Full results of the Seventh Survey, with September 30, 2002 as its date of reference, were made available in 2007. The basic purpose of collecting information on special variables through the all-India school survey is to provide inputs for formulating five-year plans. It may also be noted that neither the MHRD nor NCERT disseminates full set of district-specific data; hence time-series data on key indicators is not available.

On the other hand, a number of semi-government agencies, like the National Sample Survey Organization (NSSO), Census of India, and the International Institute for Population Studies (National Family Health Survey), also from time to time collect information on a few educational variables as part of their regular household sample surveys. NSSO in addition conducts special survey on education through its Participation in Education series, 64th Round being the latest one. The Government of India through the Educational Consultants India Limited (Ed. CIL) and Indian Market Research Bureau (IMRB), had recently commissioned a nation-wide survey for estimating the out-of-school children of age group 6-14 years. Similarly, a non-government organization, *Pratham,* also conducts a household survey to estimate

out-of-school children (6-13 years), facilities in schools and learning ability of children in the rural India. It has decided to conduct such surveys till 2010 (for details see Student Flow at Primary Level: A Study Based on DISE Data. MHRD, Government of India; and NUEPA, New Delhi, 2007). In addition, the Government of India through the Ed. CIL has also commissioned studies on student's attendance, drop-out rates and teacher's absence in primary and upper primary schools in a few select states. NCERT also conducted learner's assessment studies, both in case of primary and upper

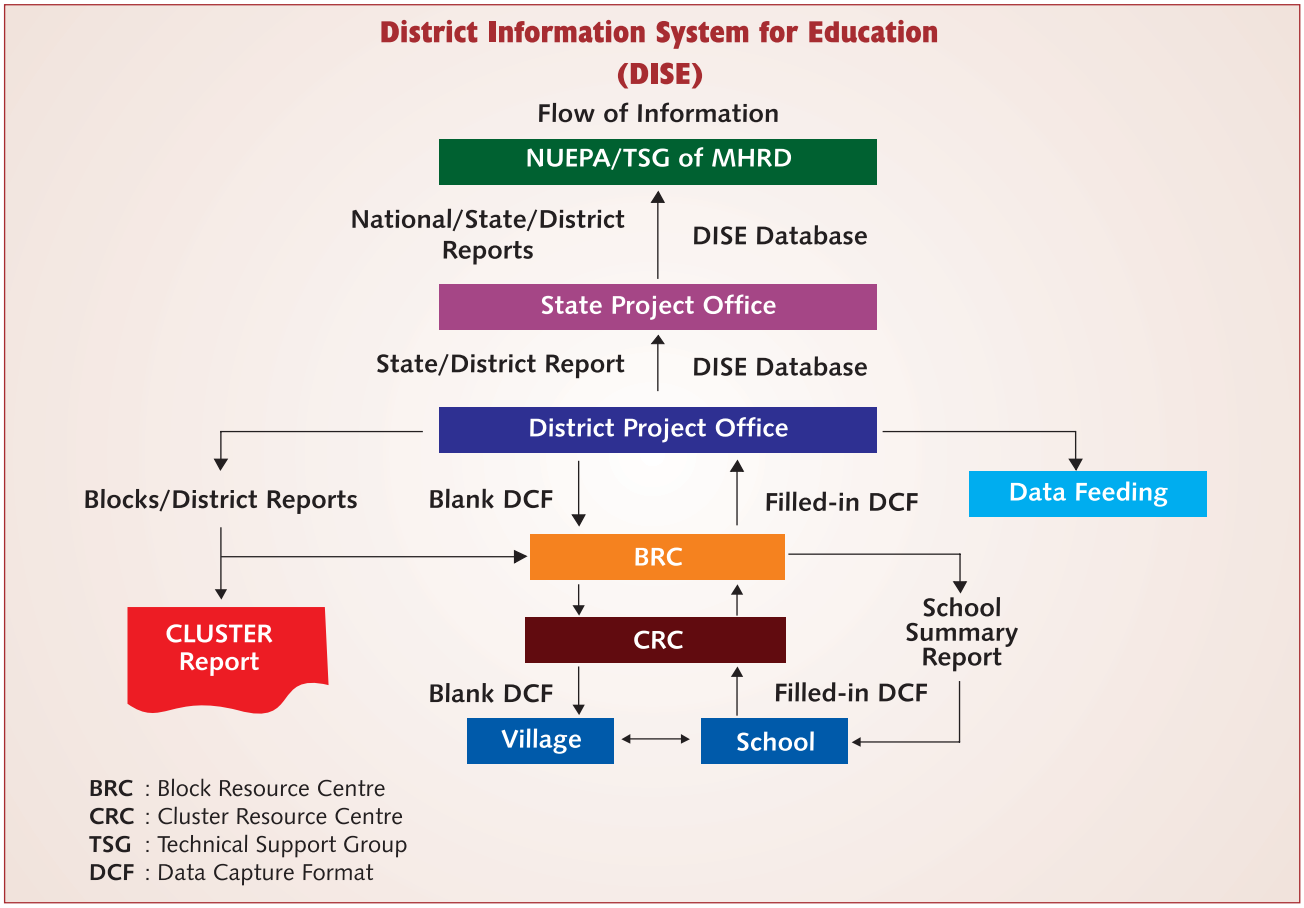

Figure 1.1 : Data Flow Diagram

primary levels of education. It intends to monitor quality of elementary education through a set of formats that it has developed for SSA.

Indian education system is one of the largest education systems in the world as it caters to the needs of more than 1,000 million people. In view of its size, the information system has certain limitations, both administrative and non-administrative. Some of these limitations are: (i) multiple data collection agencies and directorates involved in data collection and lack of coordination among them; (ii) lack of understanding of the concept and definitions of educational statistics; (iii) lack of adequate, qualified and trained staff at different levels; (iv) problems in distribution and collection of data-capture formats; (v) lack of district-specific time-series data; (vi) time-lag in data; (vii) reliability of education data; (viii) data gaps; (ix) lack of computers at lower levels; (x) creation of new districts and re-demarcation of boundaries of the existing districts; (xi) poor dissemination and utilization of data; and (xii) lack of accountability at different levels. Notwithstanding these limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular. The manual system of information collection under the MHRD even does not have uniform school format. Rather it has got consolidated sheets at different levels. In view of this, it

is not possible to undertake validation of data at any level. The first consolidation of data takes place at the block level and in large blocks in view of a large number of schools; it is not an easy task to consolidate the data manually, especially when officers at this level are generally not properly trained to deal with huge amount of data.

Sporadic attempts have been made in the past to develop a computerized educational management information system in India. Of these, efforts made under the District Primary Education Programme (DPEP) and *Sarva Shiksha Abhiyan* (SSA) are apparently among the most successful ones. Most of the earlier attempts at the Central and State Governments levels failed to sustain and as such the overall situation remained a matter of concern. At the time of initiating District Primary Education Programme (DPEP) in 1994-95, it was felt that a sound information system was essential for successful monitoring and implementation of the programme. It was also realized that to strengthen educational statistical database for planning and management in a decentralized framework, an innovative model was needed. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information as soon as it was collected. It further reiterated, in the context of decentralization of primary education, the imperativeness of more efficient and effective school and community databases so that the signals relating to the trends in critical indicators could be tracked at various levels of decision-making. The MHRD in 1994-95, as a part of the DPEP national endeavour, decided to design and develop a school-based computerized information system, and entrusted the main responsibility to the National Institute of Educational Planning and Administration (NIEPA), New Delhi, (now National University of Educational Planning and Administration [NUEPA]).

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In this background, a pilot project for revitalization of educational statistics in India was initiated at NUEPA during 1995 with financial assistance from UNICEF. The project aimed at examining issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. Such a comprehensive and integrated approach was necessitated by the fact that the then existing system could not provide the school level data in time and that it was highly limited in scope and coverage. Similarly, the use of educational statistics for planning and monitoring in the decentralized framework was also minimal. There were no systematic checks on the internal consistency of data. Data on many critical variables was either not collected at all or was not processed to facilitate decision-making. In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data. NUEPA designed and developed the core Data-Capture Formats in consultation with the experts and states. Accordingly, NUEPA designed the software for implementation at the district level and provided necessary technical and professional support to all the DPEP districts.

The first version (dbase) of the software, named as 'District Information System for Education' (DISE), was released in the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE software was undertaken during 1997-98 (PowerBuilder/SQL Anywhere). The software was later re-designed in 2001 in the light of requirements of the SSA (PowerBuilder/Oracle). Not only the coverage of DISE was extended to non-DPEP states but it was also expanded to cover the entire elementary level of education. In view of the state-specific requirements, NUEPA conducted workshops in 2005 and 2006 and sought suggestions about DISE format and software in the light of which DISE format as well as software was modified and made available to all the DISE users across the country. Efforts are being made to further improve the DISE software so as to make it complete user-friendly menu-driven software with emphasis on report module.

DISE 2001 Software: Main Features

The main features of DISE 2001 Software are briefly presented below:

- The system covers eight years of schooling in all recognized primary, upper primary and primary/upper primary sections of the secondary and higher secondary schools
- The concept and definitions of educational variables involved therein have been standardized at the national level and are uniformally followed by all districts and states.
- Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- The system defines core data on school location, management, rural-urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.
- Detailed data on individual teachers, *para*-teachers, community teachers and their profile, including data on in-service training received, is collected and made available.
- The states/districts have flexibility of adding supplementary variables depending upon their specific requirements on year-to-year basis. No additional software for computerization and analysis of state/district specific data is required.
- The states/districts can develop their own large database using 'designer' module and integrate a variety of school/cluster/block level data with it. The software handles multiple databases at various levels and provides tools of data analysis and presentation.
- A large number of standardized reports on school-related variables and performance indicators aggregated at the cluster, block and district levels, are generated by the software.
- DISE ensures two-way flow of information. School Report Card for each school is generated for sharing with the school and members of Village Education Committee.
- DISE presents multi-user and modular system of software design for better management and security of databases.
- It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools with type of building, schools with high PTR, etc.
- Data can be exported to many other formats for statistical and other analysis by users.

> "What is more remarkable about DISE is that it has drastically reduced the time-lag in the availability of educational statistics which is now down from 7-8 years to about a year at the national level and only a few months at the district and state levels"

Major Outcome of DISE Efforts

- Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software.
- The DISE software is now operational in all the districts of the country (35 States & UTs) and is providing vital information for preparation of district elementary education plans.
- What is more remarkable about DISE is that it has drastically reduced the time-lag in the availability of educational statistics which is now down from 7-8 years to about a year at the national level and only a few months at the district and state levels.
- DISE has also eliminated data gaps as comprehensive information is now available on

all aspects of universal elementary education at different levels.

- As a part of DISE activities, District Report Cards on elementary education is being released annually, which contain cross-sectional data on a number of variables at the district level. State Report Cards are also being disseminated for the last five years. The Analytical Report containing detailed analysis of DISE data is also being published annually (see Table A1).

- A few states have extended the coverage of DISE to the unrecognized schools. A study based on the unrecognized schools of Punjab was recently brought out by NUEPA.

- Every effort is made to promote the use of DISE data for planning, management and monitoring of SSA through case studies, orientation and training workshops of educational planners and administrators. It has now become a regular feature to share the DISE data at different levels every year. At the national level, major findings of DISE data are being shared every year with planners, administrators, policy makers, educationists and other data users.

- Official website of DISE (http://dise.in) has been developed and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE are uploaded along with other DISE publications. All the DISE publications are also available to users in a Compact Disk.

- As an online help to users, DISE group of users is formed on the Internet, which is very active. Users post problems of common interest to group for their solutions.

- The Government of India has recently constituted a committee to review educational statistics (including DISE activities), report of which is awaited. Most likely the committee may recommend expansion of DISE from elementary to secondary and higher secondary levels of education. In fact, a few states at their own have already expanded the coverage of DISE in their states. A few states have also decided to have DISE as the only source of information so far as elementary level of education is concerned. NUEPA has also undertaken a massive project to strengthen secondary education MIS.

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In addition to the annual publications mentioned above (see Table A1), the Union Minister of Human Resource Development recently released School Report Cards of more than one million primary and upper primary schools/sections, based on DISE data. Besides quantitative information, the Report Cards also provide qualitative information and a descriptive report about individual schools. All that can now be accessed with the click of a mouse (http://schoolreportcards.in). Option of downloading raw data, of late is also being provided to users so that empirical studies based on DISE data can be undertaken.

Through the DISE Flash Statistics: 2006-07, an effort has been made to compute an Educational Development Index based on DISE data and states are ranked accordingly. To facilitate computation of district-specific EDIs, NUEPA recently conducted workshop to orient state level officers towards computation of an EDI. It is hoped that EDI will help decide the future course of investment on elementary education.

Though over time, data utilisation has improved, which is reflected in the District Elementary Education Plans developed under the aegis of *Sarva Shiksha Abhiyan,* yet there is still scope for further improvement. Efforts have been made to create demand for the DISE data. All the DISE publications have been made available to a large number of university libraries, research and resource institutions, educationists, planners, administrators, policy makers and other data users across the country which has created awareness about the DISE data. Through concerted efforts, it is hoped that demand for DISE data will be generated in years that follow.

Table A1
DISE : Annual Publications

- Elementary Education in India: Progress towards UEE: DISE Flash Statistics
- Elementary Education in India: Where do we stand?, District Report Cards, Volume I
- Elementary Education in India: Where do we stand?, District Report Cards, Volume II
- Elementary Education in India: Where do we stand?, State Report Cards
- Elementary Education in India: Progress towards UEE, Analytical Report
- Elementary Education in India: Progress towards UEE, Analytical Tables
- Elementary Education in Rural India: Analytical Tables
- Elementary Education in Urban India: Analytical Tables
- CD Containing DISE Publications
- Websites : www.schoolreportcards.in
  www.dise.in

DISE : Coverage

Initially, 42 districts across seven DPEP phase-one states, namely Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu, were covered under DISE. The number of districts covered has gradually increased with the expansion of the DPEP as the districts included under phase-two and three have also been covered. At the end of 2001, more than 270 districts spread over 18 states of the country had adopted DISE. With the launching of the *Sarva Shiksha Abhiyan* in 2001, the scope of DISE was enlarged to cover the entire elementary level of education, embracing all the districts of the country. Even prior to SSA, a number of DPEP states expanded the coverage of DISE to their non-DPEP districts. In 2002-03, the coverage was further expanded to 461 districts across 18 states. However, the coverage was confined only to DPEP states. During 2003-04, the coverage was further widened to bring in its fold as many as 539 districts (including bifurcated districts) across 25 States & UTs of the country (Table A2). It was for the first time that seven non-DPEP states i.e. Chandigarh, Manipur, Meghalaya, Mizoram, Nagaland, Punjab and Tripura adopted DISE during 2003-04. During 2004-05, four more States and UTs, i.e. Arunachal Pradesh, Delhi, Jammu & Kashmir, and Puducherry, were covered under DISE. By the year 2005-06, all the districts of the country spread over all the 35 States and UTs had been covered for the first time under DISE (see Figure 1.2). During 2006-07 (*as on 30th September 2006*), the number of districts covered under DISE further increased to 609 compared to 604 in 2005-06.

Publications

The District Report Cards: 2006-07 and the State Report Cards: 2006-07 are being published separately (*Elementary Education in India: Where do we stand-District Report Cards: 2006-07, Volume I & II;* and *Elementary Education in India: Where do we stand - State Report Cards: 2006-07*, NUEPA and Government of India, New Delhi). In addition, DISE Flash Statistics: 2006-07 containing state-specific key indicators was also released recently. Thus, the state-wise DISE data is now available for five years and the district-wise data for more than seven years. The data is also available on the official website of DISE, i.e. http://dise.in.

Table A2
DISE : 2006-07 : Coverage

Sl. No.	State/UT	School Structure		Number of Districts				
					Reported DISE Data			
		Primary	Upper Primary	2001 Census	2003-04	2004-05	2005-06	2006-07
1	Andaman & Nicobar Islands	I-V	VI-VIII	2	–	–	2	3
2	Andhra Pradesh	I-V	VI-VIII	23	23	23	23	23
3	Arunachal Pradesh	I-V	VI-VIII	13	–	15*	15*	16*
4	Assam	I-IV	V-VII	23	23	23	23	23
5	Bihar	I-V	VI-VIII	37	37	37	37	37
6	Chandigarh	I-V	VI-VIII	1	1	1	1	1
7	Chhattisgarh	I-V	VI-VIII	16	16	16	16	16
8	Dadra & Nagar Haveli	I-IV	V-VII	1	–	–	1	1
9	Daman & Diu	I-IV	V-VII	2	–	–	2	2
10	Delhi	I-V	VI-VIII	9	–	9	9	9
11	Goa	I-IV	V-VII	2	–	–	2	2
12	Gujarat	I-IV	V-VII	25	25	25	25	25
13	Haryana	I-V	VI-VIII	19	17+	19	19	20
14	Himachal Pradesh	I-V	VI-VIII	12	12	12	12	12
15	Jammu & Kashmir	I-V	VI-VIII	14	–	12+	14	14
16	Jharkhand	I-V	VI-VIII	18	22*	22*	22*	22*
17	Karnataka	I-IV	V-VII	27	27	27	27	27
18	Kerala	I-IV	V-VII	14	14	14	14	14
19	Lakshadweep	I-IV	V-VII	1	–	–	1	1
20	Madhya Pradesh	I-V	VI-VIII	45	45	45	48*	48*
21	Maharashtra	I-IV	V-VII	35	35	35	35	35
22	Manipur	I-V	VI-VIII	9	–	–	9	9
23	Meghalaya	I-IV	V-VII	7	7	7	7	7
24	Mizoram	I-IV	V-VII	8	8	8	8	8
25	Nagaland	I-V	VI-VIII	8	8	8	8	8
26	Orissa	I-V	VI-VII	30	30	30	30	30
27	Puducherry	I-V	VI-VIII	4	–	4	4	4
28	Punjab	I-V	VI-VIII	17	17	17	17	19
29	Rajasthan	I-V	VI-VIII	32	32	32	32	32
30	Sikkim	I-V	VI-VIII	4	4	4	4	4
31	Tamil Nadu	I-V	VI-VIII	30	29	29	30	30
32	Tripura	I-V	VI-VIII	4	4	4	4	4
33	Uttar Pradesh	I-V	VI-VIII	70	70	70	70	70
34	Uttarakhand	I-V	VI-VIII	13	13	13	13	13
35	West Bengal	I-IV	V-VIII	18	20*	20*	20*	20*
	Number of Districts	**–**	**–**	**593**	**539***	**581***	**604***	**609***

* Including bifurcated districts.

+ Data for all districts not reported.

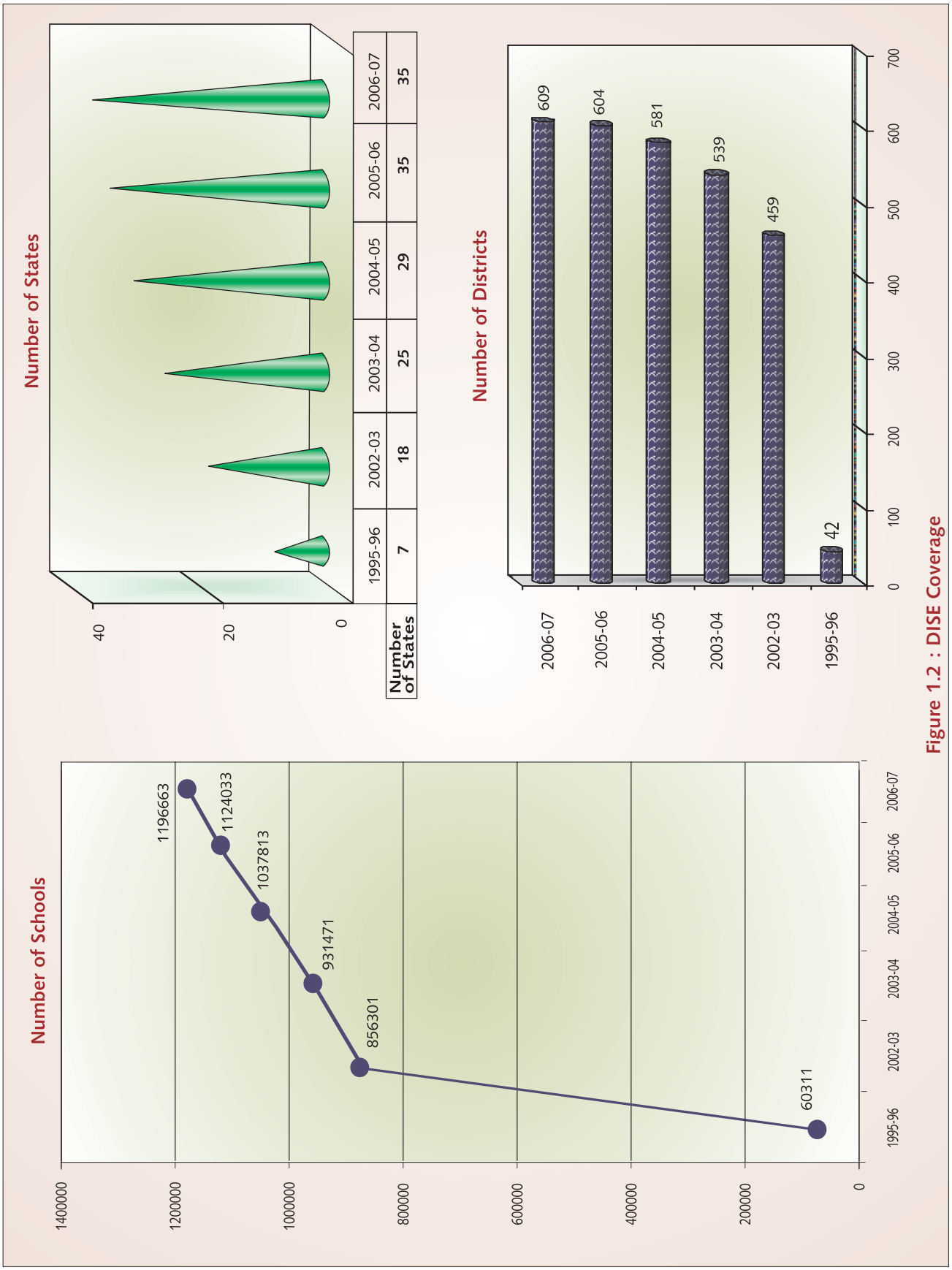


Figure 1.2 : DISE Coverage

Table A3
DISE 2006-07: State Summary

Sl. No.	State/UT	Data Reported From					
		Districts	Blocks	Villages	Schools	Enrolment**	Teachers
1	A & N Islands	3	9	196	350	52426	3521
2	Andhra Pradesh	23	1128	25666	100932	11306819	511579
3	Arunachal Pradesh	16*	79	2753	3412	276457	12829
4	Assam	23	145	22037	63996	5422711	221047
5	Bihar	37	532	32471	54884	15120547	237449
6	Chandigarh	1	20	20	178	125123	5353
7	Chhattisgarh	16	146	22298	48968	4195222	155652
8	D & N Haveli	1	1	70	276	46699	1038
9	Daman & Diu	2	2	41	86	20858	637
10	Delhi	9	28	413	4742	2344914	93657
11	Goa	2	11	626	1420	164963	6854
12	Gujarat	25	230	19615	38472	7540861	216564
13	Haryana	20	119	7603	16180	2492009	78157
14	Himachal Pradesh	12	118	9995	16614	1081599	59143
15	Jammu & Kashmir	14	200	6985	20711	1628930	101959
16	Jharkhand	22*	212	28480	40618	6355016	131646
17	Karnataka	27	180	27473	55364	7889506	249971
18	Kerala	14	165	1921	12183	3401987	127672
19	Lakshadweep	1	8	10	30	8082	417
20	Madhya Pradesh	48*	316	53958	125858	15182309	398744
21	Maharashtra	35	378	42728	86429	15342625	552369
22	Manipur	9	35	2117	3869	462190	22650
23	Meghalaya	7	44	5433	9268	539515	29873
24	Mizoram	8	36	813	2782	226923	16025
25	Nagaland	8	49	1276	2537	471439	21075
26	Orissa	30	418	34922	51198	4927827	150692
27	Puducherry	4	6	365	668	179739	7612
28	Punjab	19	142	12773	20950	2702272	85118
29	Rajasthan	32	341	37767	100965	12462231	396930
30	Sikkim	4	9	855	1226	121995	9779
31	Tamil Nadu	30	412	19273	52423	9776589	360463
32	Tripura	4	45	951	3679	697525	31013
33	Uttar Pradesh	70	966	90804	168969	32162514	608638
34	Uttarakhand	13	102	11489	19161	1269903	49326
35	West Bengal	20*	483	38612	67265	13342492	263126
	All States	**609**	**7115**	**562809**	**1196663**	**179342817**	**5218578**

* Including bifurcated districts.
**Enrolment as per school structure.

State-wise number of blocks, villages, schools etc, from which data is received is presented in Table A3. The Analytical Report: 2006-07 is divided into two parts: first part presents analysis of data, whereas, the part two presents state-wise information on key indicators. The indicators analyzed and tables presented are organised into School and Facility Indicators, Teacher-Related Indicators and Enrolment-Related Indicators. The Tables contain information on a large number of variables, mostly presented by school category and wherever necessary by rural and urban areas, and management category. Indicators required for formulating reliable elementary education plans are presented *in a ready-to-use form*. Wherever necessary, time-series data is also presented either at the national and/or state level.

Except on quality of education, comprehensive information is presented on all the aspects of universalisation. Examination results in the terminal Grades IV/V and VII/VIII are considered as proxy indicator of achievement levels and the same is presented separately in the case of boys and girls. An attempt has also been made to compute indicators of internal efficiency of education system, which are based on DISE 2005-06 and 2006-07 data. More specifically, the analysis covers the following important areas of elementary education:

a) Number of schools, enrolment, and teachers, classified by school category and school management

b) Examination results for the previous academic session for the terminal classes at primary and upper primary levels of education

c) Classrooms, categorized into good condition, requiring minor repair, and requiring major repair by school category

d) Number of schools by category and by type of buildings

e) Sex-wise enrolment of children with disabilities at primary and upper primary levels

f) Gender and caste distribution of regular and *para-teachers* and the proportion of teachers undergoing in-service teacher training during the pervious year

g) Distribution of regular and *para-teachers* by educational and professional qualifications and by school category

"Indicators analyzed and tables presented are organised into School and Facility Indicators, Teacher-Related Indicators and Enrolment-Related Indicators"

h) Enrolment by school category

i) Performance indicators in terms of school category; ratio of primary to upper primary schools/ sections; enrolment distribution: total, Scheduled Castes, Scheduled Tribes and Other Backward Class and Muslim minority, percentage female enrolment; gender-parity index; schools with attached pre-primary classes; percentage of under-age and over-age children in primary and upper primary classes; apparent survival rate at primary level, dropout and retention rates, and transition rate from primary to upper primary level; and

j) Quality indicators according to category of schools; teacher-pupil ratio; students-classroom ratio; availability of drinking water, common toilet, and girl's toilet in school.

The main indicators presented in the Analytical Report/Tables have been derived by using the following illustrative formulae. The formulae are given for schools in the primary category only. The same method is applied for other categories and classification groups.

1. % Single–classroom schools $= \frac{\text{Primary schools having single classroom}}{\text{Total primary schools}} \times 100$

2. % Single–teacher schools $= \frac{\text{Primary schools with single teacher in position}}{\text{Total primary schools}} \times 100$

3. % Schools with SCR $\geq$ 60 = $\frac{\text{Primary schools having student classroom ratio} \geq 60}{\text{Total primary schools}}$ x 100

4. % Schools with pre-primary sections = $\frac{\text{Primary schools having pre-primary sections}}{\text{Total primary schools}}$ x 100

5. % Schools with common toilet = $\frac{\text{Primary schools having common toilet}}{\text{Total primary schools}}$ x 100

6. % Schools with girls' toilet = $\frac{\text{Primary schools having girls' toilet}}{\text{Total primary schools}}$ x 100

7. % Enrolment in government schools = $\frac{\text{Enrolment in primary schools having Education Department, Local Body, Tribal Welfare Department \& others as school management}}{\text{Total enrolment in primary schools}}$ x 100

8. % Enrolment in private schools = $\frac{\text{Enrolment in primary schools having private aided and private unaided as school management}}{\text{Total enrolment in primary schools}}$ x 100

9. % Enrolment in single-teacher schools = $\frac{\text{Enrolment in primary schools having single teacher}}{\text{Enrolment in total number of schools having primary category}}$ x 100

10. % No-female teacher schools (teacher $\geq$ 2) = $\frac{\text{Primary schools having teacher} \geq 2 \text{ but no female teacher}}{\text{Total primary schools}}$ x 100

11. % Students in schools without building = $\frac{\text{Enrolment in primary schools having no building}}{\text{Enrolment in primary schools}}$ x 100

12. % Under-age & over-age children = $\frac{\text{Enrolment in Grades I-V below '6' \& above '11' years}}{\text{Total enrolment in Grades I-V}}$ x 100

13. % SC enrolment = $\frac{\text{Enrolment of SC in primary classes}}{\text{Total enrolment in primary classes}}$ x 100

14. % SC girls to SC enrolment = $\frac{\text{Enrolment of SC girls in primary classes}}{\text{SC enrolment in primary classes}}$ x 100

15. % ST enrolment = $\frac{\text{Enrolment of ST in primary classes}}{\text{Total enrolment in primary classes}}$ x 100

16. % Muslim enrolment = $\frac{\text{Enrolment of Muslim minority in primary classes}}{\text{Total enrolment in primary classes}}$ x 100

17. % ST girls to ST enrolment = $\frac{\text{Enrolment of ST girls in primary classes}}{\text{ST enrolment in primary classes}}$ x100

18. Pupil–Teacher Ratio (PTR) = $\frac{\text{Total enrolment in schools of primary category}}{\text{Total teachers in schools of primary category}}$

(*Para*-teachers have been included while calculating PTR)

19. Student–Classroom Ratio (SCR) = $\frac{\text{Total enrolment in primary schools}}{\text{Total classrooms in primary schools}}$

20. % Schools with $\leq$ 50 students in Grades I – IV/V = $\frac{\text{Number of primary schools having enrolment} \leq 50 \text{ in Grades I – IV/V}}{\text{Total primary schools}}$ x 100

21. % Schools with PTR $\geq$ 100 = $\frac{\text{Total primary schools having PTR} \geq 100}{\text{Total primary schools}}$ x 100

22. % Female teachers = $\frac{\text{Total female teachers in primary schools}}{\text{Total teachers in primary schools}}$ x 100

(*Para*-teachers have been included while calculating this indicator)

23. % of Primary schools established = $\frac{\text{Total primary schools established since 1994}}{\text{Total primary schools}}$ x 100

(The denominator excludes those schools for which year of establishment is not given)

24. Flow Rates

(a) *Promotion Rate*

$$(P^t_g) = \frac{P_{g+1}^{t+1}}{E_g^t} \times 100$$

where

P_{g+1}^{t+1} = Number of students promoted to Grade 'g+1' in year 't+1', and

E_g^t = Total number of students in Grade 'g' in year 't'.

(b) Repetition Rate

$$(r^t_g) = \frac{R_g^{t+1}}{E_g^t} \times 100$$

where

R_g^{t+1} = Number of repeaters in Grade 'g' in year 't+1'

(c) *Dropout Rate*

$$(d_g^t) = \frac{D_g^t}{E_g^t} \times 100$$

where

D_g^t = Number of student's dropping out from Grade 'g' in year 't'

(The flow rates have been computed by using the enrolment and repeaters data in schools which are common in both the years, i.e. 2005-06 and 2006-07.)

(d) Transition Rate (TR)

$$TR = \frac{E_{g+1}^{t+1}}{E_g^t} \times 100$$

where

E_{g+1}^{t+1} = New entrants into Grade V/VI in year 't+1' and

E_g^t = Enrolment in Grade IV/V in year 't'

(e) *Retention Rate (RR)*

$$RR = \frac{\text{Enrolment in Grade IV/V in year 't' – Repeaters in Grade IV/V in year 't'}}{\text{Enrolment in Grade I in year 't – 3'/'t – 4'}} \times 100$$

25. Average promotion, repetition and dropout rates present average of these rates in primary classes and are calculated by using the standard methods.

26. Gender Parity Index (GPI) = $\frac{\text{Girl's enrolment in primary grades in year 't'}}{\text{Boy's enrolment in primary grades in year 't'}}$

27. Ratio of Primary to Upper Primary Schools/Sections = $\frac{\text{Total number of primary schools/sections in year 't'}}{\text{Total number of upper primary schools/sections in year 't'}}$

28. Gross Enrolment Ratio (GER) = $\frac{\text{Total enrolment in Grades I-V}}{\text{Population of age 6-11 years}} \times 100$

29. Net Enrolment Ratio (NER) = $\frac{\text{Enrolment, Grades I-V/6-11 age group}}{\text{Population of age 6-11 years}} \times 100$

30. Input per graduate presents average number of years an education system is taking in producing primary graduate which is based upon the *Reconstructed Cohort Method* by assuming that no child will repeat a grade more than three times;

31. In-service training, school & TLM grants received, examination results etc. are presented for the previous academic year;

32. Percentage of teachers in different age groups is presented only for teachers under government managements; and

33. Average number of days teachers spent on non-teaching assignments is applicable to only those teachers who were assigned non-teaching assignments and not to all teachers.

Concerns about Quality of Data

Raw data presented in the document or used for calculating indicators are essentially based on data provided by the States and UTs through annual data collection under SSA (DISE). NUEPA is committed to provide professional and software support to all States and UTs as well as for dissemination and analysis of the data as it is provided by the individual States and UTs. In no way, it is involved in data collection as such and therefore, the accuracy and truthfulness of the data rest with the States and UTs.

"Procedures for the data validation and verification of sample data capture formats at the district level have been prescribed, and the districts reported the steps taken by them to ensure quality and reliability of data collection"

The data is provided by the State Project/Mission Directors through the Technical Support Group of the Department of School Education and Literacy, MHRD. The data was supposed to be first cross-checked and validated at the district and then at the state level. Before that, the Cluster Resource Centre Coordinator was supposed to thoroughly check the filled-in formats received from the schools falling under his or her jurisdiction. CRC coordinators are made accountable to ensure that data is consistent and there are no missing values. Before the formats were passed on to the block level, they were also supposed to ensure that the coverage was complete and to certify that the data was free from all inconsistencies. Similarly, consistency module provided in the DISE software was required to run at the district level. After the state was satisfied with the quality and reporting of the data, the data was submitted for dissemination and analysis at the national level. From the national level, feedback on data quality was provided to all the States and UTs.

Procedures for the data validation and verification of sample data capture formats at the district level have been prescribed, and the districts reported the steps taken by them to ensure quality and reliability of data collection. The DISE software also checks for internal inconsistencies in the data and generates reports for verification by the District Project Office. The State Project Office while transferring the data from the district to the state database ensures that the data received from the district is complete and free from any inconsistency. Most of the states have engaged an independent agency for sample checking of data. At the national level, data from the State Project Office is received to ensure compliance with various quality control measures. Despite these efforts, some inconsistencies and missing data are observed at the national level. A few schools have not responded to all the classificatory variables like management, year of establishment, rural/urban classification, school category, building status, academic and professional qualifications of teachers, and caste and sex code for teachers. Wherever possible, efforts are made to analyse the data by excluding the no-response values. However, in some cases, the 'no-responses' are explicit from the tables and hence the totals may not match across various tables due to different number of no-responses. In cross-tabulation analysis, the no-responses are excluded.

Needless to mention that the percentages, rates and ratios presented in the report are based on the schools that have responded to a particular question and hence may not be applicable to the entire state. Thus, schools by management, there location in rural and urban areas, type of schools, schools by category, enrolment (general, SC. ST, OBC, Muslim and by medium of instructions), pupil-teacher ratio, student-classroom ratio, percentage of girls in primary and upper primary classes and other such indicators should therefore be viewed in the light of these limitations.

Over a period of time, the number of schools covered under DISE increased significantly. During 2006-07, data has been collected from more than 1.2 million schools, with a comprehensive profile of more than 5.2 million teachers also being maintained by DISE. Despite best efforts, it is still possible that the field agencies might have not covered all the recognised schools imparting elementary education supposed to be covered under DISE which is specifically true for schools under private managements. A few districts have collected data from these schools while others might not have covered all such schools. Despite significant increase in number of private schools covered under DISE (225 thousand in 2006-07), field level functionaries reported that data from a few private un-aided schools couldn't be obtained for the one or the other reason. We are trying to reach all such schools and are hopeful that these efforts will be reflected in the following year. In addition, un-recognised schools are not supposed to be covered under DISE which in a few states may be in large numbers. However, states like Andhra Pradesh and Punjab have extended the coverage of DISE to un-recognised schools in their states and collected information by using the DISE Data Capture Format. NUEPA would be happy to provide assistance to states extending coverage of DISE to un-recognised schools in their states.

"Un-recognised schools are not supposed to be covered under DISE which in a few states may be in large numbers. States like Andhra Pradesh and Punjab have extended the coverage of DISE to un-recognised schools in their states and collected information by using the DISE Data Capture Format"

It has also been observed that a few schools did not report age and grade matrix which is crucial in knowing the status of elementary education. A few states even did not report enrolment of Grade VIII because of composition of school structure in the state. Therefore, enrolment in upper primary classes does not present the complete picture in Grades VI-VIII; thus GER and NER may not give correct portrayal of universalisation in such states and the same may be considered as percentage of children of an age-group enrolled in schools that reported data under DISE. The remaining children may either be out-of-school or enrolled in unrecognized schools, Education Guarantee Schools (EGS), non-formal education centers and other learning centers not covered under DISE. Irrespective of the school structure, enrolment ratio at the Primary level is based on Grades I-V and of the Upper Primary level, Grades VI-VIII. The single-age projected population provided by the Office of the Registrar General of India has been used in estimating child population. An attempt has also been made to compute flow rates in case of States and UTs having DISE data for more than two years. While analysing the flow rates, it is noticed that in some cases the data is inconsistent which is also true for apparent survival, retention and transition rate. Indicators in case of such States and UTs have not been reported.

Random Checking of Data

With an aim to further improve the quality and reliability of data, it has been made mandatory for all the States & UTs to get the DISE data sample checked by an independent agency from the year 2006-07 onwards, for which NUEPA suggested the sampling methodology and developed a special data capture format for post enumeration survey. It is heartening to note that as many as 23 states initiated random sample checking of data in its very first year, most of which are conducted by the monitoring institutions (ICSSR funded institutions) identified for the states (see Table A4). However, in a few states the task was entrusted to private agencies. It is hoped that more such institutions will be entrusted the task of sample checking of DISE data in year that follows and the quality of reports would also

Table A4
Information about Five Percent Random Sample Checking of Data : 2006-07

S. No.	State/UT	Number of Districts	Number of Sample Districts	Total Number of Blocks	Number of Sample Blocks	Number of Sample Schools	Agency Conducted Post Enumeration Survey
1	Andhra Pradesh	23	5	260	38	770	National Institute of Rural Development, Hyderabad
2	Arunachal Pradesh	15	2	11	11	31	SSA Monitoring Institute, Rajiv Gandhi University, Itanagar
3	Assam	23	3	19	19	301	Institute of Advanced Study in Science and Technology, Guwahati
4	Bihar	37	6	81	81	449	Association of Social Engineering Research and Training, Patna
5	Chandigarh	1	1	1	1	9	State Institute of Education, Chandigarh
6	Chhattisgarh	16	2	57		6275	Nandi Foundation, Baster and Pratham, Raipur
7	Gujarat	25	4	38	38	303	Centre of Advanced Study in Education, M.S. University of Boroda, Vadodara
8	Haryana	20	2	9	9	50	State Institute of Educational Management and Training, Bhiwani
9	Himachal Pradesh	12	2	25	25	162	M/S Software Solutions, Shimla
10	Jammu & Kashmir	14	2	25	25	130	Directorate of Economics and Statistics, Jammu & Kashmir
11	Karnataka	27	3	33	25	260	Centre for Multi-Disciplinary Development and Research, Dharwad Regional Institute of Education, Mysore
12	Madhya Pradesh	48	4	26	26	417	Madhya Pradesh Institute of Social Science Research, Ujjain
13	Maharashtra	35	8	19	21	319	Swami Vivekananda Gram Vikash Bahu-Uddeshiyya Sevabhavi Sanstha, Beed Sayyam Sevabhavi Sanstha, Latur Gramin Vikas Shikshan and Krida Prasarak Mandal, Khadki, Akola
14	Meghalaya	7	7	44	–	459	Department of Education, North-Eastern Hill University and Shillong Lumparing Thrift and Credit Society, Shillong
15	Mizoram	8	1	37	4	10	District Resource Group, Education Department, Mizoram University
16	Orissa	30	3	50	44	312	Dr P.M. Institute of Advanced Study in Education, Sambalpur
17	Punjab	17	2	2	2	128	The American India Foundation Trust, Chandigarh
18	Rajasthan	32	32	–	–	1803	Centre for Development Communication and Studies, Jaipur
19	Sikkim	4	2	52	52	2020	State Institute of Education, Gangtok
20	Tamil Nadu	30	3	58	–	322	Alagappa University, Karaikudi
21	Tripura	4	2	22	9	41	Monitoring and Evaluation Cell, Tripura University, Agartala
22	Uttarakhand	13	13	101	39	435	Academy of Management Studies, Dehradun
23	West Bengal	20	2	50	6	335	Department of Adult, Continuing Education and Extension, Palli Samgathana Vibhaga

Source : State reports.

improve. NUEPA is planning to conduct a workshop of data users in which sample checking of data will also be discussed and monitoring institutions would be invited to participate in the workshop.

The main objectives of sample checking were to judge the accuracy of data and to identify the gaps and weaknesses and seek suggestions regarding remedial measures for strengthening the system and for further improving the quality of data. A sample of 10 percent of districts with a minimum of 2 districts in each state was suggested to be drawn. Depending upon the total number of blocks in a district, a sample of 3 to 4 blocks was recommended for selection. While selecting the sample blocks, due consideration was given to the present status of educational development in terms of literacy rate, rural/urban areas and proportion of SC and ST population; and within each sample block, a random sample of 5 percent of the total schools was selected. A careful examination of reports reveals that only in the case of a few variables, such as enrolment and examination results, the deviation noticed in post-enumeration and DISE data is found significant and in case of other variables, such as school particulars and infrastructure facilities, only a little deviation is noticed. In a few states, such as Tamil Nadu, no deviation is observed in case of the most of the variables included in the post-enumeration survey. Some of the suggestions provided by the institutions, who conducted PES, are summarized below:

- Keep DISE format short and simple. School particulars, post sanctioned budget release etc, should be collected from the authorities at block/ district level.
- DISE format may also include some qualitative variables concerning problems of students, teachers and parents, effectiveness of teaching etc.
- VEC and PTA members should be involved in the process of data collection, dissemination and utilization. BRC and CRC Coordinators should visit the schools frequently.

> "With an aim to further improve the quality and reliability of data, it has been made mandatory for all the States to get the DISE data sample checked by an independent agency from the year 2006-07 onwards"

- Training on DISE once in a year is not sufficient. Rigorous and quality training should be arranged for teachers and teachers preferably with mathematics background be involved in data collection.
- There is a need for frequent monitoring and validation of information at the grassroots level. Nevertheless, scrutiny of DISE formats, preferably at the cluster level, is needed to be made mandatory.
- All the schools covered under DISE have been provided school report cards. The District Project Coordinators should ensure sharing of report cards with the head teachers, CRC and village community.
- MIS Unit at the district level should be strengthened and it be provided with sufficient staff.
- Time-lag between DISE and PES should be minimized. States should be requested to initiate corrective measures in the light of findings and recommendations of the PES.


I LOVE MY
`INDIA'

School & Facility Indicators

Introduction

One of the important components of universalisation of education is universal access, which is measured in terms of availability of Primary and Upper Primary schools/ sections within a distance of one and three km respectively from the habitation. Apart from distance, opening of school is also linked to population size of habitation which is 300 and 500 and more respectively in case of Primary and Upper Primary schools. The national norms of distance and population size are indicative in nature as the states have their own norms in view of hilly areas, bordering districts, difficult areas, SC and ST dominant areas etc.

Since 1950, the country has made significant progress towards making available schooling facilities in general and Primary and Upper Primary schools/sections in particular. Hence over a period of time, the number of schools across the country has increased many-fold which is also evident from the percentage of habitations served by the Primary and Upper Primary schools/sections as per the data generated by the NCERT through its all-India educational survey. It is also true for the percentage of rural population served by the schooling facilities. Schooling facilities might have further significantly improved since 2002, the year in which NCERT conducted Seventh Survey. It is also important to note that activities under SSA got momentum from the year 2002 onwards and a large number of Primary and Upper Primary schools/sections have been opened across the country which is also reflected in the ratio of Primary to Upper Primary schools/sections.

"Total number of schools covered under DISE increased from 8,53,601 in 2002-03 to 11,96,663 in 2006-07; thus showing an increase of 3,43,062 schools which is 40.19 percent of total schools in 2002-03"

In this section, a variety of school and facility-related indicators in respect of five school categories, that is, (i) Primary; (ii) Primary with Upper Primary; (iii) Primary with Upper Primary, Secondary & Higher Secondary; (iv) Independent Upper Primary; and (v) Upper Primary with Secondary & Higher Secondary, for all the 35 States & UTs, and the average of all states covered under DISE in 2006-07, together with selected indicators for previous years, are presented. DISE mandate being to collect information from all the recognized institutions imparting elementary education (Classes I to VIII), irrespective of the school type; the six management types, by which information has been analysed are Department of Education, Local Body, Tribal and Social Welfare Departments and Private Aided, Private Unaided, and Other Managements. Wherever necessary, an indicator is also separately presented for all the Government (Department of Education, Local Body, Tribal & Social Welfare Departments and Other managements) and Private (Aided and Unaided) managements together as well as separately for rural and urban areas. Other managements are in fact the Government managements but are not included in the first three managements presented above.

First, the total number of schools is presented. It is followed by ratio of Primary to Upper Primary schools/sections by school management. While calculating the ratio, all the Primary schools/sections are added together and then divided by the total number of all schools/sections imparting Upper Primary education. This is followed by percentage distribution of schools by management and schools located in the rural areas. Distance from the Cluster Resource Centre (CRC) is the next indicator that is analysed by distance slabs, followed by a few other indicators, such as schools visited by CRC coordinators, average number of classrooms, single-classroom and single-teacher schools, schools with enrolment below 50, and schools with classroom ratio above 60, all of which reveal useful information on different aspects of universalisation of elementary education. Presence of

schools does not necessarily mean that all of them have minimum essential facilities required for smooth functioning and also for effective teaching-learning transaction. In addition to the above mentioned indicators, the following set of facility indicators have also been analysed: availability and type of drinking water facility in schools, common toilet and girls' toilet facility in schools, and availability of kitchen-shed, ramps and usable computers in schools. Further, pre-primary sections in schools, use of school building as shift school and residential schools, as well as, schools that received school development and TLM grants, have also been analysed briefly. First, number of schools over a period of time (2002-03 to 2006-07) by school category is briefly analysed.

Table B1
Distribution of Schools by School Category : 2002-03 to 2006-07

Year	Number of Districts	School Category					No Response	Total Schools	Schools Located in Rural Areas
		Primary Only	Primary with Upper Primary	Primary with Upper Primary & Secondary /Hr. Secondary	Upper Primary Only	Upper Primary & Secondary /Hr. Secondary			
Number of Schools									
2002-03	461	601866	131558	18598	50878	35330	15371	853601	742633
2003-04	539	637469	153096	19531	63779	45716	11880	931471	811520
2004-05	581	693030	179094	23723	71880	58970	11116	1037813	901824
2005-06	604	738150	199946	27907	89164	60306	8560	1124033	980526
2006-07	**609**	**779482**	**210014**	**29312**	**108095**	**67601**	**2159**	**1196663**	**1042929**
Percentage									
2002-03	461	70.51	15.41	2.18	5.96	4.14	1.80	100.00	87.00
2003-04	539	68.44	16.44	2.10	6.85	4.91	1.28	100.00	87.12
2004-05	581	66.78	17.26	2.29	6.93	5.68	1.07	100.00	86.90
2005-06	604	65.67	17.79	2.48	7.93	5.37	0.76	100.00	87.23
2006-07	**609**	**65.14**	**17.55**	**2.45**	**9.03**	**5.65**	**0.18**	**100.00**	**87.15**

Number of Schools

The total number of schools covered under DISE over a period of time increased from 8,53,601 in 2002-03 to 11,96,663 in 2006-07; thus showing an increase of 3,43,062 schools which is 40.19 percent of total schools in 2002-03 (Table B1). Table B1 reveals that the percent share of schools in the rural areas during the period 2002-03 to 2006-07 has remained almost stagnant. Of as many as 11,96,663 schools covered from 609 districts across 35 States and UTs in 2006-07, nearly 87.15 percent schools are located in the rural areas. During the previous year 2005-06, information from 11,24,033 schools covered from 604 districts across 35 States and UTs was received. Of these 87.23 percent schools were located in the rural areas. A cursory look at the distribution of schools reveals that almost a similar pattern prevails in most of the States and UTs, with the majority of schools located in the rural areas.

Obviously because of its size, Uttar Pradesh with the highest number of districts (70), has the highest number of schools (1,68,969) as in 2006-07, which is 14.12 percent of the total number of schools across 35

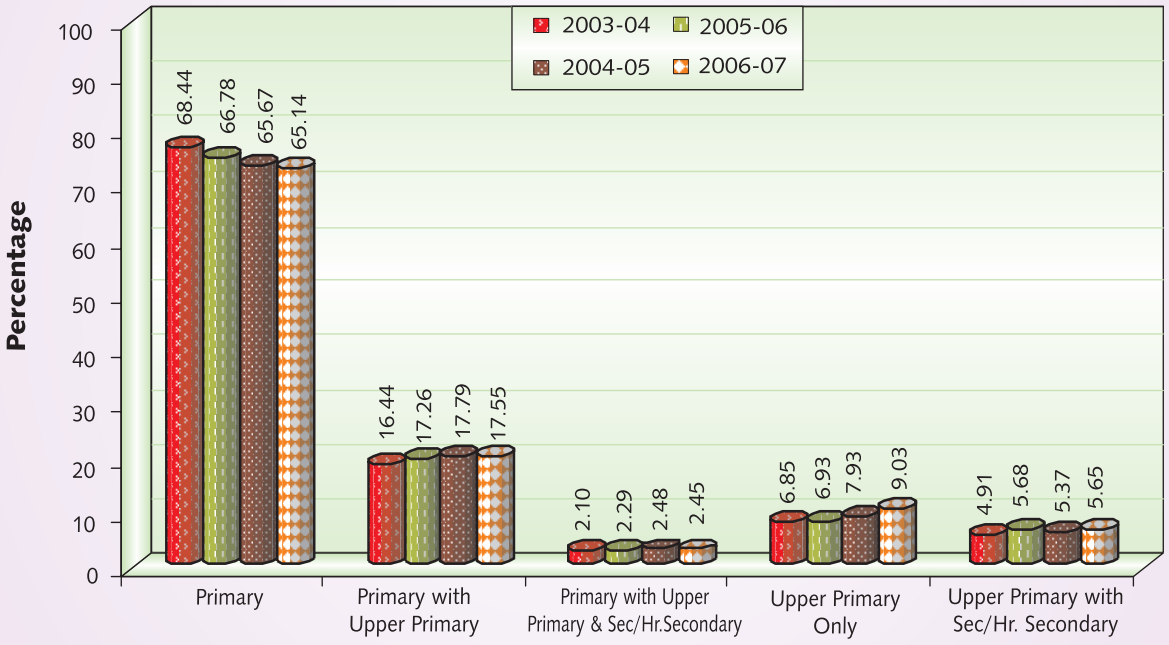
States and UTs. Uttar Pradesh is followed by Madhya Pradesh (1,25,858), Rajasthan (1,00,965), Andhra Pradesh (1,00,932), West Bengal (67,265), Assam (63,996), Karnataka (55,364), Bihar (54,884), Tamil Nadu (52,423), Orissa (51,198), Chhattisgarh (48,968) etc. On the other hand, because of its size, Lakshadweep has the lowest number of schools (30). There are 86 schools in Daman and Diu, 178 in Chandigarh and 350 in Andaman and Nicobar Islands. The other states with comparatively less number of schools are Kerala (12,183), Haryana (16,180), Himachal Pradesh (16,614), Uttarakhand (19,161) etc. Six of the north-eastern states, namely Arunachal Pradesh (3,412), Meghalaya (9,268), Mizoram (2,782), Nagaland (2,537), Sikkim (1,226), and Tripura (3,679), too have smaller number of schools imparting elementary education, compared to other states; this is because of their small size and less population. On the other hand, Goa has 1,420 schools as in 2006-07. The capital city of Delhi too reported only 4,742 schools that impart elementary education in its 9 districts.

"Percentage of Upper Primary schools has significantly improved over a period of time which may be because of the SSA intervention that would have created demand for Upper Primary schools/sections"

The number of schools distributed by category further reveals that majority of the schools (65.14 percent) are independent Primary schools. The percentage of such Primary schools has, however, shown a declining trend over the previous years. It was 65.67 percent in 2005-06 and 66.78 percent in 2004-05. Only two out of every ten schools imparting elementary education across 609 districts that reported data in 2006-07, are independent elementary schools. The percentages of other category schools are: Upper Primary only – 9.03 percent (against 7.93 percent in 2005-06); Upper Primary integrated with Secondary and Higher Secondary – 5.65 percent (against 5.37 percent in 2005-06); and Primary integrated with Upper Primary, Secondary and Higher Secondary – 2.45 percent (against 2.48 percent in 2005-06).

It is further observed that the percentage of Upper Primary schools has significantly improved over a period of time from 2002-03 (5.96 percent) to 2006-07 (9.03

Figure 2.1
Percentage Distribution of Schools by Category : 2003-04 to 2006-07



percent) which may be because of the SSA intervention that would have created demand for Upper Primary schools/sections. During 2005-06 and 2006-07, the same has increased from 7.93 to 9.03 percent. In absolute terms, the number of Upper Primary schools covered under DISE increased from 50,878 in 2002-03 to 71,880 in 2004-05 and to 89,164 schools in 2005-06. During the current year, information from as many as 1,08,095 Upper Primary schools has been received under DISE operations. This shows an impressive increase of 57,217 schools which is more than 100 percent of total Upper Primary schools in 2002-03 (Table B1). During 2005-06 and 2006-07, the number of Upper Primary schools increased by 18,931 which is 21.23 percent of the total number of Upper Primary schools in 2005-06. During the same period, the number of Upper Primary & Secondary/Higher Secondary schools increased from 35,330 in 2002-03 to 67,601 in 2006-07; an increase of 32,271 schools (91.34 percent). This shows that not only the number of Elementary schools increased from 1,31,558 in 2002-03 to 2,10,014 schools in 2006-07 but the SSA intervention has also helped in creating demand for other types of schools. This is reflected in the increase in number of Upper Primary and Upper Primary & Secondary/Higher Secondary schools during the same period.

"Not only the number of Elementary schools increased from 1,31,558 in 2002-03 to 2,10,014 schools in 2006-07 but the SSA intervention has also helped in creating demand for other types of schools"

It may be observed that different states have different shares of Primary schools in the total schools. For example, in 2006-07 West Bengal has as many as 82.66 percent (against 83.62 percent in 2005-06) Primary schools, while Gujarat has 32.19 percent (against 34.20 percent in 2005-06), Karnataka 51.11 percent (against 49.90 percent in 2005-06), Uttar Pradesh 72.76 percent (against 73.37 percent in 2005-06), Bihar 67.39 percent (against 69.75 percent in 2005-06), Jharkhand 73.91 percent (against 73.30 percent in 2005-06), Mizoram 56.33 percent (against 55.30 percent in 2005-06), and Kerala 54.41 percent (against 54.86 percent in 2005-06). The percentage of Primary schools in Delhi in 2006-07 is little over 50 percent, compared to 78.08 percent in Arunachal Pradesh. Chandigarh, on the other hand, has only 16.85 percent (against 15.68 percent in 2005-06) independent Primary schools as majority of its Primary schools are integrated with Upper Primary & Secondary/Higher Secondary schools (62.92 percent). In Manipur, of the total 3,869 schools, 64.87 percent are independent Primary schools compared to 43.26 percent in Puducherry.

The distribution of schools further reveals that the percentage of Primary schools integrated with Upper Primary schools is only 17.55 (17.79 percent in 2005-06) and the rest of the types of schools have a very low percentage to the total schools. However, in states like Gujarat (64.49 percent), Karnataka (45.31 percent), Jammu and Kashmir (31.42 percent), Maharashtra (30.43 percent), and Tripura (27.37 percent), the percentage of Primary schools integrated with the Upper Primary schools is quite high compared to the same in other states. The percentage is as low as 1.07 percent in West Bengal, followed by 2.31 percent in Himachal Pradesh and 3.68 percent in Uttar Pradesh. Assam (1.87 percent), Uttarakhand (2.89 percent), Delhi (13.96 percent), Madhya Pradesh (9.74 percent), Arunachal Pradesh (18.12 percent), Puducherry (22.31 percent), Orissa (23.30 percent), Bihar (25.88 percent) etc. too have a small number of Primary schools integrated with the Upper Primary schools. In North-Eastern region, the percentage of Primary schools varies from 4.92 in Meghalaya to 27.37 percent in Tripura. On the other hand smaller states, such as Andaman and Nicobar Islands, has 18.57 percent, Dadra and Nagar Haveli 36.96 percent, Daman and Diu 8.14 percent and Goa 7.39 percent such schools.

It is further observed that the percentage of independent Upper Primary schools has increased from 5.96 in 2002-03 to 9.03 in 2006-07. Across the states, the percentage of these schools is low. However, in a few states like Mizoram (30.01 percent), Assam (14.96 percent), Chhattisgarh (21.28 percent), Meghalaya (14.04 percent), Himachal Pradesh (13.13 percent), Madhya Pradesh (17.90 percent), Uttar Pradesh (22.10 percent) and Uttarakhand (16.64 percent), the percentage of such schools is comparatively higher than the national average (9.03 percent). The percentage of independent Upper Primary schools in Delhi is only 1.98 while Andaman and Nicobar Islands, Arunachal Pradesh, Jammu & Kashmir, and Puducherry have negligible number of such schools. In states such as Bihar, Gujarat, Jharkhand, Karnataka, Maharashtra, and Rajasthan, the

percentage of independent Upper Primary schools to total number of schools is very low. Andhra Pradesh, Dadra & Nagar Haveli and Tripura did not report any independent Upper Primary school operating in 2006-07, which is also the case for 2005-06.

The percentage of Upper Primary schools attached to Secondary and Higher Secondary schools is low at 5.65; it was 5.37 in the previous year. States, such as Andhra Pradesh (15.91 percent), Delhi (10.61 percent), Haryana (12.33 percent), Himachal Pradesh (10.59 percent), Kerala (12.09 percent), Maharashtra (19.04 percent), Puducherry (13.62 percent), Punjab (13.79 percent) and West Bengal (11.01 percent) are a few states that have a good number of such schools. Rest of the states has only a few Upper Primary schools attached to Secondary and Higher Secondary schools.

"Despite increase in the number of Primary schools by 41,332 during the intervening period, the improved ratio reflects the impact of interventions being made in extending schooling facilities in general and Upper Primary in particular"

The percentage of integrated Higher Secondary schools in 2006-07 imparting education from Classes I to XII is only 2.45 of the total schools/sections that impart elementary education in the country; this percentage was 2.48 in the previous year. No significant improvement is observed in their percentage over the percentage for 2004-05, which was 2.29. Except Andaman and Nicobar Islands (18.29 percent), Goa (12.27 percent), Manipur (12.87 percent), Chandigarh (32.92 percent), Delhi (22.90 percent), Tripura (16.36 percent), Puducherry (19.76 percent), Sikkim (12.32 percent), most of the other States & UTs have below 10 percent integrated Higher Secondary schools.

The analysis presented above clearly shows that the total number of schools imparting elementary education covered under DISE has increased impressively over a period of time. Despite significant increase, a few schools, however, still remain uncovered. Efforts are being made to cover all uncovered recognised schools that impart elementary education, during 2007-08. States & UTs are advised to prepare a fresh list of all recognized schools that impart elementary education in their state to identify all the uncovered schools. They are also advised to prepare a master list of such schools by school type and management which needs to be updated regularly. Therefore, the total number of schools that impart elementary education may be a bit higher than the number of schools covered under DISE in 2006-07.

Ratio of Primary to Upper Primary Schools/Sections

The Programme of Action (1992) envisaged an Upper Primary school/section for every set of two Primary schools/sections. The ratio calculated for 2006-07 comes to one Upper Primary school/section for every set of 2.45 Primary schools/sections at the national level; this ratio in 2005-06, was 2.57 and in 2004-05, 2.68 (Table B2). The same was as high as 3.18 in 2002-03. Lower ratio means more availability of Upper Primary schools/sections for the existing Primary schools/sections. For the present year, i.e. 2006-07, the average pertains to all the 609 districts/35 states from which data under DISE was obtained. Despite increase in the number of Primary schools by 41,332 during the intervening period, the improved ratio reflects the impact of interventions being made in extending schooling facilities in general and Upper Primary in particular (significant number of schools have been opened since 1994, the year in which DPEP was launched which got momentum in 2001 when SSA was launched. Majority of new schools opened also have school building, see Table B3(A) and B3(B)). However, the ratio is still high at 2.67 (2.79 in 2005-06) in the rural areas compared to only 1.54 in the urban areas (1.57 in 2005-06). Irrespective of area, a declining trend is noticed in ratio during the period 2004-05 to 2006-07. In rural areas, it declined from 2.93 in 2004-05 to 2.79 in 2005-06 and to 2.67 in 2006-07. Similarly, in urban areas the ratio declined from 1.64 in 2004-05 to 1.57 in 2005-06 and further to 1.54 in 2006-07. All areas together have also shown decline in ratio during the period 2002-03 to 2006-07. From a high of 3.18 in 2002-03, it declined to 2.87 in 2003-04 and further to 2.68 in 2004-05, 2.56 in 2005-06 and to 2.45 in 2006-07.

Table B2
Ratio of Primary to Upper Primary Schools/Sections 2002-03 to 2006-07

Year	Average Based on	Ratio
2002-03	461 districts/18 states	3.18
2003-04	539 districts/25 states	2.87
2004-05	581 districts/29 states	2.68
2005-06	604 districts/35 states	2.57
2006-07	609 districts/35 states	2.45

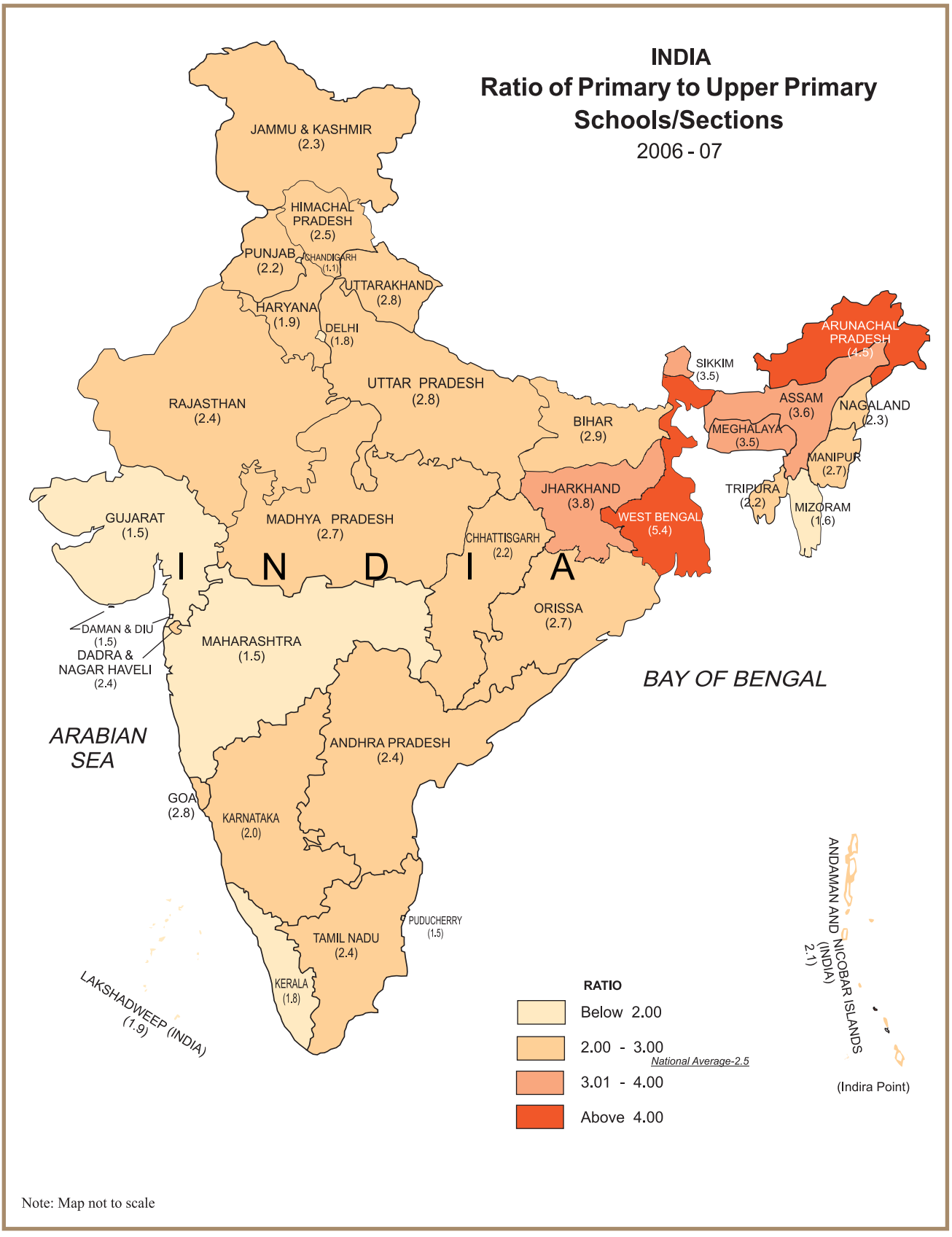
Further, a significant difference in ratio of Primary to Upper Primary schools/sections is noticed in schools run by the Government and Private managements which is also true for both rural and urban areas. The ratio in Government run schools works out to be 3.02 (3.13 in 2005-06) compared to 1.25 in Private managed schools (Table B3). However, no significant difference is noticed in the ratio in Private managed schools in rural (1.30) and urban (1.18) areas. All the three types of Government managements, namely Department of Education, Tribal and Social Welfare Department, and Local Body, have higher ratio in rural areas than in the urban areas and the difference between the two is wide and significant. A similar trend was also observed during the previous year, i.e. 2005-06. Further, in urban areas, it has been observed that the ratio in case of both the Local Body, and Social and Tribal Welfare Department is just below two but the same is not true in case of ratio in rural areas. Both in rural (3.07) and urban (2.35) areas, the ratio of Primary to Upper Primary schools/sections is well above two in case of schools run by the Department of Education.

Table B3
Ratio of Primary to Upper Primary Schools/Sections by Management : 2004-05 to 2006-07

Management	Rural Areas			Urban Areas			All Areas			
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Department of Education	3.49	3.23	3.07	2.31	2.31	2.35	3.53	3.37	3.14	3.00
Tribal/Social Welfare Department	3.38	3.04	2.61	2.14	1.92	1.65	3.19	3.29	2.96	2.55
Local Body	3.11	3.24	3.34	2.10	2.08	1.99	3.32	2.99	3.11	3.19
All Government Managements	3.38	3.22	3.11	2.24	2.23	2.22	3.46	3.26	3.13	3.02
Private Aided	0.93	0.87	0.78	1.00	0.92	0.88	0.98	0.95	0.89	0.81
Private Unaided	1.54	1.60	1.63	1.36	1.31	1.30	1.54	1.46	1.47	1.49
All Private Managements	1.27	1.31	1.30	1.25	1.19	1.18	1.27	1.26	1.26	1.25
All Schools	**2.93**	**2.79**	**2.67**	**1.64**	**1.57**	**1.54**	**2.87**	**2.68**	**2.57**	**2.45**

The improved ratio of Primary to Upper Primary schools/sections clearly shows availability of more Upper Primary schooling facilities across the country which is an encouraging signal. Despite significant improvement, there are still a few locations where the ratio of Primary to Upper Primary schools/sections is not as envisaged. It is hoped that during the remaining period of SSA, attention would be paid to un-served locations all which need careful analysis of available data which is very rich in nature and is available at all disaggregated levels. A number of activities have already been initiated under SSA in this direction and it is hoped that more Upper Primary schooling facilities would be available in the years to come.

It is noticed that in about 21 states, the ratio of Primary to Upper Primary schools/sections is better than the national average of 2.45. Many of these states


INDIA
Ratio of Primary to Upper Primary Schools/Sections
2006 - 07
JAMMU & KASHMIR (2.3)
HIMACHAL PRADESH (2.5)
PUNJAB (2.2)
CHANDIGARH (1.1)
UTTARAKHAND (2.8)
HARYANA (1.9)
DELHI (1.8)
RAJASTHAN (2.4)
UTTAR PRADESH (2.8)
BIHAR (2.9)
SIKKIM (3.5)
ARUNACHAL PRADESH (4.5)
ASSAM (3.6)
NAGALAND (2.3)
MEGHALAYA (3.5)
MANIPUR (2.7)
TRIPURA (2.2)
MIZORAM (1.6)
JHARKHAND (3.8)
WEST BENGAL (5.4)
GUJARAT (1.5)
MADHYA PRADESH (2.7)
CHHATTISGARH (2.2)
I N D I A
ORISSA (2.7)
DAMAN & DIU (1.5)
DADRA & NAGAR HAVELI (2.4)
MAHARASHTRA (1.5)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (2.4)
GOA (2.8)
KARNATAKA (2.0)
PUDUCHERRY (1.5)
TAMIL NADU (2.4)
KERALA (1.8)
LAKSHADWEEP (INDIA) (1.9)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (2.1)
(Indira Point)
RATIO
Below 2.00
2.00 - 3.00
National Average-2.5
3.01 - 4.00
Above 4.00
Note: Map not to scale

Map 2.1

have the ratio around two. Among the major states, Karnataka (2.02), Kerala (1.81) and Maharashtra (1.50) have almost one Upper Primary school/section for every two Primary schools/sections. On the other hand, in a few states, such as Chandigarh (1.09), Daman and Diu (1.46), Delhi (1.77), Gujarat (1.45), Mizoram (1.59) and Puducherry (1.53), the ratio of Primary to Upper Primary schools/sections is below two.

It is observed that barring a few states, others have shown improvement in the ratio over the previous year. But still in a few states, the ratio is much above two. At least, six States and UTs reported a ratio of three and above compared to nine such states in the previous year. West Bengal is the only state in the country that has reported a ratio of above 5 (5.41); meaning availability of one Upper Primary school/section for every five Primary schools/sections it has. It is hoped that recent initiative undertaken by the state would help in improving the ratio in the coming year. The ratio in Arunachal Pradesh (4.52), Assam (3.61), Bihar (2.94), Jharkhand (3.75), Meghalaya (3.47), Orissa (2.70),

Table B3(A)
Schools Established Since 1994 by Category

School Category	Up to 2002-03	Up to 2005-06	% Schools with Building	Up to 2006-07	% Schools with Building	Schools Opened during 2002-03 & 2006-07
Primary Only	120176	214106	80.31	258780	90.71	138604
Primary with Upper Primary	16546	37565	97.04	45921	98.23	29375
Primary with Upper Primary & Secondary/Hr. Secondary	3368	7696	98.08	8842	97.92	5474
Upper Primary Only	15623	39908	80.37	51988	88.56	36365
Upper Primary & Secondary/ Hr. Secondary	3943	12074	93.85	16023	96.22	12080
All Schools*	**161279**	**313570**	**83.40**	**382271**	**91.73**	**220992**

*Including non-responded schools.

Table B3(B)
Percentage of Schools Established Since 1994 to Total Schools by Category : 2006-07

School Category	Percentage		
	Rural Areas	Urban Areas	All Areas
Primary Only	33.33	31.94	33.20
Primary with Upper Primary	18.68	34.91	21.87
Primary with Upper Primary & Secondary/Hr. Secondary	31.92	27.55	30.17
Upper Primary Only	50.59	26.59	48.09
Upper Primary & Secondary/ Hr. Secondary	24.38	21.64	23.70
All Schoos	**32.10**	**30.89**	**31.94**

Sikkim (3.54) and Uttar Pradesh (2.79) is still high, as average number of Primary schools/sections per Upper Primary school/section in these states is well above two. All these states need careful analysis of block and district-specific data available so that additional Upper Primary schools/sections can be provided or even a few existing Primary schools can also be upgraded to Upper Primary schools. While doing so they are also advised to analyse

Figure 2.2
Location of Schools from the CRC : 2003-04 to 2006-07

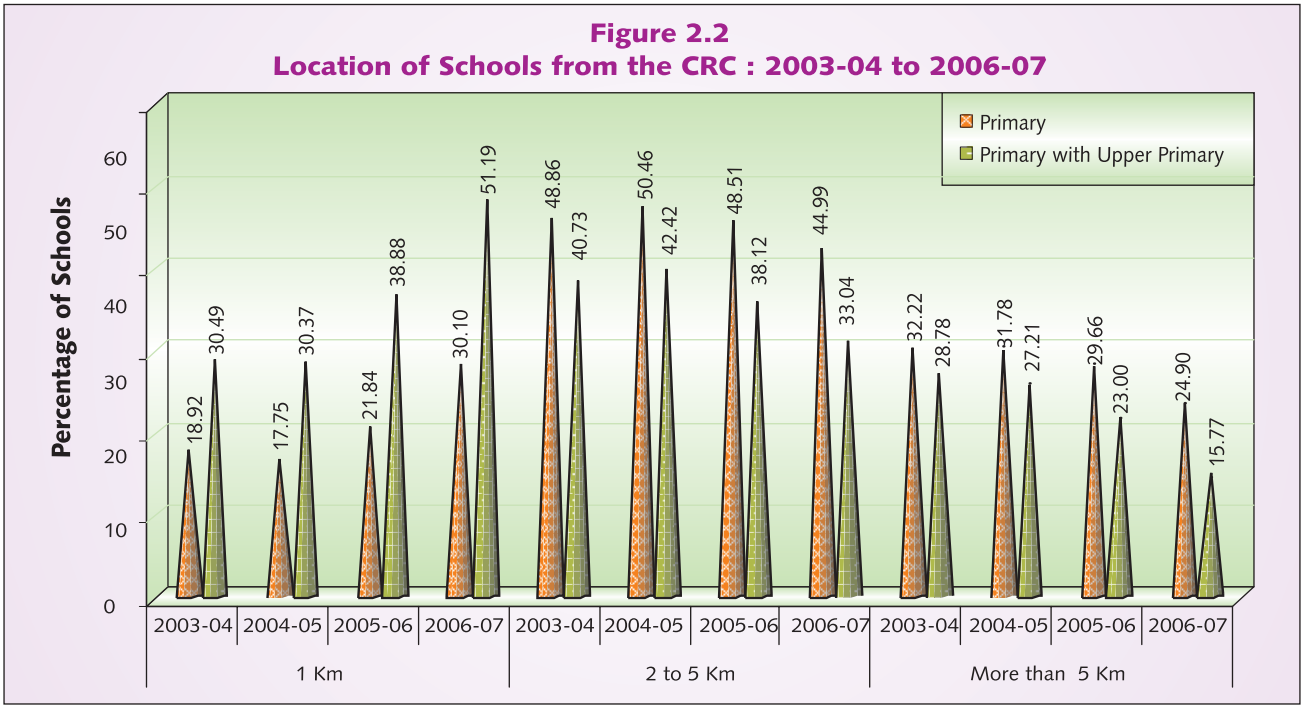


Table B4
Location of Schools from the Cluster Resource Centre : 2006-07

(Percentage)

School Category	Distance		
	Less than 1 km	2 to 5 km	Beyond 5 km
Primary Only	30.10	44.99	24.90
Primary with Upper Primary	51.19	33.04	15.77
Primary with Upper Primary & Secondary/Hr. Secondary	53.60	35.23	11.17
Upper Primary Only	28.33	47.30	24.37
Upper Primary & Secondary/ Hr. Secondary	48.15	33.85	17.90
All Schools (All Areas)	**35.36**	**42.16**	**22.48**
All Schools (Rural Areas)	32.53	42.59	24.88
All Schools (Urban Areas)	54.02	39.71	6.27
All Schools (2005-06)	27.74	45.39	26.87
All Schools (2004-05)	23.94	46.97	29.10
All Schools (2003-04)	24.75	45.52	29.73
All Schools (2002-03)	32.64	36.93	30.41

Note: Total may not add to hundred because of no responses and rounding of figures.

population size of habitation and distance from the nearby school.

Location of Schools

It is generally believed that if a Cluster Resource Centre (CRC) is located near to the school, the same may ensure better coordination of activities within the school and between schools falling under a CRC which is more specifically true for Primary schools. Keeping this in view, a school is identified as the Cluster Resource Centre and in most of the cases, the Head Master of such a school is designated as the CRC Coordinator. To examine this aspect, the location of schools from the CRC is analysed and is presented by school category (Table B4). Schools are distributed in distance slabs of up to 1 km, 2 to 5 km and beyond 5 km, based on the DISE data.

The average of all states reveals that only 30.10 percent (against 21.84 percent in 2005-06) Primary schools are located within one km from the CRC, and that 44.99 percent (against 48.51 percent in 2005-06) schools are located 2 to 5 km from CRC (Table B4). About 66 percent Primary schools are located even beyond 5 km from the Block HQ. Comparatively, more schools in 2006-07 are located within 1 km from the CRC than during the previous year (Table B4). However, a significant difference may be observed in schools located within 1 km from CRC in rural and urban areas. On the other hand, of the total 11,96,663 schools/sections imparting elementary education in the country, 22.48 percent (against 26.87 percent in 2005-06) are located even more than 5 km from the CRC. Much difference is noticed in the percentage of such schools located in the rural (24.88 percent) and urban (6.27 percent) areas. Further, it may be observed that every second independent elementary school is located within 1 km from the CRC which is also true for integrated Higher Secondary schools. More than 48 percent of the Upper Primary attached to Secondary and Higher Secondary schools are located within 1 km from the CRC.

The state-specific study of locations of Primary schools from the CRC shows that 76.35 percent schools in Delhi, 96.47 percent in Karnataka and 79.50 percent

Table B5
Schools Visited by CRC Coordinators and Schools Inspected : 2005-06

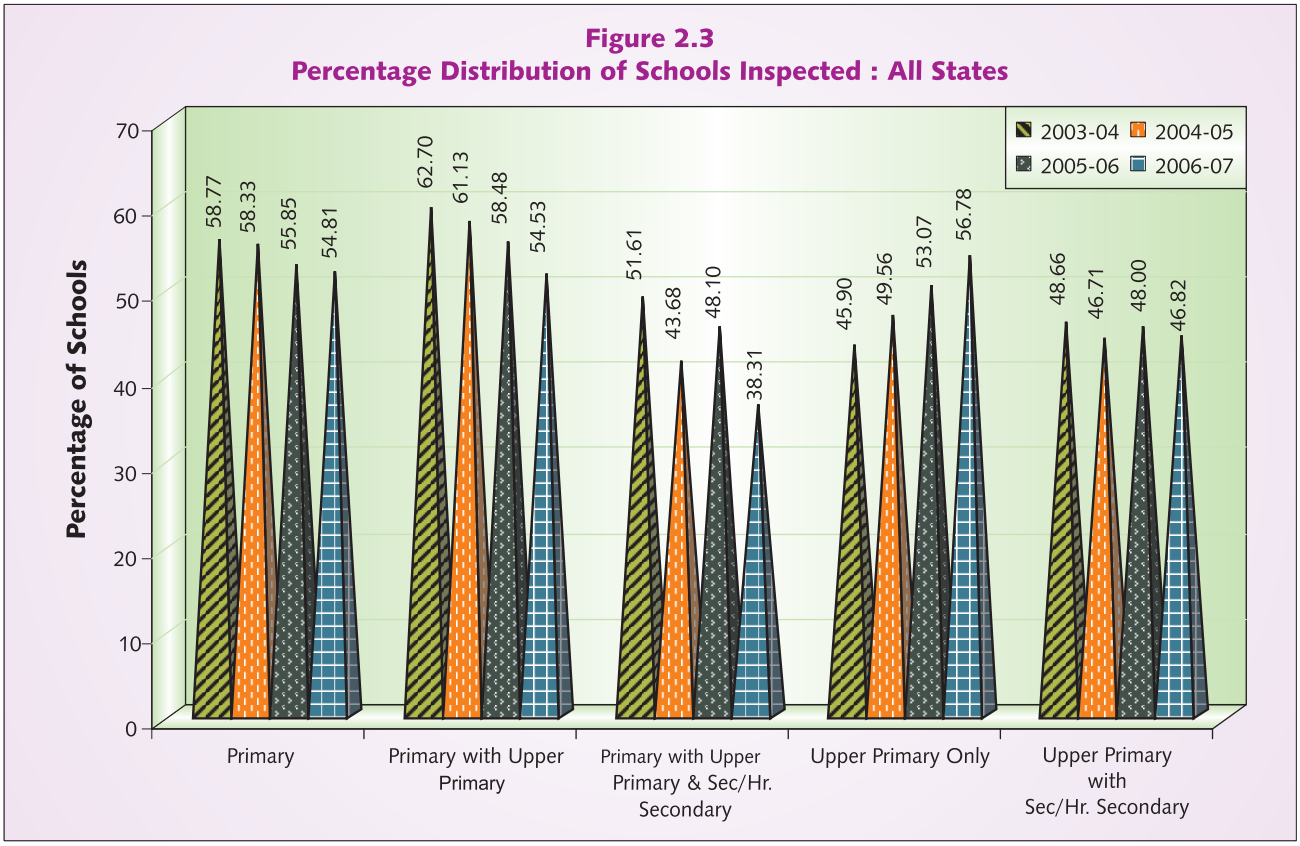
School Category	Percentage Schools					
	Visited by CRC Coordinator			Inspected		
	All Areas	Rural Areas	Urban Areas	All Areas	Rural Areas	Urban Areas
Primary Only	66.69	68.40	49.74	54.81	54.99	53.16
Primary with Upper Primary	62.38	66.15	46.95	54.53	56.50	46.50
Primary with Upper Primary & Secondary/ Hr. Secondary	35.92	41.11	28.04	38.31	40.83	34.52
Upper Primary Only	63.14	65.77	40.43	56.78	57.11	53.96
Upper Primary & Secondary/ Hr. Secondary	44.10	46.15	37.77	46.82	45.52	50.93
All Schools (2005-06)	**63.46**	**66.22**	**45.30**	**53.99**	**54.71**	**49.70**
All Schools (2004-05)	62.33	65.30	43.49	55.29	55.97	52.53
All Schools (2003-04)	63.01	66.39	43.25	56.71	57.87	52.47
All Schools (2002-03)	57.84	60.77	40.85	57.26	58.10	55.88
All Schools (2001-02)	53.31	56.30	36.45	58.44	59.60	57.43

in Nagaland are located within 1 km from the CRC. Rajasthan reported that almost every school in the state is located within 1 km from the CRC. On the other hand, more than half of the Primary schools in Andaman and Nicobar Islands (50.26 percent) and West Bengal (57.95 percent) are located beyond 5 km from the CRC. Even in the UT of Chandigarh, 76.67 percent of Primary schools are located at a distance of 2 to 5 km from the CRC against only 10.68 percent in Delhi. In West Bengal, only 14.36 percent Primary schools are located within 1 km from CRC against 27.69 percent between 2 to 5 and remaining 57.95 percent beyond 5 km, which is as good as in Bihar.

It is felt that if the office of the Block Education Officer/Block Resource Centre (BRC) Coordinator is located near the schools, it helps in providing better guidance to school Head Master/Head Teacher. To examine it, the location of schools from the Block HQ is analysed by school category. The data reveals that 66 percent Primary schools are located beyond 5 km from the Block HQ.

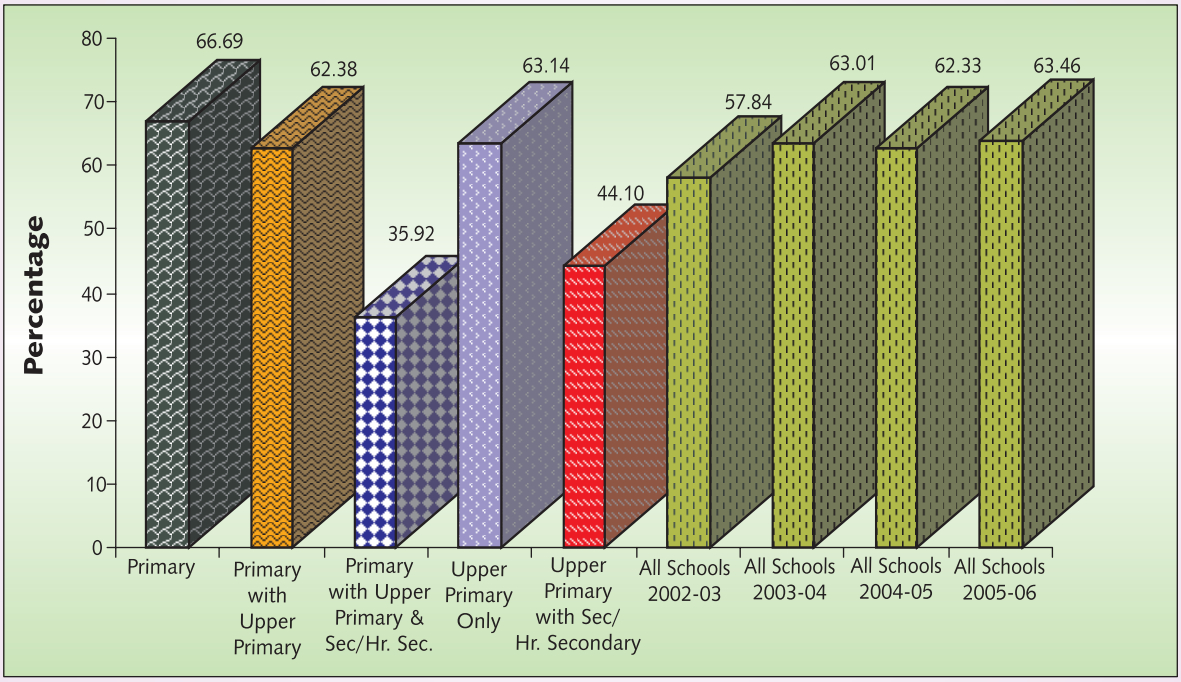
Besides visit by the CRC Coordinators, the school inspectors are also supposed to visit schools. Table B5 shows the schools visited by the CRC Coordinator and inspected by the officers during the previous academic year. Nearly 63.46 percent of the total schools (all categories) were visited by the CRC Coordinators during the previous academic year, i.e. 2005-06, against 62.33 percent schools in yet earlier year 2004-05. However, the percentage of schools inspected (53.99 percent) was a bit lower than the schools visited by the CRC Coordinators (63.46 percent). It is also observed that the number of schools visited and inspected was much higher in rural areas than the same in the urban areas, which is true for all school types. Further, it has been observed that the percentage of integrated Higher Secondary schools visited and inspected was much lower in case of other types of schools. The Primary schools visited were about 66.69 percent (against 66 percent in 2004-05), and those inspected were 54.81 percent (against 56 percent in 2004-05).

Figure 2.3
Percentage Distribution of Schools Inspected : All States



The states in which CRC Coordinators visited more than 75 percent Primary schools are: Andhra Pradesh (88.08 percent), Assam (75.70 percent), Bihar (75.21 percent), Chhattisgarh (81.96 percent), Gujarat (80.63 percent), Jammu & Kashmir (87.91 percent), Jharkhand (80.36 percent), Karnataka (86.91 percent), Maharashtra (85.03 percent), Manipur (95.26 percent), Orissa (95.93 percent), and Uttarakhand (81.47 percent). The percentage of such schools was as low as 1.38 percent in Delhi, 9.36 percent in Goa, 6.25 percent in Lakshadweep, 1.38 percent in Rajasthan and 14.67 percent in Tamil Nadu. Further, it may be observed that only 4 out of 10 schools (all categories) in urban areas were visited by the CRC Coordinator compared to 6 out of 10 in schools located in the rural areas. On the other hand, 6 out of 10 schools in rural areas and 5 out of 10 schools in urban areas were inspected during the previous academic year, that is, 2005-06 which is quite similar to the pattern in 2004-05.

Figure 2.4
Percentage Distribution of Schools Visited by CRC Coordinator : 2005-06



Head Master in Schools

On the one hand, a few schools were not visited by CRC Coordinators or inspected. On the other hand, a good number of schools are yet to be provided with regular Head Master. DISE 2006-07 data reveals that a little more than half of the total (all categories) schools are yet to be provided regular Head Masters. Rural areas have a fewer number of schools (46.54 percent) having Head Masters, compared to schools in the urban areas, of which 56.75 percent do have the Head Masters.

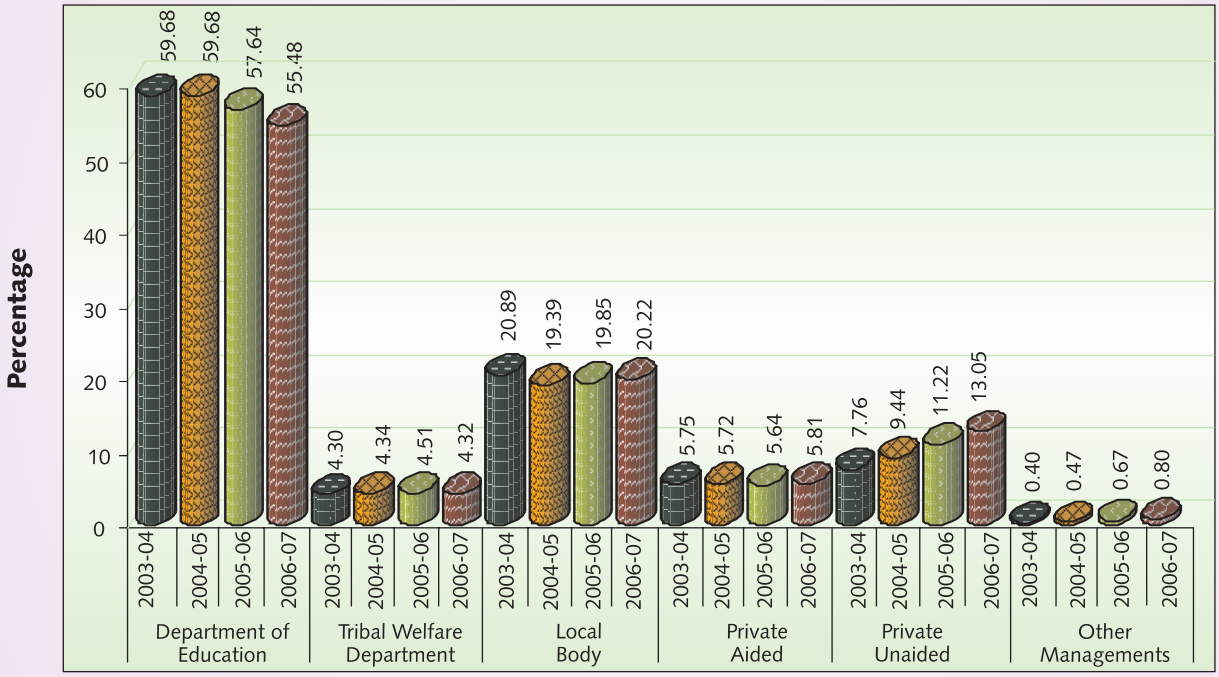
"DISE 2006-07 data reveals that a little more than half of the total schools are yet to be provided regular Head Masters"

The percentage of Head Masters in the private managed schools (63.36) is much higher than the same in the government managed schools (44.26). The highest percentage of schools with Head Masters is in independent Elementary schools (58.88). The percentage of such schools in urban areas is high at 64.11 compared to 57.62 in rural areas. The lowest 41.15 percent schools with Head Master is observed in case of

Upper Primary attached to Secondary and Higher Secondary schools. Further, it is noticed that 44.51 percent Primary schools had Head Masters in position in 2006-07. The remaining schools might have Head Teachers in-charge of the schools.

Further, it has been observed that about 94 percent Primary schools in Kerala had a Head Master; the figure is the highest amongst 35 States & UTs. The majority of Primary schools in Delhi (88.69 percent), Gujarat (90.35 percent), Meghalaya (88.72 percent), Tamil Nadu (89.70 percent), Uttar Pradesh (79.11 percent), West Bengal (70.55 percent) and Sikkim (77.84 percent), had Head Masters. In rest of the states, percentage of Primary schools with Head Masters is much lower than in the states presented above. For effective functioning of schools, it is essential that all the schools are provided with a regular Head Master, both in the small and big schools.

Figure 2.5
Percentage Distribution of Schools (All) by Management : All States



School Management

The number of schools run by the government managements covered under DISE increased over a period of time, though in percentage terms, they have shown a declining trend during the period 2002-03 to 2006-07. Correspondingly, the share of private managed schools (aided and unaided), during the same period, increased significantly. About 81 percent (9,67,250 schools) of the total schools in 2006-07 are government run schools; this percentage was 83.14 (9,29,345 schools) during the previous year. In 2002-03, the percentage of schools run by government managements was as high as 87.30. Government run schools in 2006-07 include schools run by the Department of Education (68.64 percent), Local Bodies (25.02 percent) and the Tribal Welfare Department (5.34 percent). It also includes 1.00 percent other management schools which do not come under the above three management categories. About 0.32 percent schools did not report management type. The balance of 2,25,635 schools (18.86 percent, all category schools) in 2006-07 have private managements. There were 1,89,521 (16.86 percent) such schools during the previous year, and 1,57,268 schools (15.15 percent) in 2004-05. Within the private managed schools, 30.79 percent (69,473 schools) are private aided schools and the remaining 69.21 percent (1,56,162 schools) are private unaided schools. The corresponding figures in 2005-06 were 33.46 percent (63,411 schools) private

aided and 66.54 percent (1,26,110 schools) private unaided schools. This shows that with improved coverage under DISE, the percent share of private schools imparting elementary education also increased from 11.70 percent in 2002-03 to 13.51 percent in 2003-04 and further to 15.15 percent in 2004-05, 16.86 percent in 2005-06 and to 18.86 percent in 2006-07. Correspondingly, the share of government run schools to total schools declined. It may also be of interest to know that the percentage of government and government aided schools is as high as 86.63 which shows that nine out of every ten schools imparting elementary education in the country are funded by the government.

Table B6
Distribution of Schools by Management : 2006-07

Management Category	All Government Managements		All Private Managements		Total Schools
	Number	9,67,250	Number	2,25,635	11,96,663*
	%	81.14*	%	18.86	100.00
Department of Education		68.64	Private Aided	30.79	69,473
Tribal/Social Welfare Department		5.34	Private Unaided	69.21	1,56,162
Local Body		25.02			
Other Managements		1.00			
All Government Schools		**100.00**	**All Private Schools**	**100.00**	**2,25,635**

* Including 0.32 percent non responding schools.

"With improved coverage under DISE, the percent share of private schools imparting elementary education increased from 16.86 percent in 2005-06 to 18.86 percent in 2006-07. Correspondingly, the share of government run schools to total schools declined"

Department of Education Management

It may be observed that about 81 percent of the total schools are being run by the government managements, amongst which 68.64 percent alone are being run by the Department of Education. Further, it is observed that between government managements, the share of the Department of Education has declined from 59.68 percent in 2003-04 to 55.48 percent in 2006-07. During the previous year, i.e. 2005-06, the percentage of such schools was 57.64. About 58.85 and 33.03 percent (all category) schools respectively in rural and urban areas are being run by the Department of Education. Their respective percentages during the previous year were 61.09 and 35.10. It is further observed that a number of states in 2006-07 have a much higher percentage of schools (all categories) run by the Department of Education than the national average of 55.48 percent. For instance, states like Arunachal Pradesh (93.05 percent), Bihar (97.70 percent), Jharkhand (94.91 percent) and Tripura (96.30 percent) have more than 90 percent such schools. On the other hand, the percentage of such schools in Andhra Pradesh is only 2.85, in Maharashtra 0.64, in Delhi 19.89, in Gujarat 8.36, in Kerala 36.90 and in Tamil Nadu 8.36.

The category-wise distribution of schools (all categories) run by the Department of Education shows that on an average 60.82 percent (against 63.44 percent in 2005-06) of the total Primary schools in the country are being run by the Department of Education itself. More than 88 percent of the total Primary schools are being run by the government managements. A cursory look, however, reveals that in many states, percentage of such schools is above 95. In Arunachal Pradesh, Bihar, Jharkhand and Tripura, over 95 percent of the total Primary schools are being run by the Department of

Education. Assam (89.41 percent), Goa (91.87 percent), Haryana (94.00 percent), Himachal Pradesh (92.11 percent), Karnataka (86.71 percent), Orissa (92.30 percent) and West Bengal (98.48 percent) too have majority of Primary schools being run by the Department of Education. But in states like Andhra Pradesh (2.47 percent), Delhi (1.46 percent), Maharashtra (0.76 percent) and Tamil Nadu (1.64 percent), the percentage of Primary schools run by the Department of Education is much lower than the national average of 60.82 percent.

More than 76 percent of the total Upper Primary schools are being run by the Government managements amongst which the majority of such schools are being run by the Department of Education. The percent share of such schools run by the Department of Education alone in 2006-07 is 66.51 against 68.46 percent in 2005-06. In Arunachal Pradesh, Jammu & Kashmir, and Lakshadweep, all Upper Primary schools are being run under the management of Department of Education. In the states of Bihar (94.34 percent), Haryana (92.06 percent), Himachal Pradesh (99.36 percent), Nagaland (98.39 percent), Punjab (96.84 percent), Rajasthan (84.54 percent), Uttar Pradesh (73.38 percent) and Uttarakhand (82.63 percent), majority of the independent Upper Primary schools are being run by the Department of Education. States like Kerala (11.95 percent) and Tamil Nadu (39.80 percent) had only a few such schools in 2006-07.

Table B7
Percentage of Schools by Management and Category : 2006-07

School Category	School Management					
	Department of Education	Tribal/Social Welfare Department	Local Body	Private Aided	Private Unaided	Other Managements
Primary Only	60.82	4.59	21.79	2.95	8.70	0.81
Primary with Upper Primary	41.66	1.79	28.11	5.20	22.51	0.67
Primary with Upper Primary & Secondary/ Hr. Secondary	27.21	3.59	3.25	12.00	50.98	2.85
Upper Primary Only	66.51	8.39	1.04	10.55	13.06	0.44
Upper Primary & Secondary/ Hr. Secondary	33.15	3.00	16.29	30.38	16.37	0.76
All Schools	**55.48**	**4.32**	**20.22**	**5.81**	**13.05**	**0.80**
All Schools (Rural Areas)	58.85	4.73	21.51	4.71	9.27	0.72
All Schools (Urban Areas)	33.03	1.56	11.65	13.36	38.59	1.40
All Schools (2005-06)	57.64	4.51	19.85	5.64	11.22	0.67
All Schools (2004-05)	59.68	4.34	19.39	5.72	9.44	0.47
All Schools (2003-04)	59.68	4.30	20.89	5.75	7.76	0.40
All Schools (2002-03)	61.06	4.38	20.61	4.96	6.74	0.39

Note: Totals may not add to hundred because of no-responses and rounding of figures.

Further, Table B7 shows that only 41.66 percent schools each of Primary integrated with Upper Primary and 33.15 percent Upper Primary integrated with Secondary & Higher Secondary schools are managed by the Department of Education. In states like Bihar (97.05 percent), Dadra & Nagar Haveli (96.08 percent), Jharkhand (92.70 percent), Lakshadweep (100.00 percent), Orissa (93.07 percent) and Tripura (97.62 percent), majority of Primary integrated with the Upper Primary schools are being run by the Department of Education. On the other hand, Andhra Pradesh (1.82 percent), Gujarat (6.91 percent), Maharashtra (0.71

percent) and Tamil Nadu (1.74 percent) have much less number of such schools being run by the state Education Department. Almost similar trend is noticed in the case of Upper Primary integrated with the Secondary and Higher Secondary schools run by the Department of Education.

Tribal/Social Welfare Department

The percentage of schools being run by the Tribal/ Social Welfare Department in 2006-07 is only 4.32, which is almost the same in the previous year, i.e, 4.51 percent. Except in the states of Chhattisgarh (39.86 percent), Madhya Pradesh (14.79 percent) and Manipur (22.59 percent), in all other states the percentage of schools being run by the respective state Tribal/Social Welfare Departments is much lower than the all-India average of 4.32 percent. Almost similar percentage share is observed in case of the other types of schools under the managements of Tribal/ Social Welfare Departments. However, the highest percentage is noticed in case of independent Upper Primary schools (8.39 percent) followed by Primary schools (4.59 percent). Further, it is observed that of the total integrated Higher Secondary schools, about 3.59 percent schools are being run under the Tribal/Social Welfare Departments which is quite similar to Upper Primary attached to Secondary and Higher Secondary schools (3.00 percent).

> "Except Chhattisgarh, Madhya Pradesh and Manipur, in all other states the percentage of schools being run by the respective state Tribal/Social Welfare Departments is much lower than the all-India average of 4.32 percent"

Local Body Managements

The percentage of schools under Local Body managements in 2006-07 (20.22 percent) shows slight improvement over the previous year (19.85 percent). However, in a few states, the percentage of such schools is higher than the all-India average. This percentage is as high as 38.21 in Andhra Pradesh, 75.67 in Gujarat, 67.16 in Maharashtra, 44.94 in Rajasthan and 55.39 in Tamil Nadu. The capital city of Delhi too has 40.53 percent of schools under Local Body managements. Rest of the states have below five percent schools being run by the Local Body managements. Notably the Primary integrated with the Upper Primary schools has the highest percentage under the management of the Local Bodies (28.11 percent). Similarly, the percentage of independent Primary schools is 21.79 (against 20.98 in 2005-06), and in case of Upper Primary integrated with the Secondary and Higher Secondary schools the percentage is 16.29 (against 15.28 in 2005-06). In the other school categories, it varies from 1.04 percent in case of independent Upper Primary schools to 28.11 percent in case of the Primary integrated with the Upper Primary schools. Majority of Primary schools in Andhra Pradesh (74.42 percent), Delhi (76.39 percent), Gujarat (77.15 percent), Maharashtra (85.63 percent), Rajasthan (75.33 percent) and Tamil Nadu (65.96 percent) were under Local Body managements in 2006-07.

Private Managements

As has already been presented above that 18.86 percent of the total 1.20 million schools are being managed by the Private aided and Unaided managements. However, in a few states the percentage of such schools is higher than the national average. The highest percentage of schools is observed in Kerala (58.27) and the lowest (1.55) in Bihar. More than 98 percent schools in Bihar are being managed by the Department of Education alone. Both private managements together also have high percentage in a few other states, such as Delhi (37.05), Jammu & Kashmir (20.47 percent), Karnataka (19.01), Maharashtra (28.39), Meghalaya (59.40), Puducherry (35.03), Rajasthan (21.26) and Uttar Pradesh (23.68). In most of these states, schools run by the Private Unaided managements are more than the same in case of Private Aided managements.

The state-wise distribution of schools having Private Aided managements shows that their number is as high as 55.24 percent in Kerala, 19.99 percent in Maharashtra, 22.82 percent in Goa, and 16.11 percent in Tamil Nadu. Delhi too has 6.58 percent schools under Private Aided managements and Chandigarh 3.93 percent. Meghalaya,

a north-eastern state, has a high percentage (51.33) of such schools as in 2006-07. Rest of the major states, except Andhra Pradesh (3.53 percent), Assam 7.03 percent), Karnataka (4.40 percent), Uttar Pradesh (4.03 percent), and Uttarakhand (3.05 percent), have only a few Private Aided schools. Bihar too has a low percentage of 0.54.

Further, it has also been noticed that 30.38 percent Upper Primary integrated with the Secondary and Higher Secondary schools have Private Aided managements, and their percentage is almost the same as in the previous year. In the rest of the school categories, the percentage varies from 2.95 percent in case of Primary to 12.00 percent in case of Primary integrated with the Upper Primary, Secondary and Higher Secondary schools.

It has also been observed that barring Primary integrated with Upper Primary, Secondary and Higher Secondary schools (29.24 percent), majority of other types of schools in Kerala has Private Aided management. Their percentage is as high as 55.54 in case of Primary and 54.46 in case of Primary with Upper Primary. Upper Primary only schools constitute 79.28 percent, and Upper Primary attached to Secondary and Higher Secondary schools are 60.22 percent. In addition to aided schools, a good number of schools in Kerala have Private Unaided managements. Meghalaya also have a good number of schools under Private Aided managements. Compared to other school types, Tamil Nadu also has a number of schools across school types that have Private Aided managements. States such as Bihar (8.97 percent), Kerala (29.24 percent), Meghalaya (62.83 percent), Uttar Pradesh (29.90 percent), Uttarakhand (22.02 percent) and West Bengal (34.00 percent) also have a good number of integrated Higher Secondary schools that have Private Aided managements. Delhi too has 12.06 percent of such schools under Private Aided managements. On the other hand, Lakshadweep and Nagaland have not reported any integrated Higher Secondary school under Private Aided management.

Table B7 also presents the number of schools having Private Unaided managements. It may also be noted that overall 22.51 percent (19.64 percent in 2005-06) Primary integrated with Upper Primary schools have Private Unaided managements compared to 5.20 percent under Private Aided managements. A few states have a higher percentage than the all-India average. On the other hand, in about 19 states, the percentage is lower than the national average of 22.51. Kerala has only 3.05 percent Primary integrated with Upper Primary schools under Private Unaided managements, compared to 67.52 percent such schools in Delhi.

It is further observed that 50.98 percent (48.00 percent in 2005-06) of total integrated Higher Secondary schools have Private Unaided managements. In this type of schools, the percentage of Private Unaided management is the highest amongst all other management types, including Government managements. In a few states, such as Chandigarh (29.46 percent), Chhattisgarh (66.47 percent), Delhi (49.63 percent), Gujarat (68.48 percent), Himachal Pradesh (94.88 percent), Karnataka (73.61 percent), Madhya Pradesh (80.06 percent), Mizoram (82.35 percent), Nagaland (95.63 percent), Puducherry (54.55 percent), Rajasthan (70.64 percent), and Uttar Pradesh (50.36 percent), majority of integrated Higher Secondary schools have Private Unaided managements. On the other hand, the percentage of such schools in Kerala is only 13.14. It may be noted that more than 55 percent of the total schools in Kerala are being managed by the Private managements and percentage of such Primary schools is as high as 55.54 percent. In Gujarat, 53.15 percent, and Karnataka, 37.13 percent Upper Primary attached with Secondary and Higher Secondary schools have private unaided managements compared to 66.67 percent in Mizoram, and 25.22 percent in Uttar Pradesh.

> "About 87.15 percent of the total 11,96,663 schools that impart elementary education in 2006-07 are located in rural areas. This percentage was 86.23 percent during the previous year"

Schools Located in Rural Areas

It may be recalled that the rural population of the country is about 72 percent. Against this, 87.15 percent of the total 11,96,663 schools that impart elementary education in 2006-07 are located in rural areas. This percentage was 86.23 percent during the previous year.

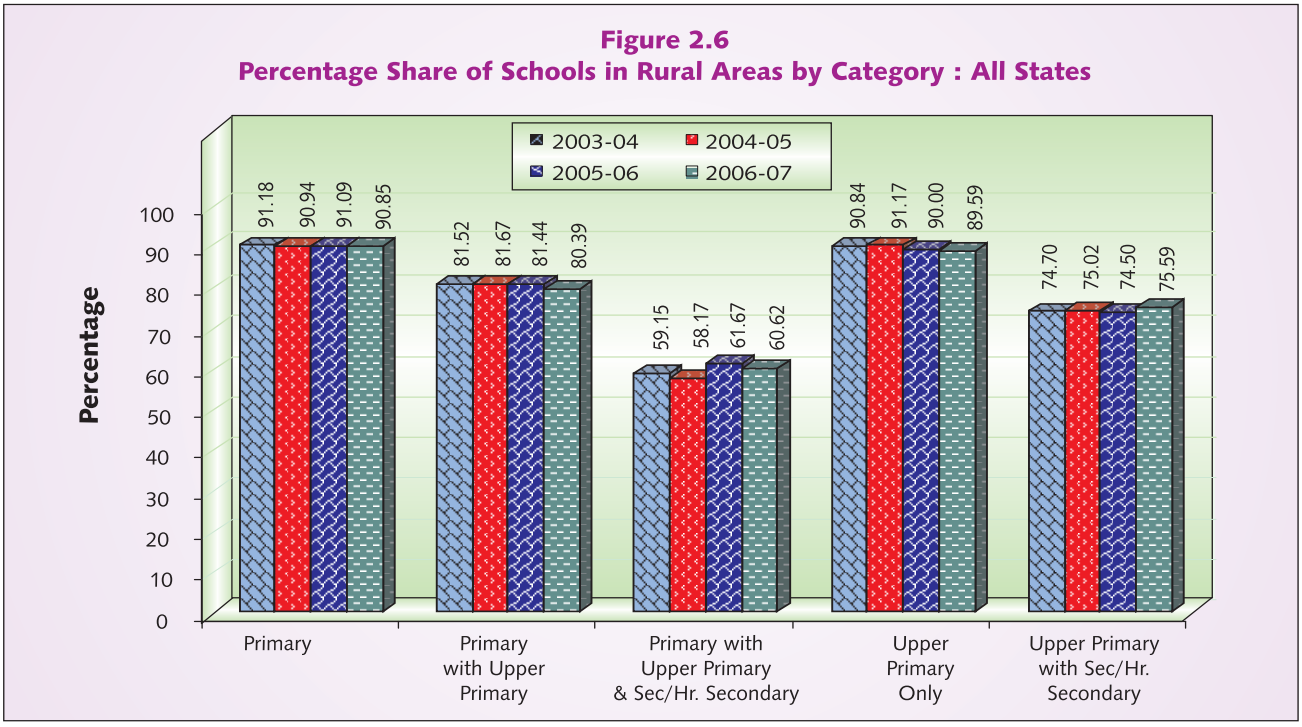
Further, it is observed that barring the states of Chandigarh (19.66 percent), Daman & Diu (62.79 percent), Delhi (21.99 percent), Maharashtra (78.89 percent), Bihar (93.09 percent), Chhattisgarh (92.03 percent), Himachal Pradesh (95.52 percent), Jharkhand (94.96 percent), Lakshadweep (96.67 percent), Meghalaya (93.41 percent), Orissa (92.92 percent), Sikkim (95.51 percent), Tripura (93.59 percent), Uttar Pradesh (90.35 percent) and Uttarakhand (82.23 percent) have above 90 percent of the schools located in rural areas as in 2006-07.

Table B8
Percentage of Schools in Rural Areas : 2002-03 to 2006-07

School Category	Year				
	2002-03	2003-04	2004-05	2005-06	2006-07
Primary Only	90.93	91.18	90.94	91.09	90.85
Primary with Upper Primary	82.68	81.52	81.67	81.44	80.39
Primary with Upper Primary & Secondary/ Hr. Secondary	58.29	59.15	58.17	61.67	60.62
Upper Primary Only	90.54	90.84	91.17	90.00	89.59
Upper Primary & Secondary/ Hr. Secondary	75.79	74.70	75.02	74.50	75.59
All Schools	**87.00**	**87.12**	**86.90**	**87.23**	**87.15**

Note: Totals may not add to hundred because of no-responses and rounding of figures.

Figure 2.6
Percentage Share of Schools in Rural Areas by Category : All States



Further, it has also been noticed that majority of schools, except integrated Higher Secondary schools (60.62 percent), are located in rural areas. The percentage is as high as 90.85 in case of independent Primary schools, 89.59 in case of independent Upper Primary schools, 80.39 in case of Primary integrated with Upper Primary, and 75.59 in case of Upper Primary integrated with Secondary and Higher Secondary schools. On the other hand, of the total 29,312 integrated Higher Secondary schools, only 60.62 percent schools are located in rural areas, which is much lower than the other types of schools located in these areas. The distribution of schools by management in rural areas does not show any significant deviation from the distribution of schools by management in all areas.

"Of the total 29,312 integrated Higher Secondary schools, only 60.62 percent schools are located in rural areas, which is much lower than the other types of schools located in these areas"

So far as Primary schools are concerned, about 91 percent of the total 7,79,482 Primary schools are located in rural areas (Table B8). However, the percentage of such schools in 21 states is well above the average of all the 35 states. In the states of Andaman & Nicobar Islands (96.83 percent), Arunachal Pradesh (96.85 percent), Assam (95.01 percent), Bihar (94.28 percent), Chhattisgarh (94.66 percent), Haryana (91.50 percent), Himachal Pradesh (97.16 percent), Jammu & Kashmir (92.55 percent), Jharkhand (96.81 percent), Lakshadweep (93.75 percent), Madhya Pradesh (92.37 percent), Meghalaya (95.51 percent), Nagaland (92.61 percent), Orissa (94.01 percent), Punjab (91.00 percent), Rajasthan (92.06 percent), Sikkim (96.93 percent), Tripura (96.45 percent), Uttar Pradesh (91.29 percent) and Uttarakhand (94.20 percent), more than 90 percent of Primary schools are located in rural areas. On the other hand, the percentage of such schools in Delhi is as low as 25.34 and in

Table B9
Status of School Buildings by Category : 2006-07

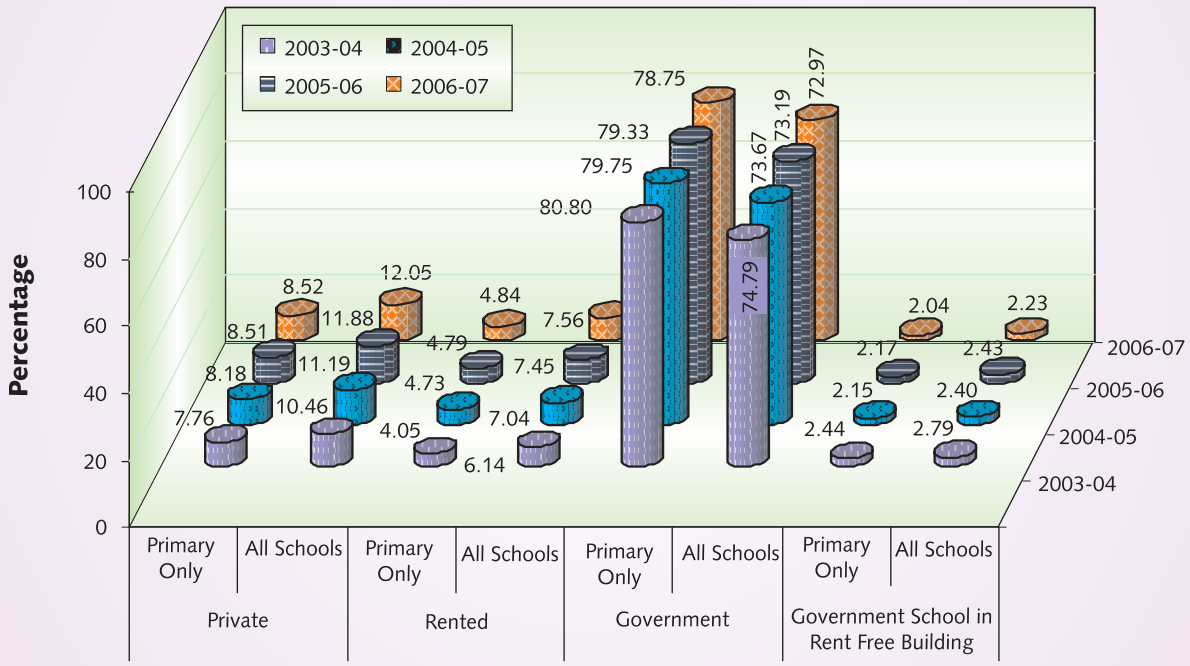
School Category	Building Status				
	Private	Rented	Government	Government School in Rent-Free Building	Total*
Primary Only	8.52	4.84	78.75	2.04	100.00
Primary with Upper Primary	15.95	14.29	67.14	1.29	100.00
Primary with Upper Primary & Secondary/Hr. Secondary	39.92	24.01	30.00	2.63	100.00
Upper Primary Only	17.66	2.41	68.47	3.08	100.00
Upper Primary & Secondary/Hr.Secondary	19.89	19.18	52.54	5.78	100.00
All Schools (2006-07)	**12.05**	**7.56**	**72.97**	**2.23**	**100.00**
All Schools (2005-06)	11.88	7.45	73.19	2.43	100.00
All Schools (2004-05)	11.19	7.04	73.67	2.40	100.00
All Schools (2003-04)	11.10	6.52	79.41	2.97	100.00
All Schoos (2002-03)	9.55	6.57	80.46	3.41	100.00

* Schools without building and no responses are included in the total.

Chandigarh 34.48. In all other states, the percentage is well above 80. All the independent Upper Primary schools in Andaman & Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Lakshadweep, Puducherry and Sikkim, and 98.21 percent schools in Himachal Pradesh, are located in rural areas. Assam, Chhattisgarh and Punjab too have a very high percentage of Upper Primary schools (about 94 percent) located in rural areas.

buildings. About 19 percent Upper Primary attached to Higher Secondary schools also have rented buildings, compared to 14.29 percent Primary with Upper Primary schools. Altogether about 2.23 percent government schools are run in rent-free buildings and another 7.56 percent in rented buildings. Government and aided schools having rented buildings can be provided buildings under the SSA on priority basis.

Figure 2.7
Status of School Building by School Category : All States



Status of School Buildings

The status of school buildings, as reported, is of four types: Private, Rented, Government and Government School in Rent-Free Building. About 72.97 percent of the total 11,96,663 schools have government buildings and 12.05 percent schools have private buildings. Another 7.56 percent schools have rented buildings (Table B9).

Compared to 8.52 percent Primary schools having private buildings, the percentage of other types of schools having private building is high. About 40 percent integrated Higher Secondary schools have private buildings, 30 percent have government buildings, and 24 percent such schools have rented

Type of School Building

From the DISE database, type of building a school has can be known in case of each of 1.20 million schools imparting elementary level of education across the country. To examine this, percentage distribution of schools is presented by type of building. *Pucca* (permanent), partially p*ucca* (semi-permanent), *kuchcha* (temporary), tent and multiple types are the different types of buildings that the schools have. Schools having more than one type of building are termed as having a multiple-type building. Irrespective of the school type, the percentage of schools with *pucca* building in urban areas is higher than the same in the rural areas. All schools together in rural areas having *pucca* building constitute 69.88 percent (70.36 percent in

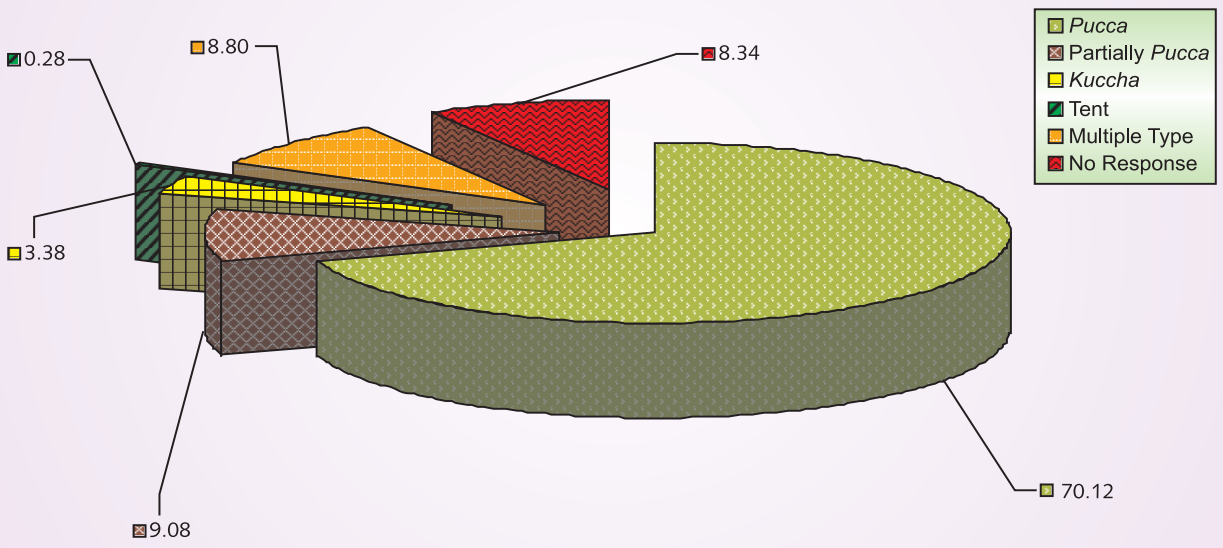
2005-06) against 76.84 percent (74.57 percent in 2005-06) in urban areas. About 8.23 percent (8.39 percent in 2005-06) schools have partially *pucca* building, 8.45 percent are in rural areas and 6.76 percent (8.61 and 7.06 percent in 2005-06) are in urban areas. About 3.00 percent and 1.10 percent (1.91 percent and 0.88 percent in 2005-06) schools (total) respectively in rural and urban areas, have *kuchcha* buildings. Irrespective of the school type and area, a few schools are functioning in tents. Both in percentage and absolute number, such schools are only a few. A large number of schools, both in rural (10.71 percent) and urban areas (7.61 percent), have multiple-type buildings (Table B 10).

schools are yet to be provided with a *pucca* school building, provision for which should be made under SSA without delay.

Primary Schools

A cursory look at the state-specific percentages of schools having *pucca* building reveals that barring Daman & Diu, none of the other states have provided a *pucca* building to all of its Primary schools. The provision of *pucca* building varies from 100 percent in Daman & Diu to 7.02 percent in Mizoram. Further, it is observed that the percentage of schools having *pucca* building in case

Figure 2.8
Percentage Distribution of Primary Schools by Type of Building : 2006-07
All States



The distribution of schools by type of building shows that 70.12 percent (71.31 percent in 2005-06) Primary schools have pu*cca* (permanent) buildings as compared to 9.08 percent (9.47 percent schools in 2005-06) having partially *pucca* buildings and another 3.38 percent (1.98 percent in 2005-06) *kuchcha* (temporary) buildings. Only a few Primary schools (0.28 percent against 0.14 percent in 2005-06) are functioning in tents. In addition, about 8.80 percent Primary schools had multiple-type school buildings in 2005-06. This, otherwise, indicates that a good number of Primary

of all the north-eastern states is very low. It varies from 7.34 percent in Manipur to 49.85 percent in Tripura. The percentage of such schools in Kerala is 77.34, 55.33 in Tamil Nadu, and 51.10 in Delhi. About 75 percent Primary schools in Bihar and 89 percent in Rajasthan also have *pucca* school buildings compared to 48.90 percent in Jharkhand. Further, it may be observed that states having more than 80 percent Primary schools with *pucca* buildings are Chandigarh (93.33 percent), Goa (96.50 percent), Haryana (94.58 percent), Karnataka (90.36 percent), Maharashtra (84.01 percent), Punjab (96.93 percent), Uttar

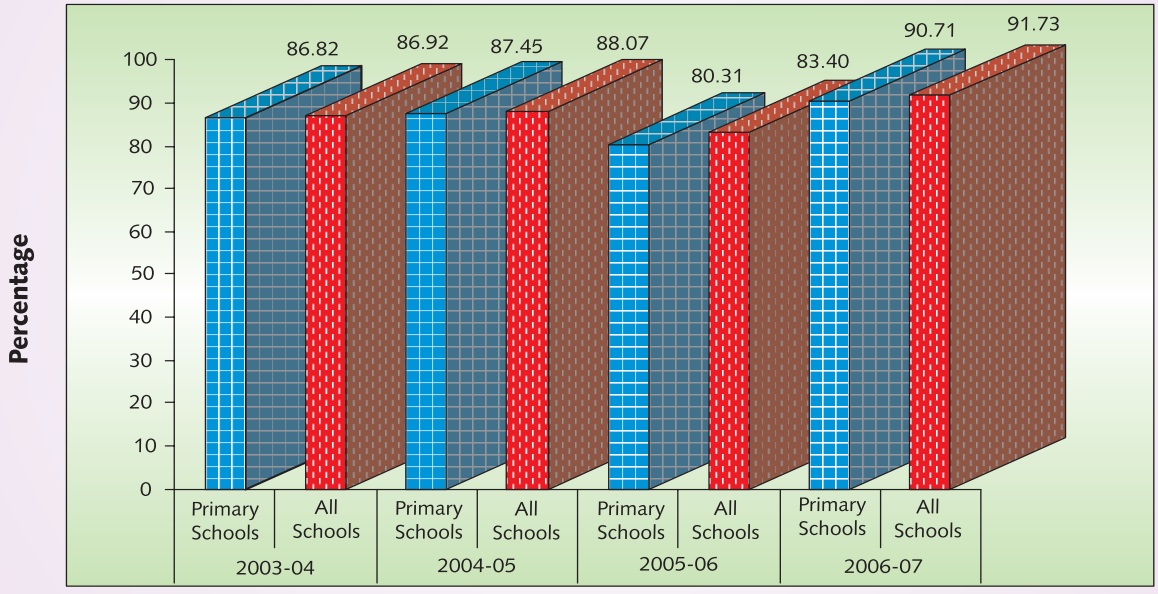
Pradesh (96.44 percent) and Uttarakhand (92.64 percent). However, Orissa (24.64 percent) perhaps has the lowest percentage of Primary schools that have *pucca* buildings amongst the larger states.

Table B10
Percentage of Schools by Type of Building : 2006-07

School Category	Type of Building				
	Pucca	Partially *Pucca*	*Kuchcha*	Tent	Multiple Type
Primary Only	70.12	9.08	3.38	0.28	8.80
Primary with Upper Primary	72.58	6.28	0.93	0.05	16.06
Primary with Upper Primary & Secondary/ Hr. Secondary	75.85	6.52	1.32	0.05	10.43
Upper Primary Only	70.42	7.69	2.87	0.06	7.62
Upper Primary & Secondary/Hr. Secondary	70.52	6.19	1.88	0.05	14.82
All Schools (All Areas)	**70.63**	**8.23**	**2.76**	**0.20**	**10.31**
All Schools (Rural Areas)	69.88	8.45	3.00	0.22	10.71
All Schools (Urban Areas)	76.84	6.76	1.10	0.09	7.61
All Schools (2005-06)	70.56	8.39	1.78	0.12	10.41
All Schools (2004-05)	69.96	9.19	1.84	0.11	10.23
All Schools (2003-04)	69.29	10.09	2.01	0.15	10.16
All Schools (2002-03)	68.81	9.72	2.27	0.18	10.09

Note: Totals may not add up to hundred because of no-responses. The difference may be attributed to both schools not having building and no responses.

Figure 2.9
Percentage of Schools Established since 1994 and Having Building : All States

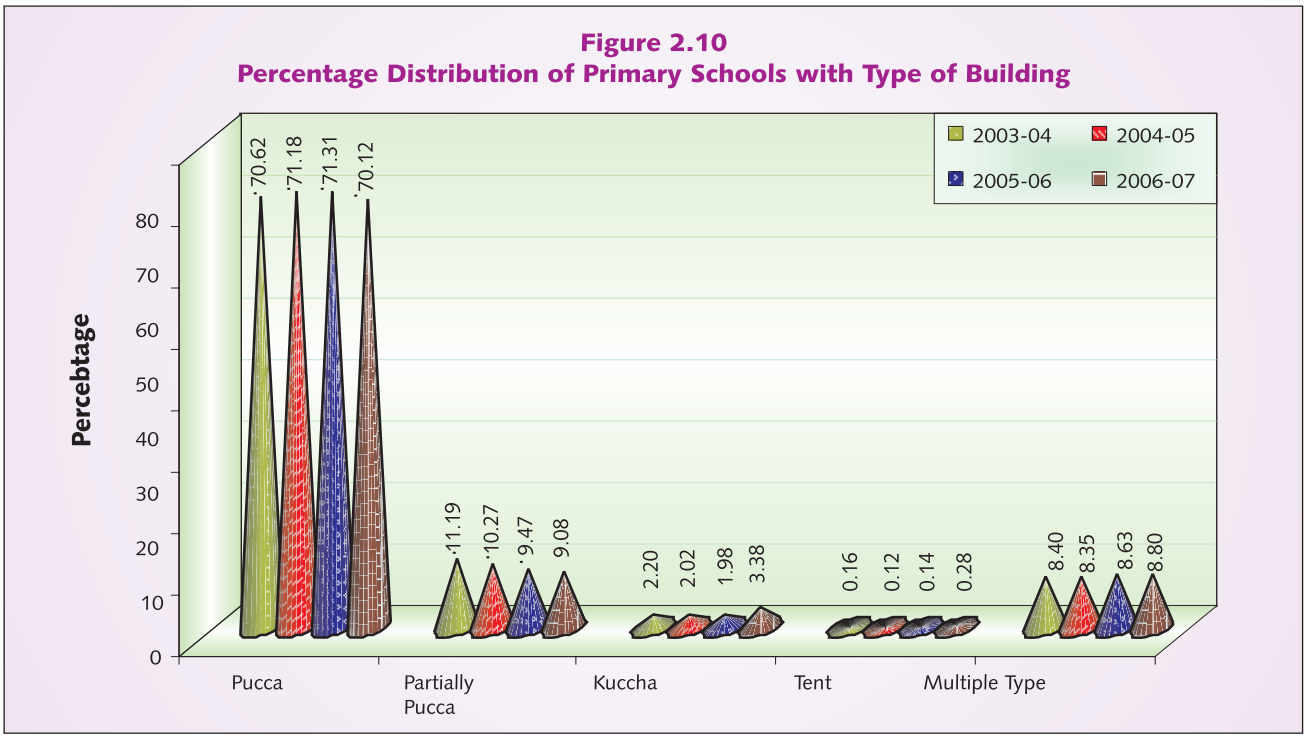


The percentage of Primary schools having partially *pucca* building (9.08 percent) is lower than the schools having *pucca* buildings (70.12 percent). However, Andaman & Nicobar Islands (21.16 percent), Dadra & Nagar Haveli (41.83 percent), Jammu & Kashmir (21.45 percent), Lakshadweep (20.00 percent), Orissa (34.84 percent), Tamil Nadu (18.38 percent) and West Bengal (11.39 percent) are a few states which have got higher percentage of Primary schools with partially *pucca* buildings than the other states. In north-eastern states, the percentage of schools having partially *pucca* buildings is also high. The percentage is as high as 52.30 in Meghalaya, 74.35 in Mizoram, 46.09 in Nagaland, 23.95 in Assam, 37.19 in Manipur, 30.18 in Sikkim, 22.63 in Arunachal Pradesh and 13.91 in Tripura. These states also have a good percentage of schools that have *kuchcha* buildings. In the capital city of Delhi, 16.99 percent Primary schools have partially *pucca* school buildings compared to 51.10 *pucca* and 30.81 percent multiple type buildings. The number of Primary schools having *kuchcha* building is significant in the states of Arunachal Pradesh (26.09 percent), Assam (28.76 percent), Himachal Pradesh (3.20 percent), Jammu & Kashmir (9.06 percent), Manipur (42.02 percent), Meghalaya (13.50 percent), Mizoram (14.55 percent), Nagaland (29.32 percent), Sikkim (12.98 percent) and Tripura (10.64 percent). The condition of classrooms also reveals that majority of classrooms in north-eastern states need either minor or major repairs.

Elementary Schools

About 72.58 percent (69.88 percent in 2005-06) Elementary schools have *pucca* buildings compared to 6.28 percent (5.77 percent in 2005-06) schools having partially *pucca* buildings and another 0.93 percent (0.94 percent in 2005-06) having *kuchcha* buildings. About 16 percent (17 percent in 2005-06) such schools have multiple-type of school buildings. It may also be noticed that almost the same percentage of Primary and Elementary schools have pucca buildings (around 70 percent). In 12 States & UTs, more than 80 percent Elementary schools have pucca buildings. Further, it is observed that in Chandigarh, Goa, Haryana, Himachal

Figure 2.10
Percentage Distribution of Primary Schools with Type of Building



"About 72.58 percent Elementary schools have *pucca* buildings compared to 6.28 percent schools having partially *pucca* buildings and another 0.93 percent having *kuchcha* buildings"

Pradesh, Karnataka, Punjab, Uttar Pradesh and Uttarakhand, more than 90 percent of all such schools have *pucca* buildings. Delhi (82.64 percent), Gujarat (82.53 percent) and Maharashtra (81.28 percent),) are a few states where more than 80 percent Elementary schools have *pucca* buildings. There are only 0.05 percent Elementary schools in the country functioning in tents.

Upper Primary Schools

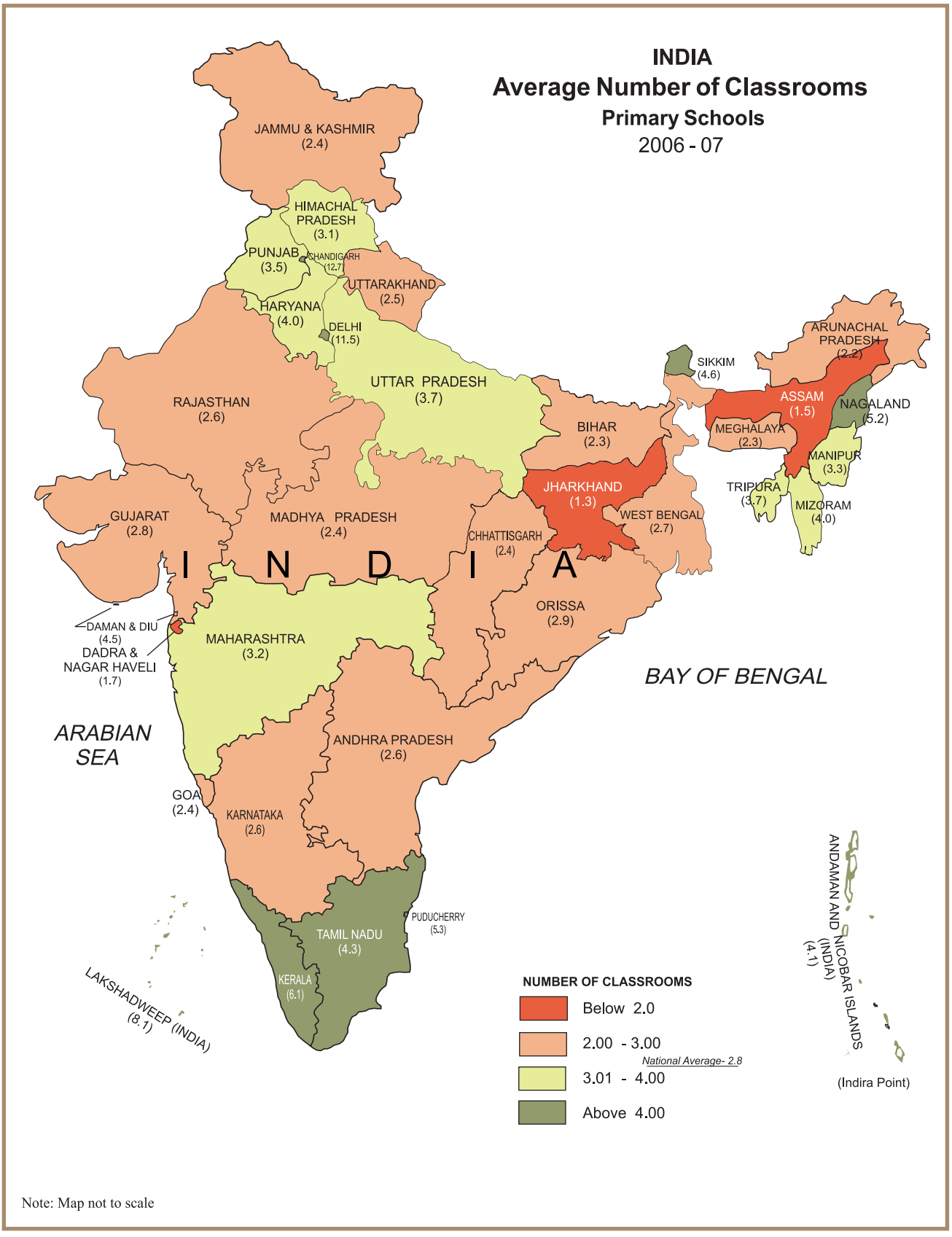
It may be observed that only 70.42 percent (68.19 percent in 2005-06) independent Upper Primary schools have *pucca* buildings. In Chandigarh and Daman & Diu, all independent Upper Primary schools have *pucca* school buildings compared to no such school in Puducherry; though the number of such schools in these states is very small. About 88 percent Upper Primary schools in Manipur have either *kuchcha* or partially *pucca* school buildings. On the other hand, most of such schools in Goa (96.88 percent), Gujarat (94.47 percent), Haryana (96.53 percent), Punjab (96.74 percent), Rajasthan (88.89 percent), Uttar Pradesh (96.05 percent) and Uttarakhand (94.73 percent) have *pucca* buildings. More than 51 percent such schools in Delhi had *pucca* school buildings in 2006-07. Amongst the larger states, Assam has a low percentage of such schools (28.91). Mizoram too has only 9.46 percent such schools. Madhya Pradesh and Kerala respectively have 61.57 and 70.24 percent Upper Primary schools with *pucca* buildings. Percentage of independent Upper Primary schools having partially *pucca* buildings is 7.69 percent (8.56 percent in 2005-06), compared to 2.87 percent (2.69 percent in 2005-06) schools having *kuchcha* building in 2006-07.

Table B11
Average Number of Classrooms by School Category : 2006-07

School Category	Number of Classrooms				
	All Schools/ All Areas	Rural Areas	Urban Areas	All Government Schools	All Private Schools
Primary Only	2.8	2.7	4.6	2.6	4.8
Primary with Upper Primary	6.3	5.8	8.0	5.6	8.0
Primary with Upper Primary & Secondary/ Hr. Secondary	11.0	9.2	13.8	9.2	12.0
Upper Primary Only	4.7	4.1	9.8	3.6	8.1
Upper Primary & Secondary /Hr. Secondary	8.5	7.5	11.4	7.2	9.9
All Schools (2006-07)	**4.1**	**3.7**	**7.3**	**3.4**	**7.3**
All Schools (2005-06)	3.8	3.5	6.7	3.2	7.2
All Schools (2004-05)	3.7	3.3	6.6	3.1	7.1
All Schools (2003-04)	3.7	3.3	6.7	3.1	7.4
All Schools (2002-03)	3.5	3.2	6.5	2.9	7.5

Higher Secondary Schools

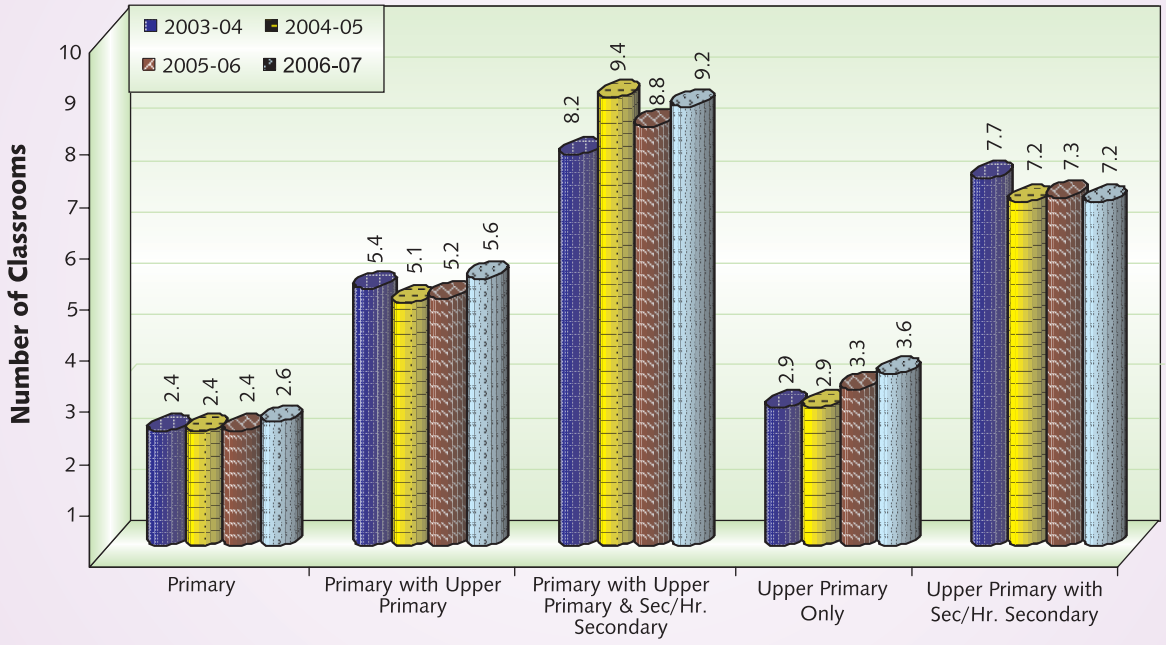
It may be noticed that it is not all the integrated Higher Secondary schools that have a *pucca* building. Only 75.85 percent integrated Higher Secondary schools have *pucca* buildings, 6.52 percent have partially *pucca*, and 1.32 percent only *kuchcha* buildings. About 10.43 percent of such schools have multiple-type of school


INDIA
Average Number of Classrooms
Primary Schools
2006 - 07
JAMMU & KASHMIR (2.4)
HIMACHAL PRADESH (3.1)
PUNJAB (3.5)
CHANDIGARH (12.7)
UTTARAKHAND (2.5)
HARYANA (4.0)
DELHI (11.5)
UTTAR PRADESH (3.7)
RAJASTHAN (2.6)
BIHAR (2.3)
SIKKIM (4.6)
ARUNACHAL PRADESH (2.2)
ASSAM (1.5)
NAGALAND (5.2)
MEGHALAYA (2.3)
MANIPUR (3.3)
TRIPURA (3.7)
MIZORAM (4.0)
JHARKHAND (1.3)
WEST BENGAL (2.7)
GUJARAT (2.8)
MADHYA PRADESH (2.4)
CHHATTISGARH (2.4)
I N D I A
ORISSA (2.9)
DAMAN & DIU (4.5)
DADRA & NAGAR HAVELI (1.7)
MAHARASHTRA (3.2)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (2.6)
GOA (2.4)
KARNATAKA (2.6)
PUDUCHERRY (5.3)
TAMIL NADU (4.3)
KERALA (6.1)
LAKSHADWEEP (INDIA) (8.1)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (4.1)
(Indira Point)
NUMBER OF CLASSROOMS
Below 2.0
2.00 - 3.00
National Average- 2.8
3.01 - 4.00
Above 4.00
Note: Map not to scale

Map 2.2

buildings. Further, it is observed that more than 80 percent of integrated Higher Secondary schools in Chandigarh, Daman & Diu, Goa, Gujarat, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand, have pucca buildings. More than 22 percent integrated Higher Secondary schools in Assam, 30.18 percent in Manipur, 31.86 percent in Meghalaya, 29.41 percent in Mizoram, 23.14 percent in Nagaland, 49.84 percent in Orissa and 15.64 percent in Tripura have partially *pucca* buildings.

Figure 2.11
Average Number of Classrooms : All Government Managed Schools



Only 60.91 percent integrated Higher Secondary schools in the national capital city of Delhi had *pucca* buildings in 2006-07 and another 6.82 percent schools had partially *pucca* and 32 percent multiple type buildings.

Average Number of Classrooms

Having adequate number of instructional rooms is an essential requirement for every school. In this context, the Government of India initiated the Scheme of Operation Blackboard in 1987. The schools covered under the scheme were to be provided each with two classrooms and a verandah. The DPEP, launched in 1994-95, also provided additional classrooms to a number of schools but only to Primary schools/sections and in 272 districts across 18 states. In 2001, the remaining districts were covered under SSA and a number of new schools were opened which is reflected in the analysis presented above. In addition, a good number of schools were provided with additional classrooms. Table B11 presents the average number of instructional rooms by school category. The analysis in case of average number of classrooms and single-classrooms by school type is critically analysed below.

Irrespective of the school type, there were on an average 4.1 classrooms per school imparting elementary education across 35 states in 2006-07. Significant change is noticed over the previous year as the average number of classrooms then was only 3.8 per school which means that during the intermediary period, a good number of schools were provided with additional classrooms. However, a significant difference is noticed in case of schools located in rural (3.7 classrooms) and urban areas (7.3 classrooms). Irrespective of the school type, schools managed by Private managements are much comfortable in terms of number of classrooms compared to schools managed by Government managements. Government managed schools have an average of 3.4 classrooms (3.2 in 2005-06) per school compared to 7.3 classrooms in a Private school (7.2 in

2005-06). Further, it may be observed that Primary schools have an average of 2.8 instructional rooms (Government schools - 2.6 and Private schools - 4.8). A significant difference is also noticed in the average number of instructional rooms in Primary schools located in rural (2.7 classrooms) and urban (4.6 classrooms) areas.

Except in Assam, Dadra & Nagar Haveli and Jharkhand, Primary schools in all other States & UTs have an average of more than 2 instructional rooms. Assam and Jharkhand respectively have only 1.5 and 1.3 classrooms per school compared to 1.7 in Dadra & Nagar Haveli. Chandigarh (12.7 classrooms), Delhi (11.5

Figure 2.12
Average Number of Classrooms : All Private Managed Schools

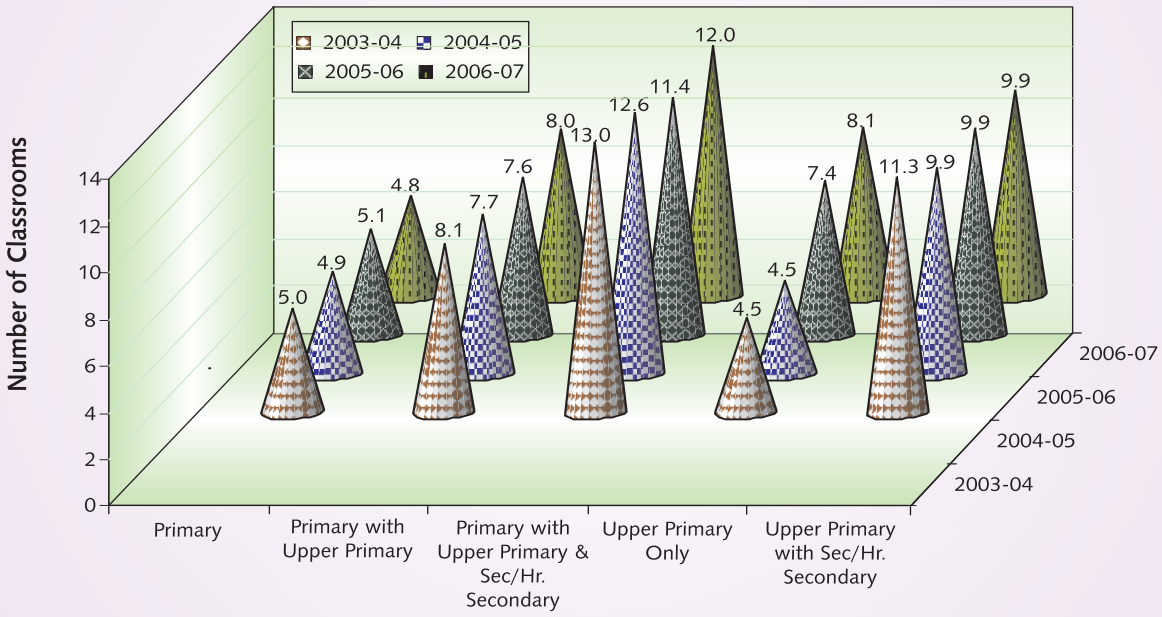
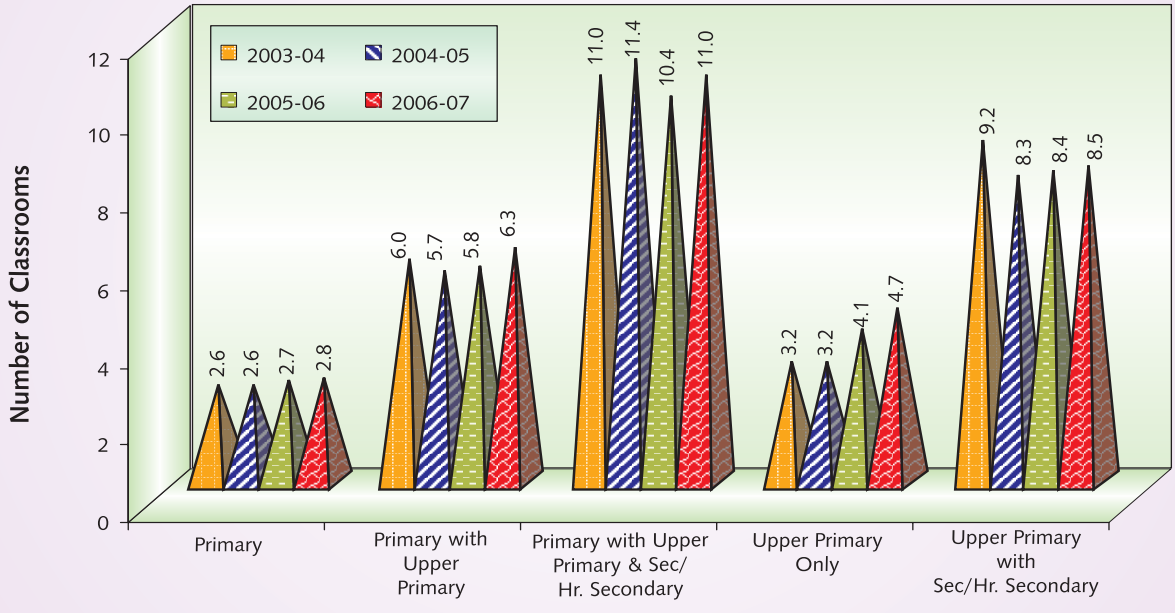


Figure 2.13
Average Number of Classrooms : All States



classrooms), Kerala (6.1 classrooms), Nagaland (5.2 classrooms), Mizoram (4.0 classrooms), Puducherry (5.3 classrooms), Punjab (3.5 classrooms) and Himachal Pradesh (3.1 classrooms), have average number of classrooms well above the national average of 2.8 classrooms. Bihar also has an average of 2.3 classrooms per Primary school compared to 2.7 in West Bengal. It is further revealed that on an average, an Elementary school has 6.3 classrooms compared to 4.7 classrooms in an independent Upper Primary school. Both the integrated Higher Secondary schools and Upper Primary attached to Higher Secondary schools have an average of 11.0 and 8.5 classrooms respectively. Delhi, Kerala and a few smaller states, such as Chandigarh, Daman & Diu, Lakshadweep and Puducherry, have high average across school categories. In Chandigarh, the average varies from 12.7 classrooms in Primary schools to 35.7 classrooms in Upper Primary attached to Secondary and Higher Secondary schools, and in Kerala, it varies from 6.1 classrooms in Primary schools to 23.3 classrooms in an integrated Higher Secondary school. In Delhi, Primary schools have an average of 11.5 classrooms compared to 14.6 in Elementary, 26.0 in integrated Higher Secondary, 12.0 in independent Upper Primary, and 22.1 in Upper Primary attached to Secondary and Higher Secondary schools.

Single-Classroom Schools

The average number of instructional rooms presented reveals that on an average all schools in general and Primary schools in particular, have an average of more than two classrooms. Despite significant achievements, a few schools still may not have adequate number of classrooms which is not reflected in the average number of rooms presented above (Table B11). Therefore, in addition to average number of classrooms, single-classroom schools have also been analysed.

Despite a decline in the percentage of single-classroom schools during the period 2002-03 to 2006-07 (Table B12), DISE data, however, reveals that still a good number schools in the country have only one classroom. In 2002-03, the percentage of single-

Table B12
Percentage of Single-Classroom Schools by Category : 2006-07

School Category	Percentage				
	All Schools/ All Areas	Rural Areas	Urban Areas	All Government Schools	All Private Schools
Primary Only	13.79	14.33	8.43	14.53	7.36
Primary with Upper Primary	1.62	1.65	1.51	1.69	1.45
Primary with Upper Primary & Secondary/ Hr. Secondary	1.22	1.53	0.75	1.73	0.89
Upper Primary Only	3.75	3.90	2.47	3.40	4.91
Upper Primary & Secondary/Hr. Secondary	1.38	1.64	0.57	1.80	0.90
All Schools (All Areas)	**9.71**	**10.46**	**4.67**	**10.95**	**4.09**
All Schools (2005-06)	9.54	10.37	3.99	11.04	2.43
All Schools (2004-05)	10.39	11.33	4.45	11.78	2.62
All Schools (2003-04)	10.94	11.86	4.96	12.24	2.62
All Schools (2002-03)	12.08	13.05	5.82	13.35	2.51

classroom schools was as high as 12.08 compared to 9.71 percent in 2006-07 for which the available DISE data is the latest. However, the percentage is slightly higher from 9.54 in 2005-06 to 9.71 in 2006-07. Though the majority of single-classroom schools (13.79 percent in 2006-07) are Primary schools, yet a good number of other types of schools also have single classroom. In other school types, the percentage varies from 1.22 in case of integrated Higher Secondary schools to 1.38 in case of Upper Primary attached to Secondary and Higher

Figure 2.14
Percentage of Single-Classroom Schools by School Category

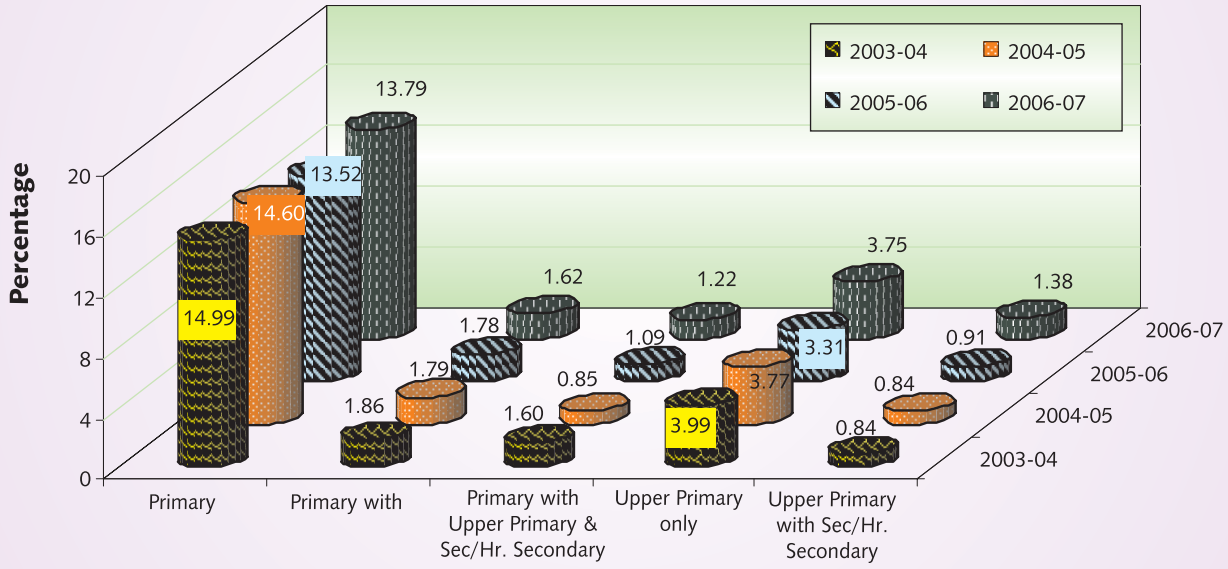
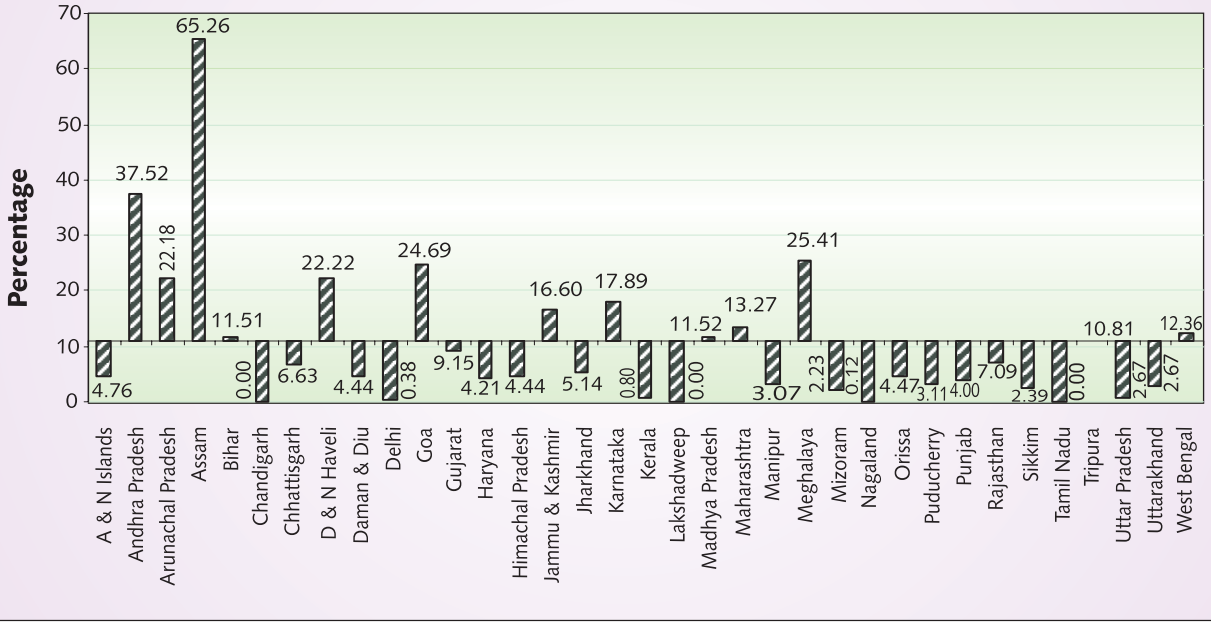
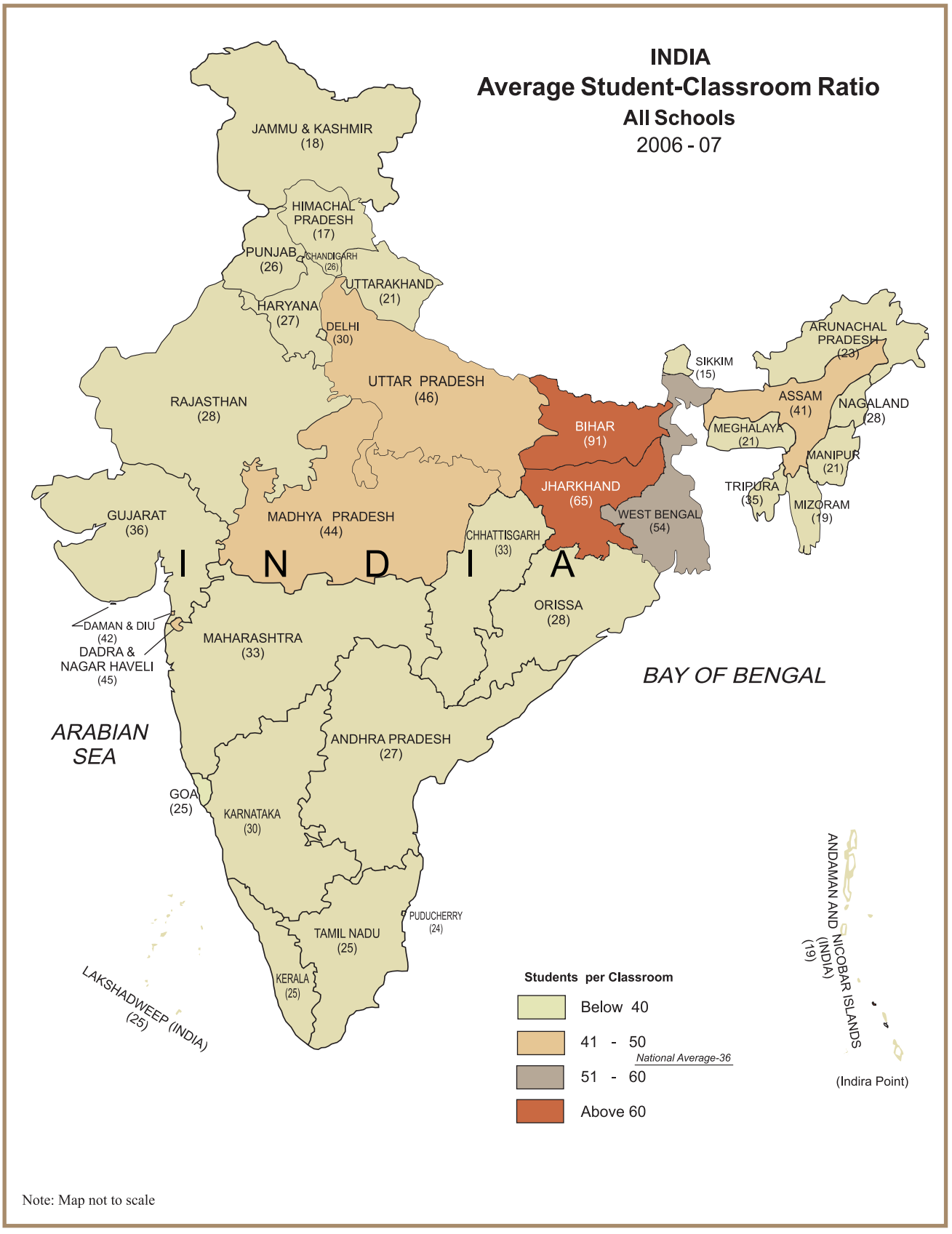


Figure 2.15
Percentage of Single-Classroom Primary Schools : 2006-07




INDIA
Average Student-Classroom Ratio
All Schools
2006 - 07
JAMMU & KASHMIR (18)
HIMACHAL PRADESH (17)
PUNJAB (26)
CHANDIGARH (26)
UTTARAKHAND (21)
HARYANA (27)
DELHI (30)
RAJASTHAN (28)
UTTAR PRADESH (46)
BIHAR (91)
SIKKIM (15)
ARUNACHAL PRADESH (23)
ASSAM (41)
NAGALAND (28)
MEGHALAYA (21)
MANIPUR (21)
TRIPURA (35)
MIZORAM (19)
JHARKHAND (65)
WEST BENGAL (54)
GUJARAT (36)
MADHYA PRADESH (44)
CHHATTISGARH (33)
I N D I A
ORISSA (28)
DAMAN & DIU (42)
DADRA & NAGAR HAVELI (45)
MAHARASHTRA (33)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (27)
GOA (25)
KARNATAKA (30)
PUDUCHERRY (24)
TAMIL NADU (25)
KERALA (25)
LAKSHADWEEP (INDIA) (25)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (19)
(Indira Point)
Students per Classroom
Below 40
41 - 50
National Average-36
51 - 60
Above 60
Note: Map not to scale

Map 2.3

Secondary schools, 1.62 in case of independent Elementary and 3.75 in case of independent Upper Primary schools. Irrespective of the school type, percentage of single-classroom schools is much lower in urban areas (4.67 percent) than in rural areas (10.46 percent). Further, a marked difference in percentage of single-classroom schools is noticed in case of government (10.95 percent) and private managed schools (4.09 percent) (Table B 12).

Teaching in single-classroom Primary schools with all the children sitting in one room is a challenging task. It is specially true in case of single-classroom single-teacher schools. Unless all schools are provided at least two classrooms, meaningful teaching-learning transaction cannot be expected to take place. Further, it may be observed that only 0.38 percent Primary schools in Delhi and 0.80 percent in Kerala are single-classroom schools, compared to 65.26 percent Primary schools in Assam and 16.60 percent in Jammu & Kashmir. In a few other states, like Andhra Pradesh (37.52 percent), Bihar (11.51 percent), Goa (24.69 percent), Gujarat (9.15 percent), Karnataka (17.89 percent), Meghalaya (25.41 percent), Maharashtra (13.27 percent), Madhya Pradesh (11.52 percent), Tripura (10.81 percent) and West Bengal (12.36 percent), the number of single-classroom Primary schools is high. Assam also has comparatively a high percentage of other types of schools that have only single classroom. On the other hand, Chandigarh, Lakshadweep and Tamil Nadu did not report any single-classroom school in 2006-07.

Condition of Classrooms

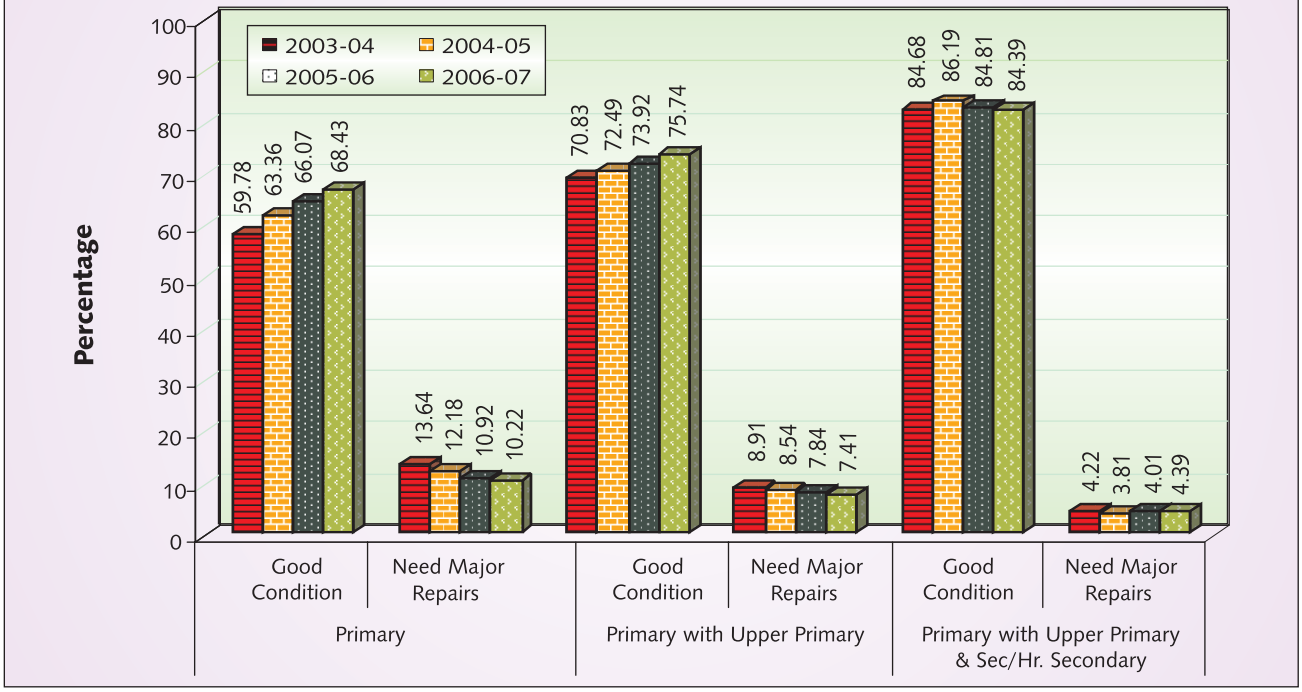
A few schools do not have adequate number of classrooms. Even some such schools that have a classroom may not be in a good condition and hence would need repairs. This is also reflected in the DISE 2006-07 data when distribution of classrooms by condition is analysed in case of all the 35 States & UTs. The analysis reveals that many (all types) schools need either major or minor repairs. About 73 percent classrooms (all types) in 2006-07 (71 percent in 2005-06 against 68.48 percent in 2004-05) are of good condition and remaining 27 percent needed either major

Table B13
Distribution of Classrooms by Condition and Category : 2006-07

School Category	Percentage								
	Good Condition	Need Minor Repairs	Need Major Repairs	Need Minor and Major Repairs (All Areas)			Need Minor and Major Repairs (Rural Areas)		
				2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Primary Only	68.43	21.35	10.22	36.65	33.93	31.57	39.2	36.21	33.66
Primary with Upper Primary	75.74	16.85	7.41	27.51	26.08	24.26	31.04	29.59	27.78
Primary with Upper Primary & Secondary/ Hr. Secondary	84.39	11.22	4.39	13.80	15.19	15.61	20.91	20.87	22.05
Upper Primary Only	77.50	14.94	7.56	36.30	26.79	22.50	37.25	29.98	25.41
Upper Primary & Secondary/ Hr. Secondary	73.70	17.03	9.27	29.03	26.52	26.30	33.28	31.26	30.60
All Schools (2006-07)	**72.96**	**18.33**	**8.71**	**–**	**–**	**27.04**	**–**	**–**	**30.49**
All Schools (2005-06)	71.03	19.73	9.24	–	–		–	–	–
All Schools (2004-05)	68.48	21.13	10.39	–	–		–	–	–
All Schools (2003-04)	65.56	22.89	11.55	–	–		–	–	–
All Schools (2002-03)	63.48	24.73	11.80	–	–		–	–	–

or minor repairs; the percentage of such schools being 29 percent during the previous year. The percentage of schools that needed repairs is slightly higher in rural areas (30.49 percent) than the same in the urban areas (27.04 percent), which is true for all types of schools. It is also observed that the percentage of good condition classrooms has improved from 65.56 in 2003-04 to 71.03 in 2005-06 and further to 72.96 in 2006-07. Correspondingly, the percentage of schools that needed major and minor repairs (barring integrated Higher Secondary schools) declined marginally during the same period (Table B13). In the present year, as many as 18.33 percent (all types) schools need minor repairs and 8.71 percent schools require major repairs, that is, as many as 27.04 percent schools imparting elementary education need either major or minor repairs. The percentage of such schools during the previous year was 28.97. The provisions made under SSA may best be utilized in these schools. Disaggregated analysis of DISE data would be helpful in identifying all such schools. It may also be observed that integrated Higher Secondary schools have the highest percentage (84.39) of good classrooms, followed by Upper Primary (77.50), independent Elementary (75.74) and Upper Primary attached to Higher Secondary (73.70) schools. On the other hand, Primary schools have the least percentage (68.43) of good classrooms and 21.35 percent classrooms needed minor repairs and 10.22 percent major repairs. Comparatively, the percentage of classrooms that needed major and minor repairs in other school types is lower than that in the case of the Primary schools (Table B 13).

Figure 2.16
Condition of Classrooms in Primary Schools : All States



> "The percentage of schools that needed repairs is slightly higher in rural areas than the same in the urban areas which is true for all types of schools"

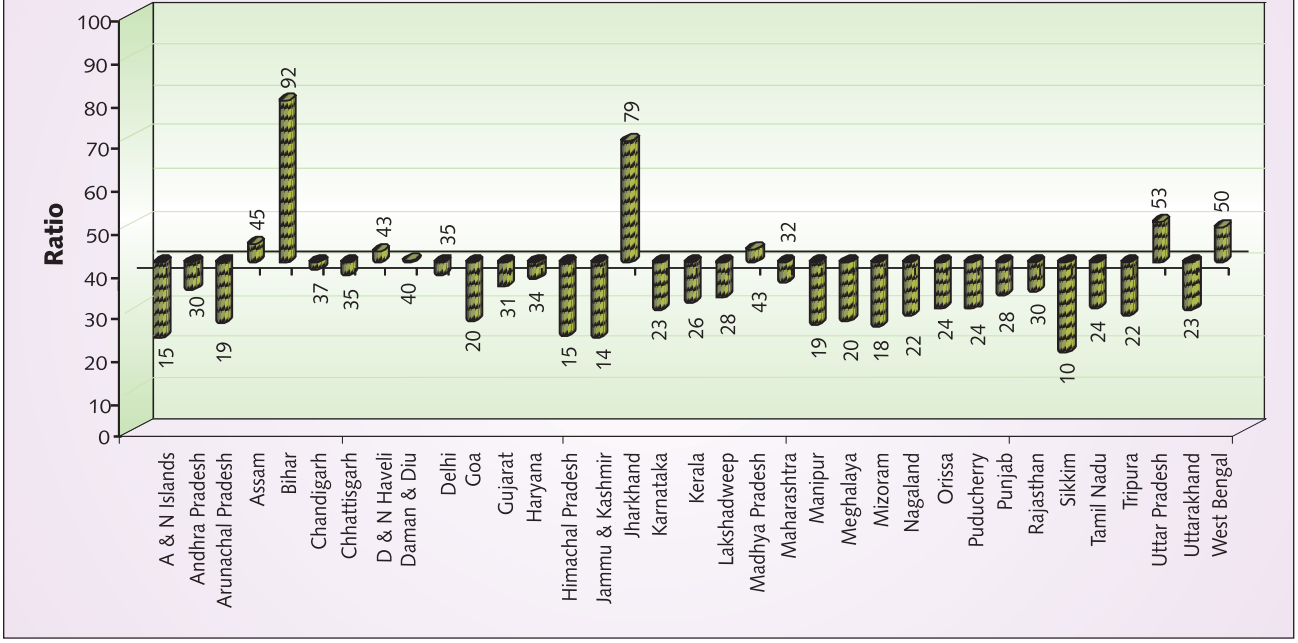
More than 75 percent classrooms in Primary schools in Andhra Pradesh, Chandigarh, Delhi, Gujarat, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Punjab, Tamil Nadu and Uttar Pradesh, are of good condition as compared to

only 25.95 percent classrooms in Nagaland and 25.01 percent in Meghalaya. Assam too has only 35.77 percent good condition classrooms in Primary schools. In Assam, as many as 34.36 percent classrooms in Primary schools needed minor and 36.20 percent major repairs. In Delhi, more than 15 percent of classrooms needed minor and major repairs. The majority of Primary school classrooms in the north-eastern region needed major and minor repairs as percentage of good condition classrooms in the region is comparatively low.

Table B14
Student-Classroom Ratio by Category : 2006-07

School Category	Students per Classroom				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	40	40	36	40	30
Primary with Upper Primary	37	38	36	41	30
Primary with Upper Primary & Secondary/ Hr. Secondary	29	28	29	30	26
Upper Primary Only	31	33	26	31	27
Upper Primary & Secondary /Hr. Secondary	30	31	27	27	30
All Schools (2006-07)	**36**	**37**	**33**	**38**	**29**
All Schools (2005-06)	39	40	35	40	29
All Schools (2004-05)	41	43	37	42	30
All Schools (2003-04)	42	43	37	43	32
All Schools (2002-03)	43	45	37	45	30

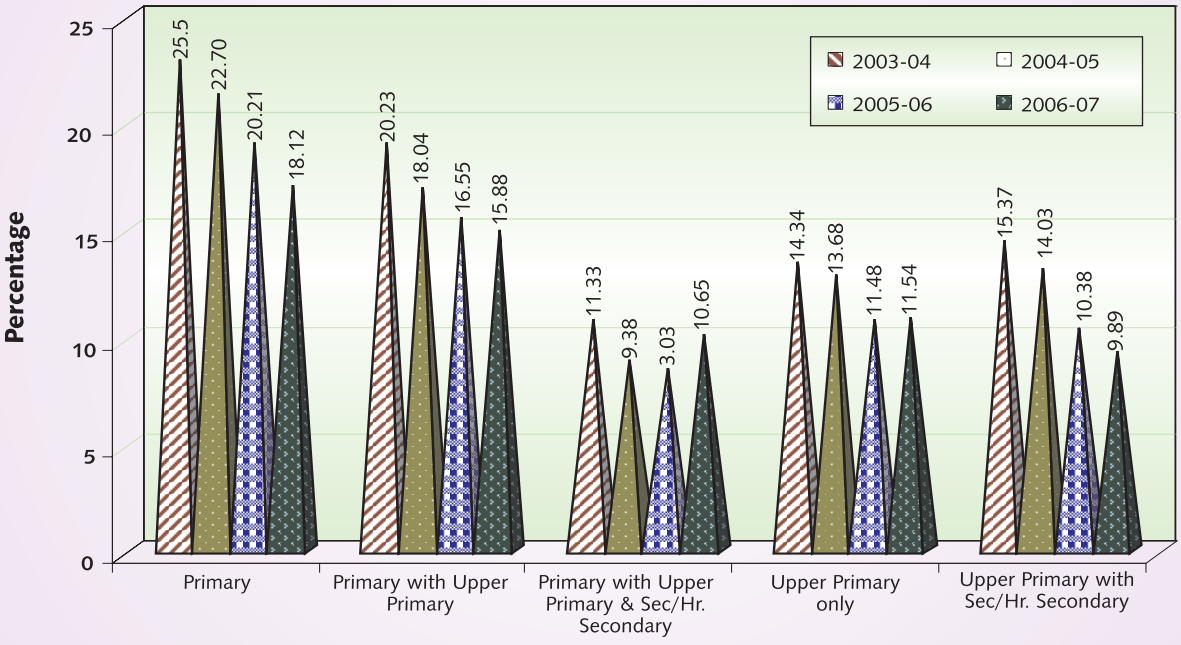
Figure 2.17
Student-Classroom Ratio in Primary Schools : 2006-07



Provisions available to schools on account of school repairs can be best utilized in the north-eastern states.

Figure 2.18
Student-Classroom Ratio in Primary Schools : All States

Figure 2.19
Percentage of Schools with Student-Classroom Ratio above 60 : All States

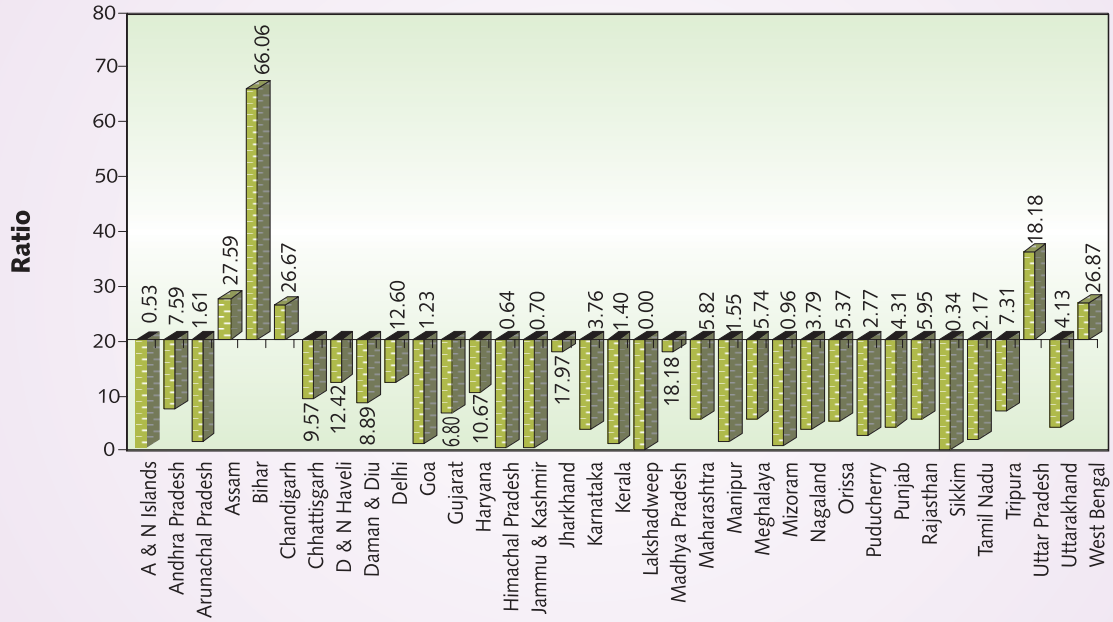


Student-Classroom Ratio

Besides, average number of classrooms and condition of classrooms, Student-Classroom Ratio (SCR) is also analysed both at the all-India and state levels. Student-classroom ratio presents average number of pupils sitting in one classroom. The DISE data reveals that in a few states, student-classroom ratio is high which is true for both rural and urban areas. However, schools located in rural areas have comparatively a high ratio

than the schools in urban areas. Irrespective of school type, SCR presented in Table B14 shows improvement. All schools together have an average of 36 (compared to 39 in 2005-06) students per classroom (rural 37 and urban 33 students per classroom). Government schools have a classroom ratio of 38 against 29 in case of schools under private managements. Further, it has also been observed that student-classroom ratio is higher in the Primary schools (40 students per classroom) compared to other school types. The lowest, 29 students per classroom, is observed in case of the integrated Higher Secondary schools. Elementary schools have a ratio of 37 students per classroom (Table B14) compared to 30 in case of Upper Primary attached to Secondary and Higher Secondary schools.

Figure 2.20
Percentage of Primary Schools with Student-Classroom Ratio above 60 : 2006-07



In case of Primary schools, the ratio in Bihar (92), Jharkhand (79) and Uttar Pradesh (53) is very high compared to other states. Comparatively, Assam (45 students per classroom), Madhya Pradesh (43), and West Bengal (50), too have a high ratio. These states should look into the matter without delay, otherwise, it would be difficult to retain children in the school and may also be difficult for teacher to handle all the children. Himachal Pradesh (with 15 students per classroom) and Jammu & Kashmir (with 14 students per classroom) and all the states from the north-eastern region have comfortable student-classroom ratio. The ratio is as low as 10 students per classroom in case of Sikkim compared to 20 in Meghalaya, 18 in Mizoram, 22 in Nagaland and Tripura. The national capital of Delhi has an average of 35 students in a Primary school classroom.

> "In Bihar, Jharkhand, Uttar Pradesh and West Bengal, the percentage of Primary schools having 60 students per classroom is much higher compared to other states, and hence need immediate interventions"

Average SCR presented above gives average number of students per classroom which has shown consistent improvement over the past few years. Despite comfortable ratio, there may still be a few schools where large number of students sit in one classroom. To know more about such schools, the percentage distribution of schools having student-classroom ratio above 60 have also been analysed which reveals that about 16.45 percent (all categories) schools have the student-classroom ratio of 60 and above compared to 18.37 in the previous year. Barring Upper Primary attached to Secondary and Higher Secondary schools, the percentage of such schools is much higher in case of other school types. The

percentage of such Primary schools is higher than that of all categories of schools. It may also be noted that in a few states, such as Bihar (68.51 percent), Jharkhand (24.69 percent), Uttar Pradesh (35.82 percent) and West Bengal (26.47 percent), the percentage of Primary schools having 60 students per classroom is much higher compared to other states, and hence need immediate interventions.

30.08 percent schools that have enrolment up to 100. There are about 7.91 percent (94,4661 schools) and 16.01 percent schools (1,91,628) which respectively have enrolment between 1-25 and 26-50. On the other hand, about 24.44 percent schools (37,076) in urban areas have enrolment even more than 300 compared to 9.14 percent (95,327) schools in the rural areas (Table B15).

Table B15
Percentage Distribution of Schools by Enrolment : 2006-07

School Category	Enrolment Slabs						
	1-25	26-50	51-100	101-140	141-220	221-300	>300
Primary Only	10.38	20.74	27.77	13.30	14.77	6.52	5.64
Primary with Upper Primary	1.39	3.97	14.33	14.36	25.48	16.20	23.66
Primary with Upper Primary & Secondary/ Hr. Secondary	2.04	4.31	10.44	9.77	19.34	15.30	36.67
Upper Primary Only	7.56	13.89	28.49	15.56	16.07	7.02	10.18
Upper Primary & Secondary/Hr. Secondary	2.89	7.68	15.76	13.79	21.00	11.34	25.22
All Schools, 2006-07	**7.91**	**16.01**	**24.35**	**13.62**	**17.22**	**8.74**	**11.08**
All Schools, 2005-06	6.17	15.20	24.25	13.81	17.62	9.02	11.01
All Schools, 2004-05	5.80	14.95	23.62	13.85	18.13	9.24	11.23
All Schools, 2003-04	5.23	13.74	23.42	14.52	18.48	9.49	11.47
All Schools, 2002-03	5.15	13.58	24.16	14.94	18.57	9.31	10.73

Note: Totals may not add to hundred because of missing values and rounding of figures. The percentages are calculated with regard to total schools in a category.

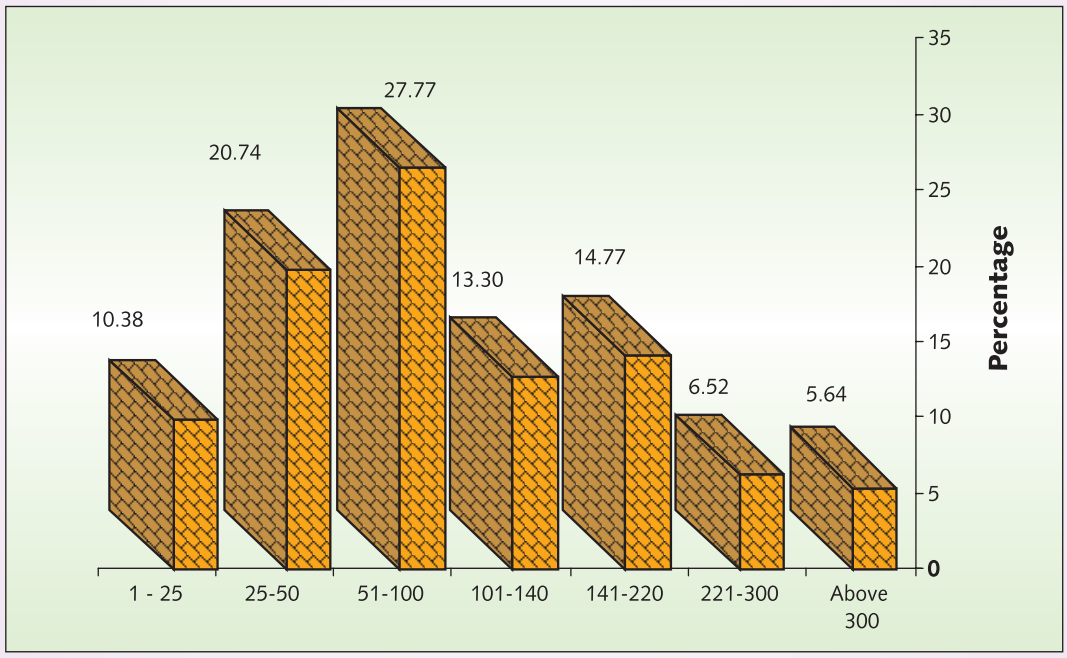
Distribution of Schools by Enrolment & Enrolment Size

Despite availability of schools and school-related facilities, still there is no guarantee that adequate number of children is enrolled in schools. To judge that, a variety of indicators presenting information about the size of school is analysed. One such indicator is distribution of schools by enrolment size in different slabs. It reveals that more than 48 percent schools (all categories) have enrolment up to 100. In rural areas, the percentage of such schools is 50.96. However, urban areas have only

About 58.86 percent of the total Primary schools in 2006-07 (55.26 percent in 2005-06) have enrolment up to 100 compared to 60.57 percent Primary schools in rural areas (58.01 percent in 2005-06). The percentage of such schools in urban areas is only 42.30 (38.22 in 2005-06). Further, it is observed that about 10.38 percent (8.18 percent in 2005-06) Primary schools have an average enrolment of 25 and another 20.74 percent (19.94 percent in 2005-06) between 26 to 50. About 13.30 percent (13.91 percent in 2005-06) Primary schools have enrolment between 101 to 140. On the other hand, about 80 percent Elementary schools have

enrolment of more than 100. It may also be noted that 1.39 percent integrated Higher Secondary schools have an average enrolment of 25 and another 3.97 percent schools have enrolment between 26 to 50. While about 21 percent Upper Primary schools have enrolment up to 50, 5.64 percent Primary schools have enrolment more than 300 compared to 23.66 percent Elementary schools. The percentage of schools having enrolment more than 300 in 2006-07 is as high as 36.67 and 25.22 percent respectively in few other states also, a good number of Primary schools have enrolment below 25. More than half of Primary schools in such states have an enrolment size up to 50. For example, the percentage of such schools in Jammu & Kashmir is as high as 80.79 against 64.19 percent in Himachal Pradesh. On the other hand, there are only a few such schools in Bihar (3.45 percent). This is also reflected in student-classroom ratio presented above which is very high compared to other states. The percentage of such schools in Delhi and Uttar Pradesh is

Figure 2.21
Percentage Distribution of Primary Schools by Enrolment : 2006-07, All States



case of the integrated Higher Secondary and Upper Primary attached to Higher Secondary schools. Almost similar trend is observed in case of schools located in rural areas.

The state-specific distribution of schools having enrolment below 25 reveals that the percentage of such Primary schools in the states of Arunachal Pradesh (45.98), Goa (42.28), Himachal Pradesh (27.48), Jammu & Kashmir (39.44), Karnataka (26.69), Meghalaya (29.14) and Sikkim (32.39) is above 25 percent. In a also low, these respectively being at 4.42 and 4.21. In Mizoram, even 16.18 percent integrated Higher Secondary schools have enrolment below 50. Uttarakhand has 9.53 percent and Himachal Pradesh 7.23 percent such schools. About 51 percent Upper Primary schools in Himachal Pradesh, 50 percent in Sikkim, 33 percent in Mizoram and 42 percent in Uttarakhand have enrolment below 50. Analysis of all schools together reveals that about 59 percent

"About 58.86 percent of the total Primary schools in 2006-07 have enrolment up to 100 compared to 60.57 percent Primary schools in rural areas. The percentage of such schools in urban areas is only 42.30"

schools in Meghalaya, 61 percent in Arunachal Pradesh, 53 percent in Himachal Pradesh and 44 percent in Uttarakhand have enrolment below 50. Kerala has 7.07 percent such schools compared to 7.55 percent in Uttar Pradesh and 2.47 percent in Delhi. Percentage of smaller schools in rural areas in many states is even higher than that reported above.

Figure 2.22
Percentage of Primary Schools with ≤ 50 Students : 2006-07

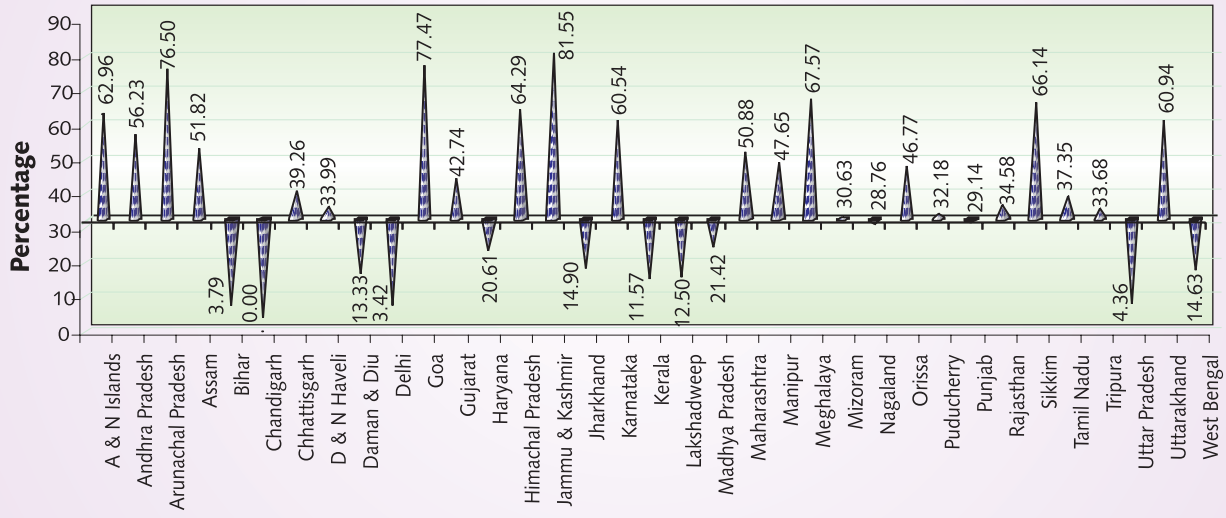


Table B16
Average Enrolment by Category : 2006-07

School Category	Enrolment				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	113	107	167	108	155
Primary with Upper Primary	235	222	287	229	249
Primary with Upper Primary & Secondary/ Hr. Secondary	313	261	393	288	329
Upper Primary Only	146	133	259	122	223
Upper Primary & Secondary/ Hr. Secondary	250	231	308	202	304
All Schools (2006-07)	**150**	**137**	**239**	**133**	**222**
All Schools (2005-06)	150	138	237	135	225
All Schools (2004-05)	150	140	239	137	223
All Schools (2003-04)	154	143	250	140	245
All Schools (2002-03)	150	142	239	138	239

In addition to distribution of schools in different enrolment slabs, average size of school in different categories has also been analysed which reveals not much

change over the previous year. All schools together have an average enrolment of 150 which is exactly the same as was in the previous year. Schools located in urban areas have higher average of 239 compared to only 137 in rural areas which is also true for all other school types (Table B16). Private schools have higher average enrolment (222) than the government schools (133) which is quite similar to all other school types. Further, it is observed that the average size of a Primary school is 113, the corresponding figure in rural areas is 107 and

Figure 2.23
Percentage of Primary Schools with ≤ 50 Students : All States

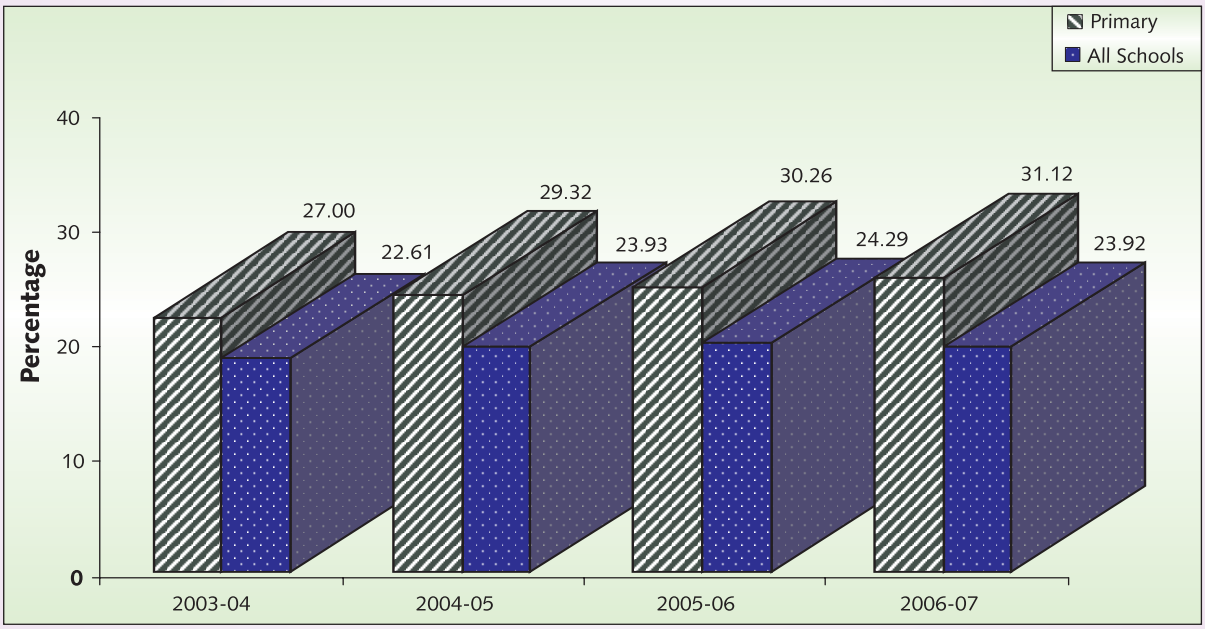
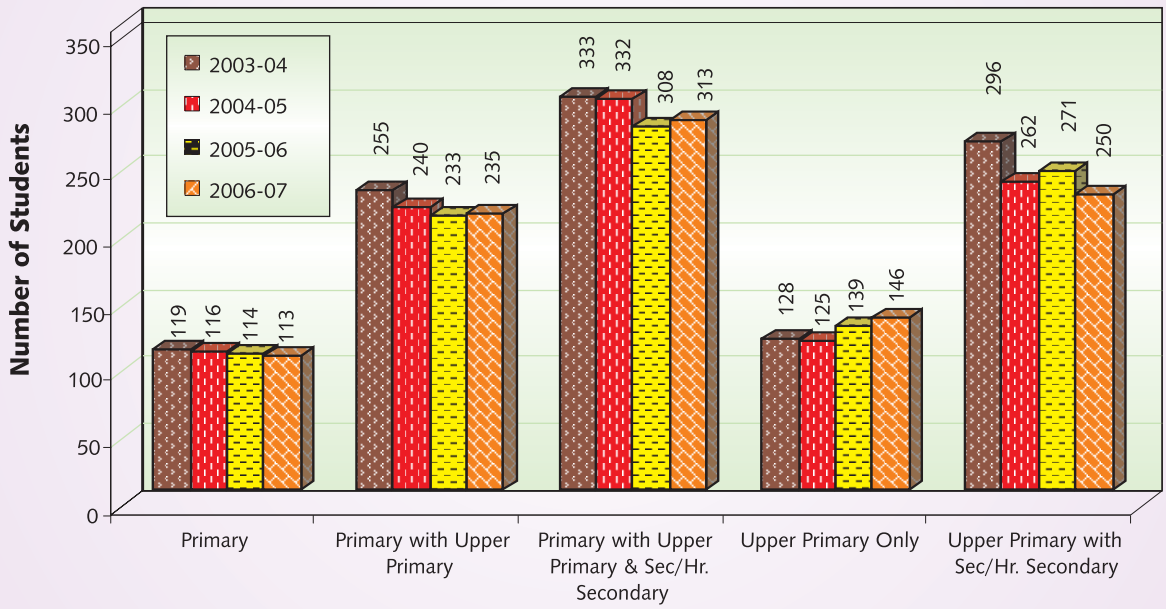


Figure 2.24
Average Enrolment in Schools : All States



in urban areas 167. The north-eastern region sates have low enrolment (all schools). It varies from 58 in Meghalaya to 81 in Arunachal Pradesh and 190 in Tripura. The highest average enrolment of 468 in Primary schools is observed in Chandigarh, followed by 404 in Delhi, 208 in Bihar, 197 in Uttar Pradesh. Kerala has an average of 160 students per Primary school. The highest 556 average across school types in Kerala is observed in case of integrated Higher Secondary schools, followed by 440 in case of Upper Primary attached to Secondary and Higher Secondary schools and 416 in case of Elementary schools. It is interesting to note that average size of an integrated Higher Secondary school in Delhi is 722 and 582 in case of Upper Primary attached to Secondary and Higher Secondary schools. Across school types, Delhi has second highest average of 722 in case of integrated Higher Secondary and Mizoram the lowest 170 in case of Primary schools.

Data clearly reveals that a large number of schools have enrolment up to 25 which can be termed as small schools. The problems of small schools may be different than those of the large schools. In view of there being a large number of small schools (in terms of enrolment), perhaps there is a need to have separate programmes for these schools. There is also need to evolve planning methodology for small schools and before that the definition of small school itself needs to be evolved. Schools with fewer enrolment as well as single-classroom and single-teacher schools can be treated as small schools. Enrolment alone cannot be the only criterion of small schools. If that is the case, then all the north-eastern states, and a number of other smaller states, such as Himachal Pradesh because of their demographic structure, would fall under the category of having small schools. DISE data can be further probed to know more about small schools and their problems.

"In view of there being a large number of small schools, perhaps there is a need to have separate programmes for these schools. There is also need to evolve planning methodology for small schools"

Single-Teacher Schools

A fairly good number of schools, both in rural areas (11.76 percent in 2006-07 against 13.35 percent in 2005-06) and urban areas (5.22 percent in 2006-07 against 4.23 percent in 2005-06), had only one teacher (Table B17). Of the total single-teacher schools (all categories), 94.35 percent are located in the rural areas. Urban areas have only a few such schools. All areas together have about 11.76 percent single-teacher schools (12.17 percent in 2005-06). Schools managed by government have much higher percentage of single-teacher schools (13.61 percent) compared to private managed schools (3.10 percent). Further, it has been observed that amongst major states, Assam (29.50 percent), Jharkhand (17.30 percent), Madhya Pradesh (22.12 percent), Rajasthan (26.08 percent) and Uttar Pradesh (15.47 percent), have a very high percentage of single-teacher schools. Practically, every fourth school in Rajasthan and Assam is a single-teacher school. Andhra Pradesh (7.81 percent), Bihar (5.12 percent), Chhattisgarh (13.12 percent), Dadra & Nagar Haveli (28.99 percent), Goa (25.56 percent), Himachal Pradesh (7.30 percent), Karnataka (12.63 percent), Maharashtra (5.21 percent), Manipur (12.15 percent), Meghalaya (11.56 percent), Orissa (12.00 percent) and Punjab (10.83 percent) also have a large percentage of single-teacher schools. Incidentally, many of these states are DPEP states. In the capital city of Delhi, only 0.19 percent schools (all categories) are single-teacher schools. Chandigarh does not have any such school and Puducherry has 1.35 percent such schools.

It has also been observed that the percentage of single-teacher Primary schools is higher than that of other school types. About 16 percent Primary schools have only one teacher, of which 95 percent are located in the rural areas. However, in case of other school types (except Upper Primary schools) there are only a few single-teacher schools. About 9.56 percent of the total Upper Primary schools are single-teacher schools (Table B17). The percentage of such schools in the urban areas is only 2.15 percent.

A look at the percentage of single-teacher Primary schools reveals that in a number of states, their number is significant. A large number of schools have been opened recently but a few of these schools are yet to be provided adequate number of teachers. Chandigarh and Lakshadweep have reported no single-teacher Primary school and Kerala and Delhi respectively had only 31

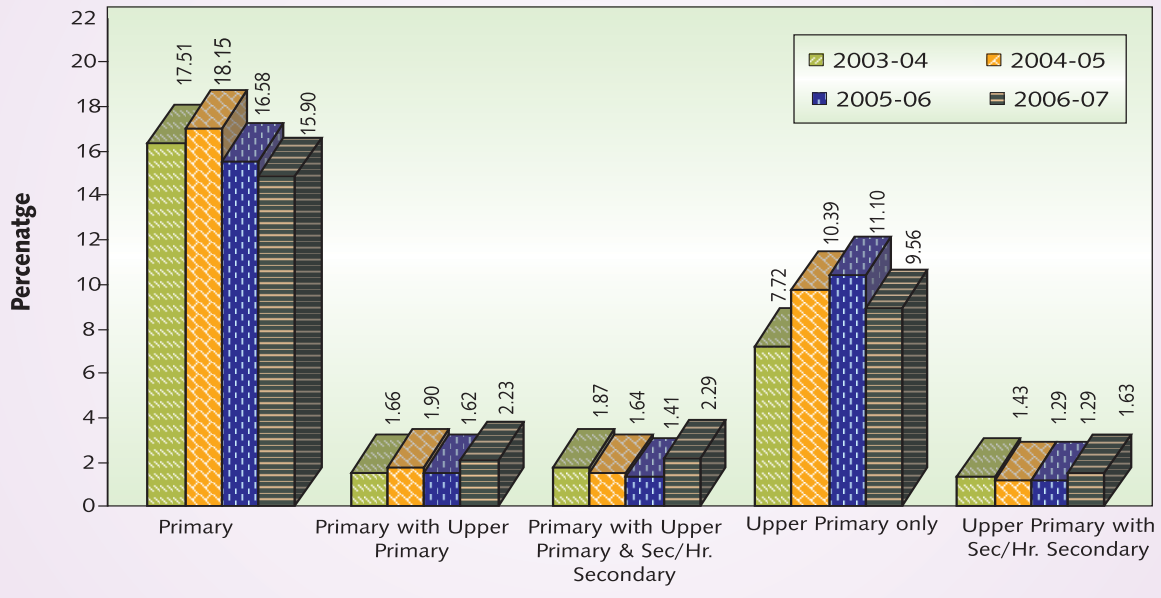
and 9 such schools in 2006-07. Similarly, Andaman & Nicobar Islands, Daman & Diu, Puducherry, Sikkim, and Assam with a percentage of 37.40, Madhya Pradesh 27.55, Jharkhand 22.48, Karnataka 22.04, Uttarakhand

Table B17
Percentage of Single-Teacher Schools by Category : 2006-07

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	15.90	16.60	8.96	17.05	5.37
Primary with Upper Primary	2.23	2.23	2.25	2.30	2.07
Primary with Upper Primary & Secondary/Hr. Secondary	2.29	2.79	1.52	3.63	1.48
Upper Primary Only	9.56	10.42	2.15	12.06	1.49
Upper Primary & Secondary/Hr. Secondary	1.63	1.81	1.06	2.30	0.86
All Schools (2006-07)	**11.76**	**12.74**	**5.22**	**13.61**	**3.10**
All Schools (2005-06)	12.17	13.35	4.23	14.13	2.87
All Schools (2004-05)	13.36	14.66	4.41	15.13	3.45
All Schools (2003-04)	12.93	14.19	4.55	14.42	3.41
All Schools (2002-03)	14.40	15.72	5.28	15.87	3.31

Note: Totals may not add to hundred because of missing values and rounding of figures.

Figure 2.25
Percentage of Single-Teacher Schools by School Category



Tripura, have a few or no such schools. The percentage of single-teacher Primary schools is as high as 61.67 in Arunachal Pradesh and 42.59 in Rajasthan, followed by 19.17 and Andhra Pradesh 11.71. On the other hand, the percentage of such schools in Bihar (6.79) and Uttar Pradesh (2.21) is comparatively low but in view of the

large number of schools in these states, in absolute terms they may be having higher number of single-teacher Primary schools than in other states. Few states from the north-eastern region have a low percentage of single-teacher Primary schools but other smaller states, such as Dadra & Nagar Haveli (50.33 percent), and Goa (36.63 percent), have sizable number of such schools. West Bengal too has 3.17 percent (6.07 percent in 2005-06) single-teacher schools.

Despite decline in the single-teacher schools over a period of time, there number is still high. Rationalization of teachers across states may help improve number of teachers in single-teacher schools which is also reflected in average number of teachers per school which is found to be well above 2. This should be supported by filling-up of all the existing vacant teachers' position across the country. Like additional classrooms, a large number of teacher's positions have also been sanctioned under SSA which would also help in further ensuring at least two teachers in each Primary school.

Facilities in Schools

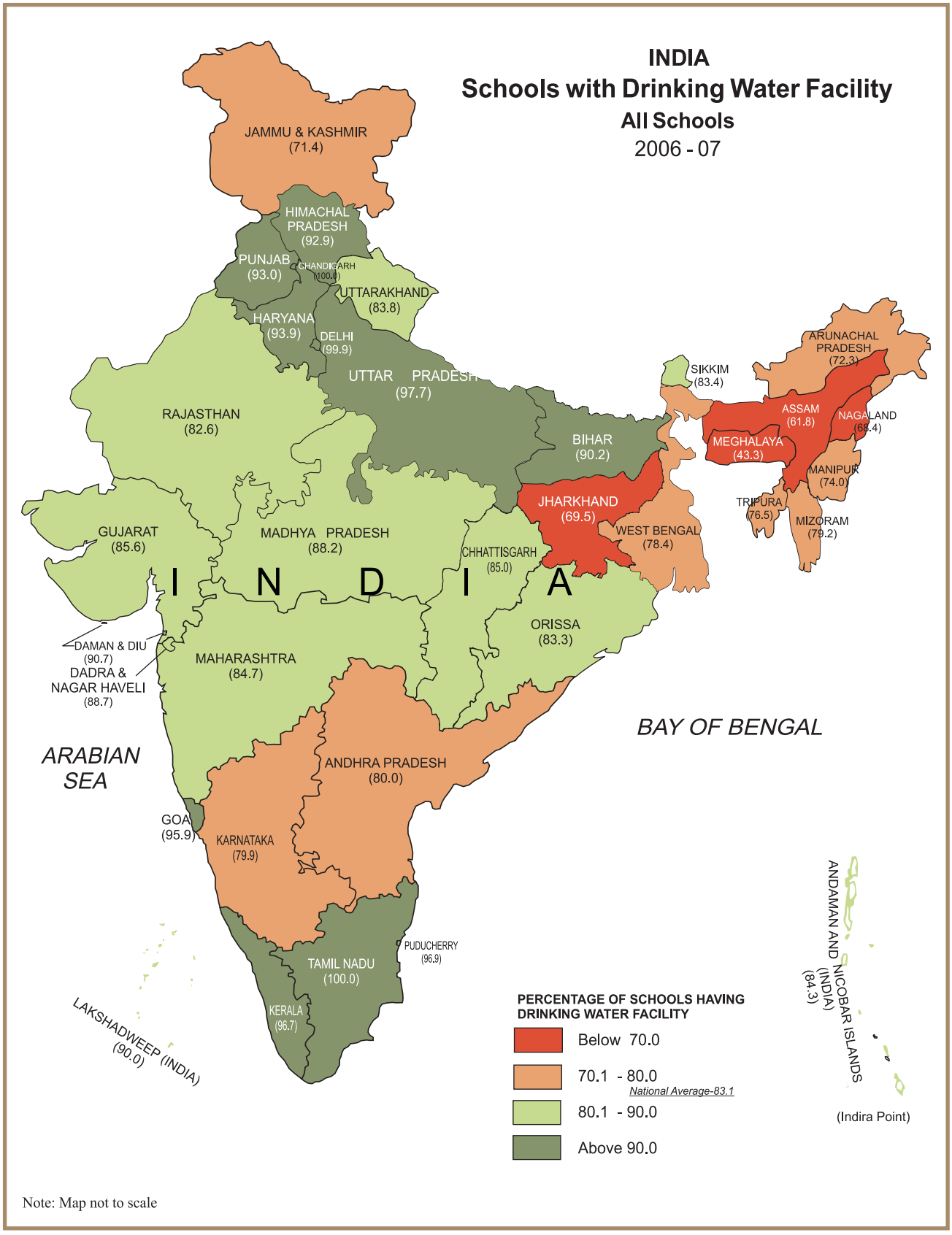
Drinking Water Facility

Availability of drinking water in the school is the most essential facility that every school should have. DISE data reveals that more schools in 2006-07 had drinking water facility than in 2005-06. The distribution of schools, however, further shows that this basic facility is not yet made available in all the schools that reported DISE data in 2006-07. About 85 percent schools (all categories) are having drinking water facility available as in 2006-07, compared to 83.07 percent in the previous year. A significant difference is noticed in the number of such schools located in rural (84.28 percent in 2006-07 and 82.59 percent in 2005-06) and urban areas (90.07 percent in 2006-07 and 89.26 percent in 2005-06). As compared to 81.46 percent (83.93 percent in 2005-06) schools under government managements, about 90 percent schools under private managements had drinking water facilities in schools. In none of the school type, drinking water facility is available in all schools. This facility is not yet available even in all the integrated Higher Secondary schools. Only 93.60 percent Higher Secondary schools have got drinking water facility in schools. Altogether, of the 1.20 million schools, 15.11 percent schools are yet to be provided drinking water facility in schools. The corresponding percentage in case of Primary schools is about 18 percent.

Nonetheless, it is observed that Chandigarh (100.00 percent), Delhi (99.94 percent), Puducherry (96.86

Table B18
Schools Having Drinking Water Facility in School : 2006-07

School Category	Percentage							
	All Areas				Rural Areas	Urban Areas	All Government Managements	All Private Managements
	2003-04	2004-05	2005-06	2006-07				
Primary Only	76.24	78.80	81.12	82.37	82.14	84.72	82.19	84.31
Primary with Upper Primary	83.89	86.68	82.78	89.95	88.85	94.48	87.84	95.43
Primary with Upper Primary & Secondary/ Hr. Secondary	90.44	92.75	93.22	93.60	92.19	96.10	91.31	95.04
Upper Primary Only	78.77	79.87	83.22	87.00	86.36	92.54	87.21	86.33
Upper Primary & Secondary/ Hr. Secondary	91.33	91.82	92.31	93.47	92.43	96.84	90.93	96.39
All Schools	**77.89**	**80.60**	**83.07**	**84.89**	**84.28**	**90.07**	**83.93**	**89.64**


INDIA
Schools with Drinking Water Facility
All Schools
2006 - 07
JAMMU & KASHMIR (71.4)
HIMACHAL PRADESH (92.9)
PUNJAB (93.0)
CHANDIGARH (100.0)
UTTARAKHAND (83.8)
HARYANA (93.9)
DELHI (99.9)
UTTAR PRADESH (97.7)
RAJASTHAN (82.6)
BIHAR (90.2)
SIKKIM (83.4)
ARUNACHAL PRADESH (72.3)
ASSAM (61.8)
NAGALAND (68.4)
MEGHALAYA (43.3)
MANIPUR (74.0)
TRIPURA (76.5)
MIZORAM (79.2)
JHARKHAND (69.5)
WEST BENGAL (78.4)
GUJARAT (85.6)
MADHYA PRADESH (88.2)
CHHATTISGARH (85.0)
I N D I A
ORISSA (83.3)
DAMAN & DIU (90.7)
DADRA & NAGAR HAVELI (88.7)
MAHARASHTRA (84.7)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (80.0)
GOA (95.9)
KARNATAKA (79.9)
PUDUCHERRY (96.9)
TAMIL NADU (100.0)
KERALA (96.7)
LAKSHADWEEP (INDIA) (90.0)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (84.3)
(Indira Point)
PERCENTAGE OF SCHOOLS HAVING DRINKING WATER FACILITY
Below 70.0
70.1 - 80.0
National Average-83.1
80.1 - 90.0
Above 90.0
Note: Map not to scale

Map 2.4

percent), Punjab (97.98 percent) and Tamil Nadu (100.00 percent) have more than 95 percent schools with the drinking water facility in schools. It is heartening to know that Tamil Nadu has provided drinking water facility to its all schools across school types. Barring Chandigarh and Tamil Nadu, not a single other state has provided this facility as yet to all of its schools though percentage of such schools in a number of states is very high. On the other hand, the percentage of schools (all categories) where drinking water is available is low in states such as Arunachal Pradesh (72.33 percent), Assam (61.77 percent), Jammu & Kashmir (71.39 percent), Meghalaya (43.31 percent), Nagaland (68.43 percent) and Tripura (76.46 percent). Kerala has also provided water facility to its more than 96 percent schools (all categories) compared to 80 percent such schools in Karnataka.

Figure 2.26
Percentage of Schools with Drinking Water Facility : All States

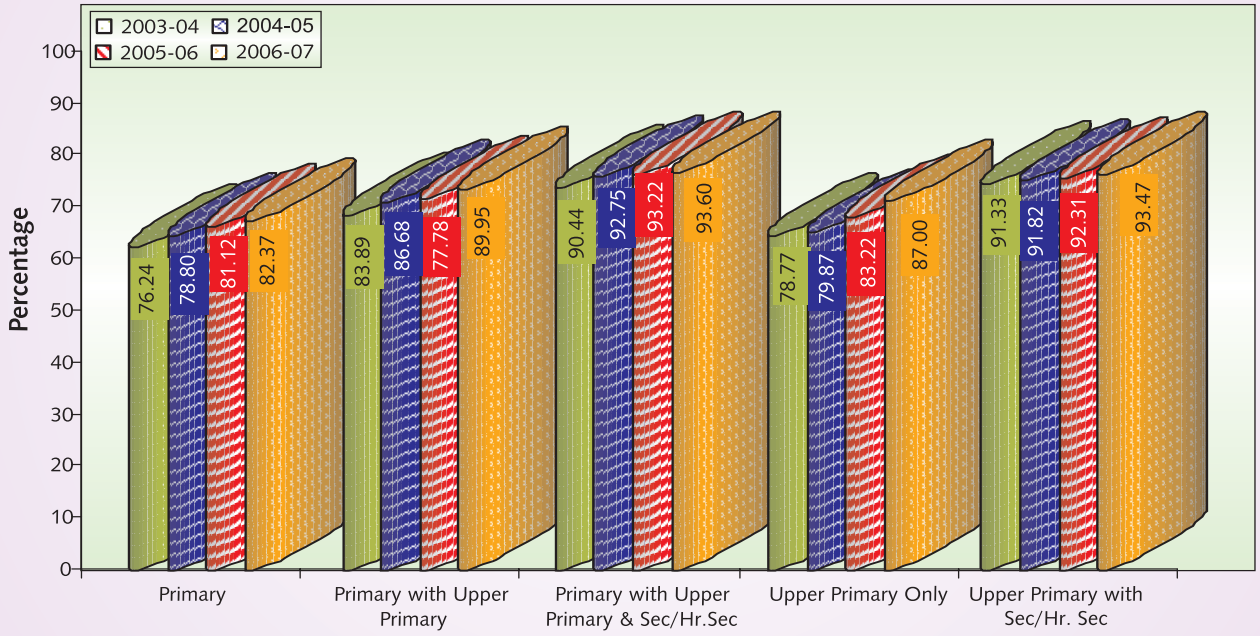


Table B18 reveals that 82.37 percent Primary schools have drinking water facility in school, compared to 89.95 percent Primary with Upper Primary schools. All other types of schools having this facility have higher percentage than the Primary schools, which is true for rural as well as urban areas. Like other school types, the percentage of Primary schools with drinking water facility in urban areas (84.72 percent) is higher than that in the rural areas (82.14 percent). Such schools under private managements (84.31 percent) have higher percentage than the schools under the government managements (82.19 percent). However, it is observed that many states have provided drinking water facility to almost all of the Primary schools. For instance, Chandigarh (100.00 percent), Delhi (99.96 percent), Kerala (95.91 percent), Puducherry (97.23 percent), Punjab (97.56 percent), Tamil Nadu (100.00 percent) and Uttar Pradesh (98.61 percent), are such states that have drinking water facility in most of their Primary schools. At the same time, a good number of Primary schools in Arunachal Pradesh, Jammu & Kashmir and north-eastern states are yet to be provided with drinking water facility in school. It is hoped that DISE data would be used in identifying schools without drinking water facility to help make provisions under the SSA in extending drinking water facility to all schools.

"It is hoped that DISE data would be used in identifying schools without drinking water facility to help make provisions under SSA in extending drinking water facility to all schools"

Type of Drinking Water

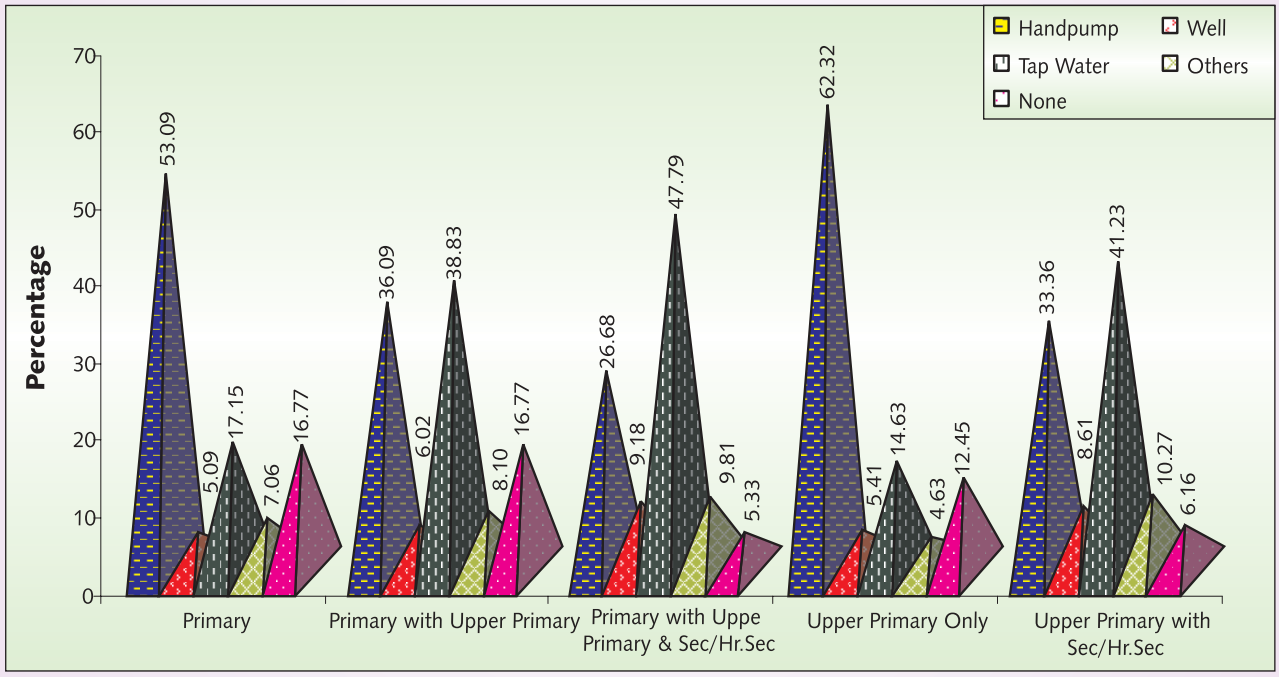
The type of drinking water facility reveals that majority of schools (all categories) do not have tap water facility in their premises. Much difference is noticed in this regard in schools located in rural (18.84 percent) and urban areas (51.10 percent). Only 22.82 percent schools had tap water in the school in 2006-07. The percentage of rural area schools that had hand-pump installed in the school was 52.74, while this figure in the urban areas was 25.85 percent. Interestingly, about 5.55 percent schools had a well in the school premises with

Table B19
Schools by Type of Drinking Water Facility : 2006-07

Type of Drinking Water Facility	Percentage					
	All Areas				Rural Areas	Urban Areas
	2003-04	2004-05	2005-06	2006-07		
Hand-Pump	46.69	46.85	49.12	49.25	52.74	25.85
Well	5.57	5.43	5.63	5.55	5.49	6.01
Tap Water	18.93	21.46	22.97	22.82	18.84	51.10
Others	6.70	6.84	5.87	7.26	7.31	7.05
None	16.99	15.60	14.87	14.23	15.06	8.68
No Responses	5.12	3.79	1.55	0.90	0.66	1.32

Note: Total may not add to hundred because of no-responses and rounding of figures.

Figure 2.27
Percentage Distribution of Schools by Type of Drinking Water Facility : 2006-07

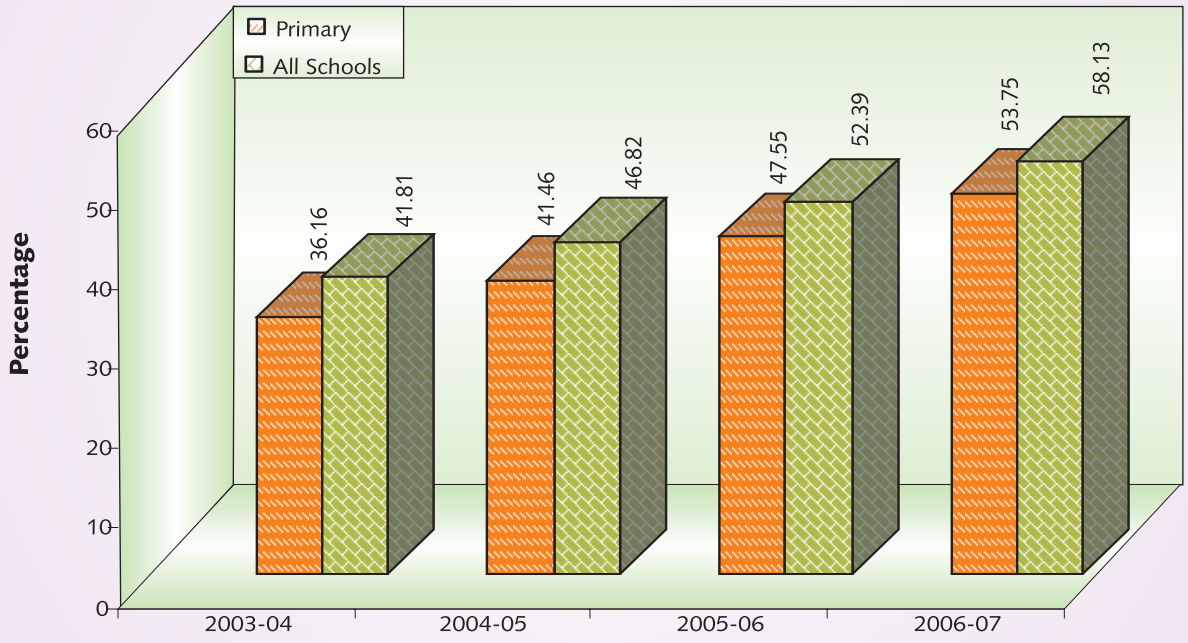


not much difference in rural (5.49 percent) and urban (6.01 percent) areas. Almost an equal percentage of schools had other arrangement of drinking water than specified above (Table B19). It is observed that all integrated Higher Secondary schools do not have tap water facility. The percentage of Elementary schools with tap water is 38.83 percent compared to only 14.63 percent such independent Upper Primary schools. On the other hand, a good number of independent Elementary schools (36.99 percent) draw water from hand-pump. In case of independent Upper Primary schools, the percentage of such schools is as high as 62.32. Amongst the major states, Uttar Pradesh (95.74 percent), Chhattisgarh (77.16 percent), Jharkhand (40.48 percent), Madhya Pradesh (69.85 percent) and Bihar (85.15 percent), had majority of Primary schools with hand-pump facility in the school, whereas only 5.05 percent Primary schools in Delhi, 3.39 percent in Kerala, 1.03 percent in Goa, 3.20 percent in Himachal Pradesh, 5.71 percent in Arunachal Pradesh, 0.57 percent in Mizoram, 2.71 percent in Meghalaya, 0.91 percent in Sikkim and 5.16 percent in Nagaland had such a facility. Comparatively, the percentage of tap water in north-eastern states is much higher than the same in other states.

Common and Separate Toilets for Girls

Like drinking water facilities, toilet facilities in schools have also improved impressively since the inception of SSA. Data reveals that providing facilities to schools got further momentum in 2006-07 (Table B20). Percentage of schools with common toilets and separate toilets for girls increased in 2006-07 over 2005-06, irrespective of the school types (except integrated Higher Secondary schools) and location (rural or urban). Put together, about 58 percent schools (all categories) across 609 districts had common toilets in schools; while 42.58 percent schools had separate toilets for girls in 2006-07. The corresponding figures in 2005-06 were 52.39 percent common toilets and 37.42 percent separate girls' toilets. There are more schools with common toilets in the urban areas (68.89 percent against 66.05 percent in 2005-06) than in the rural areas (56.66 percent against 50.72 percent in 2005-06); this is true for all types of schools. Urban areas also have girls' toilets in case of 64.96 percent (61.90 percent in 2005-06) schools, whereas 39.52 percent (34.17 percent in 2005-06) such schools are located in rural areas. A significant difference in percentage in the availability of toilets is

Figure 2.28
Percentage Distribution of Schools Having Common Toilet in School

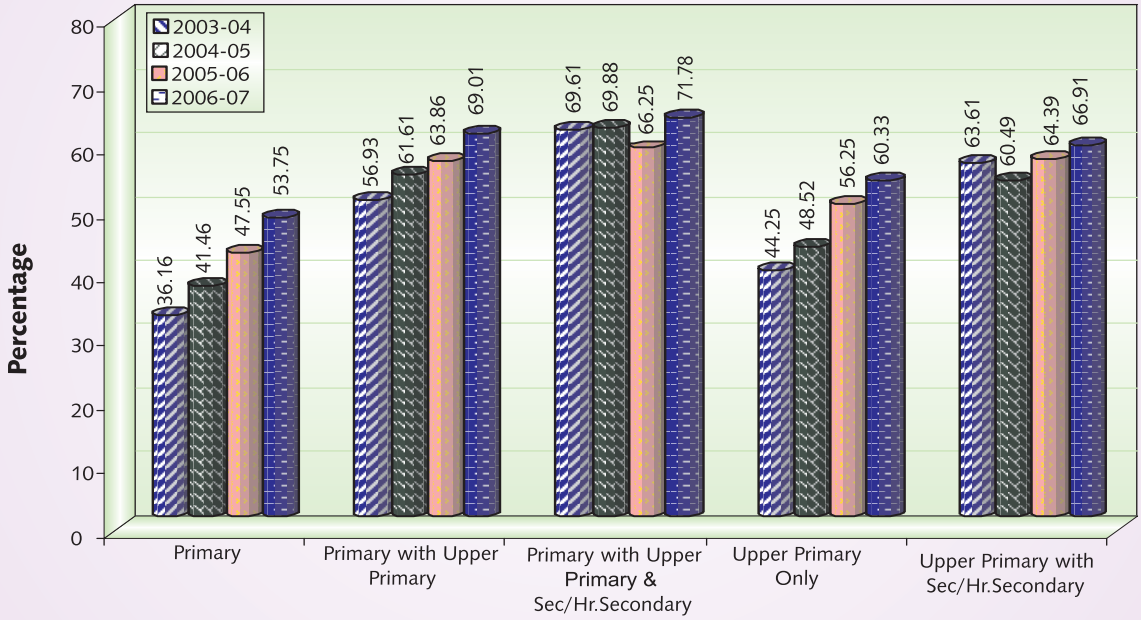


also noticed in schools under government and private managements. As against 68.97 percent private schools with common toilets, the percentage of such schools under government managements is as low as 55.75 percent (48.95 percent in 2005-06). This is also true for schools with girls' toilets. As against 68.58 percent such schools under private managements, the percentage in case of government schools is low at 36.64 percent

Table B20
Percentage of Schools Having Common Toilets in School : 2006-07

School Category	Percentage							
	All Areas				Rural Areas	Urban Areas	All Government Managements	All Private Managements
	2003-04	2004-05	2005-06	2006-07				
Primary Only	36.16	41.43	47.55	53.75	52.82	63.09	52.52	63.97
Primary with Upper Primary	56.93	61.61	63.86	69.01	67.44	75.48	66.51	75.57
Primary with Upper Primary & Secondary/Hr. Secondary	69.61	69.88	66.25	71.78	68.65	76.86	65.93	75.33
Upper Primary Only	44.25	48.52	56.25	60.33	59.61	66.57	59.71	62.33
Upper Primary & Secondary/ Hr. Secondary	63.61	60.49	64.39	66.91	64.73	73.80	60.02	74.78
All Schools	**41.81**	**46.82**	**52.39**	**58.13**	**56.66**	**68.89**	**55.75**	**68.97**

Figure 2.29
Percentage Distribution of Schools Having Common Toilet : All States

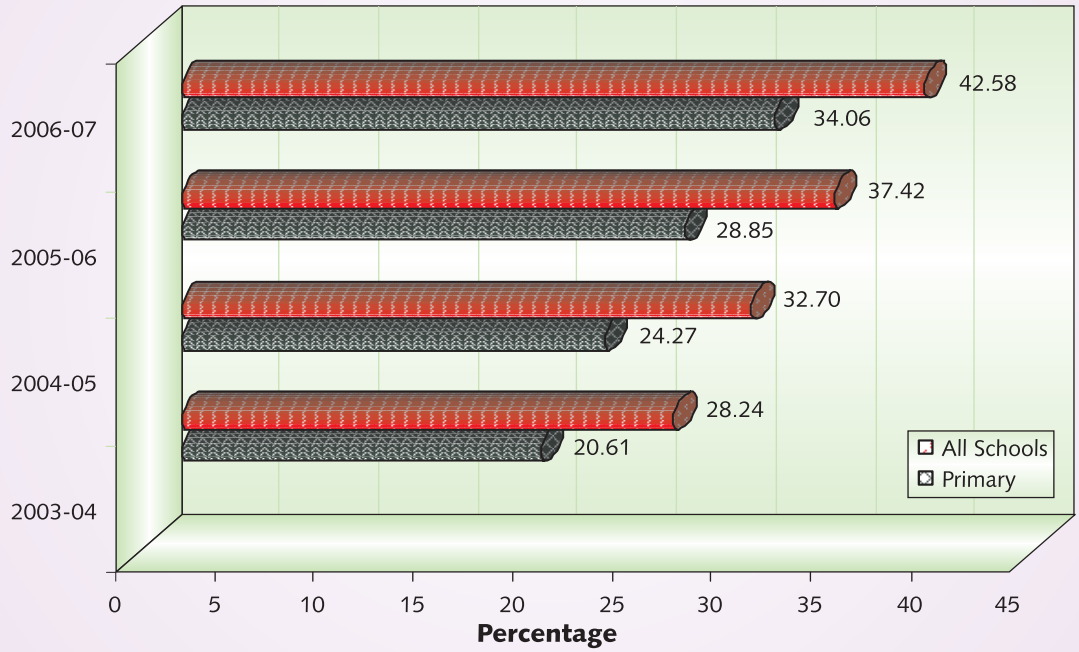


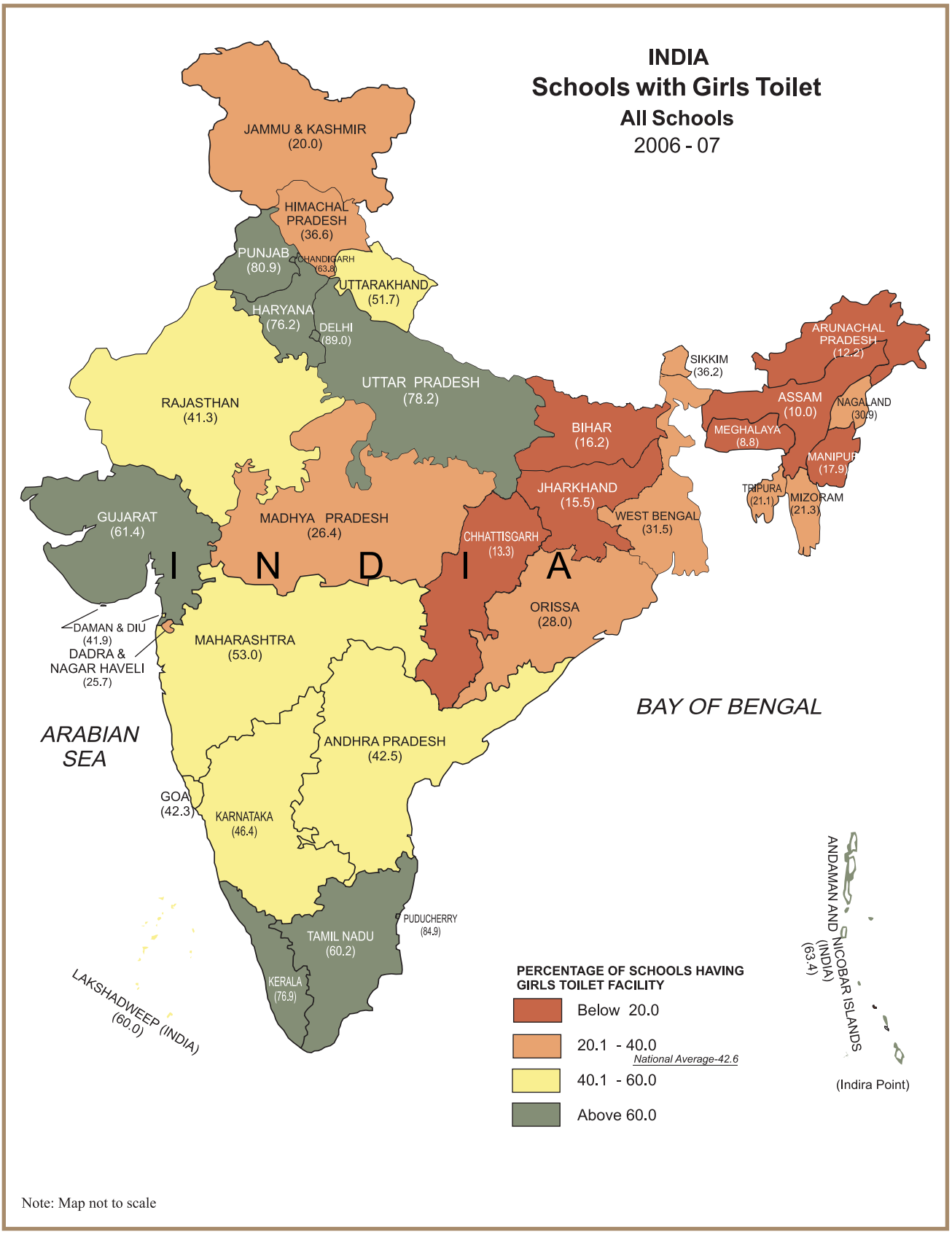
(30.73 per cent in 2005-06). Tables B20 and B21 further reveal that a good percentage of schools are yet to be provided toilets, which is true for all school types. About 69 percent independent Elementary and more than 67 percent Upper Primary attached to Secondary and Higher Secondary schools across 609 districts have provided common toilets. However, about 28 percent integrated Higher Secondary schools are yet to provide common

Table B21
Percentage of Schools Having Girls Toilets in School : 2006-07

School Category	Percentage							
	All Areas				Rural Areas	Urban Areas	All Government Managements	All Private Managements
	2003-04	2004-05	2005-06	2006-07				
Primary Only	20.61	24.27	28.85	34.06	32.44	50.15	31.11	56.98
Primary with Upper Primary	41.86	46.76	49.09	55.37	51.05	73.12	47.87	74.96
Primary with Upper Primary & Secondary/Hr. Secondary	72.48	76.55	76.28	74.49	68.20	84.45	60.24	82.96
Upper Primary Only	32.91	36.91	46.58	52.62	50.62	69.91	48.61	65.60
Upper Primary & Secondary/ Hr. Secondary	69.31	70.47	72.42	72.32	68.67	83.74	60.20	86.12
All Schools	**28.24**	**32.70**	**37.42**	**42.58**	**39.52**	**64.06**	**36.64**	**68.58**

Figure 2.30
Percentage Distribution of Schools Having Girls Toilet : All States




INDIA
Schools with Girls Toilet
All Schools
2006 - 07
JAMMU & KASHMIR (20.0)
HIMACHAL PRADESH (36.6)
PUNJAB (80.9)
CHANDIGARH (63.8)
UTTARAKHAND (51.7)
HARYANA (76.2)
DELHI (89.0)
RAJASTHAN (41.3)
UTTAR PRADESH (78.2)
BIHAR (16.2)
SIKKIM (36.2)
ARUNACHAL PRADESH (12.2)
ASSAM (10.0)
NAGALAND (30.9)
MEGHALAYA (8.8)
MANIPUR (17.9)
TRIPURA (21.1)
MIZORAM (21.3)
JHARKHAND (15.5)
WEST BENGAL (31.5)
GUJARAT (61.4)
MADHYA PRADESH (26.4)
CHHATTISGARH (13.3)
I N D I A
ORISSA (28.0)
DAMAN & DIU (41.9)
DADRA & NAGAR HAVELI (25.7)
MAHARASHTRA (53.0)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (42.5)
GOA (42.3)
KARNATAKA (46.4)
PUDUCHERRY (84.9)
TAMIL NADU (60.2)
KERALA (76.9)
LAKSHADWEEP (INDIA) (60.0)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (63.4)
(Indira Point)
PERCENTAGE OF SCHOOLS HAVING GIRLS TOILET FACILITY
Below 20.0
20.1 - 40.0
National Average-42.6
40.1 - 60.0
Above 60.0
Note: Map not to scale

Map 2.5

toilets. The percentage of such independent Upper Primary schools is 40. Despite significant improvement, the analysis suggests a good scope for further expansion of toilet facilities in schools under the SSA.

The percentage of Primary schools with common toilets in 2006-07 increased from its value in 2005-06; however, still a good number of Primary schools are yet to be provided with the facility. More than 50 percent Primary schools have common toilet facilities (53.75 percent) and 34.06 percent schools having separate toilets for girls. The situation has improved impressively in the previous year, reaching a figure of 47.55 percent in case of common toilets and 28.85 percent in case of girls' toilets (Tables B20 and B21).

The respective percentage of such Primary schools in case of Bihar, Chhattisgarh and Jharkhand is only 38.88, 21.35 and 14.71 (common toilets) and 10.28, 7.88 and 8.68 (separate girls' toilets). In Kerala, as many as 82.98 percent Primary schools have common toilets in school, compared to 67.87 percent schools with separate toilet for girls. More than 85 percent Primary schools in Uttar Pradesh had common toilets compared to 77 percent schools having separate girls' toilets. The national capital of Delhi had provided common toilets to all of its schools and girls' toilets to 84.65 percent of its Primary schools.

Further, it is observed that except in the case of Mizoram (75.37 percent) and Sikkim (91.02 percent), the percentage of schools having common toilets in the other north-eastern states is much lower. Sikkim too has a low percentage of schools with girls' toilets (24.66 percent), and Mizoram has only 15.51 percent such schools. Data reveals that not a single state has provided common toilets (barring Delhi) and toilets for girls to all of its schools. It is hoped that in the remaining period of SSA, while formulating annual plans, all such schools will be identified and provided with a toilet in school. Listing of all such schools can be generated by using the DISE software at any desired level.

Computers in Schools

The percentage distribution of schools having computers reveals that all types of schools have computers in school. During the period 2003-04 to 2006-07, the number of schools with computers increased substantially, both in percentage and absolute terms. Though the percentage of Primary schools having computer facility (6.51 percent) is much lower than percentage of other types of schools, more than 160.7 thousand (13.43 percent) schools imparting elementary education in the country in 2006-07 had computers in place in school. The number of schools having provided computers during the year 2005-06 was 120.6 thousand (10.73 percent), during 2004-05, 93 thousand (8.99 percent) and in 2003-04, 72 thousand (7.68 percent) (Table B22).

"More than 160.7 thousand schools imparting elementary education in the country had computers in place in school. The number of schools having provided computers during the year 2005-06 was 120.6 thousand"

A significant difference is noticed in percentage of schools having computer in rural areas (10.33 percent against 8.05 percent in 2005-06) and urban areas (34.94 percent against 30.07 percent in 2005-06). The data clearly shows that both in the rural and urban areas, the percentage of schools with computers has increased considerably during the period 2003-04 to 2006-07. However, of the total (160.7 thousand) schools that have computers, 67 percent are located in rural areas and only 33 percent in urban areas (Table B22). The percentage of government schools with computers has shown improvement over the previous year (6.57 percent in 2005-06 to 8.57 percent in 2006-07). Compared to 8.57 percent government schools having computers, the percentage in case of schools under private managements is much higher at 34.43 percent. This is also true for all other types of schools. About 62 percent integrated Higher Secondary and 59 percent Upper Primary attached to Secondary and Higher Secondary schools under the private managements have got computers.

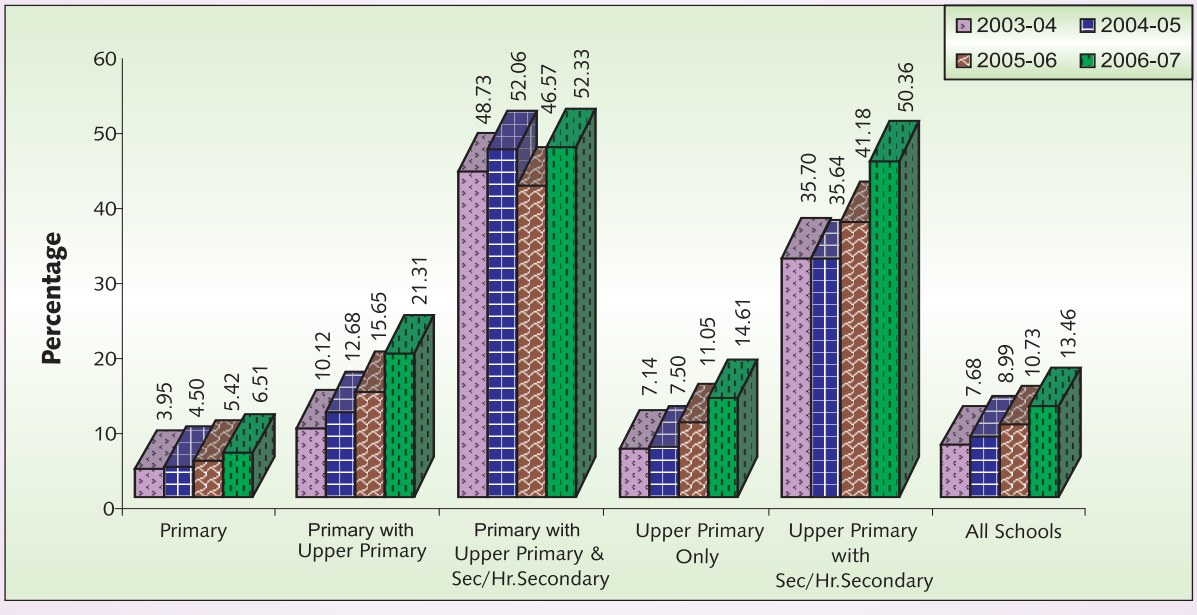
In absolute terms, Maharashtra has the highest number of schools (28,882 all category schools; 33.42 percent) that have computers in schools, followed by

19,154 schools in Andhra Pradesh (18.987 percent), 16,064 schools in Madhya Pradesh (12.76 percent), Gujarat (24.03 percent), 6,070 schools in Orissa (11.86 percent) and 7,429 schools in Kerala (60.90 percent).

Table B22
Percentage of Schools Having Computers in School : 2006-07

School Category	Percentage							
	All Areas				Rural Areas	Urban Areas	All Government Managements	All Private Managements
	2003-04	2004-05	2005-06	2006-07				
Primary Only	3.95	4.50	5.42	6.51	5.34	18.20	4.68	20.33
Primary with Upper Primary	10.12	12.68	15.65	21.31	16.55	40.83	15.04	37.65
Primary with Upper Primary & Secondary/ Hr. Secondary	48.73	52.06	46.57	52.33	42.05	68.38	35.81	62.09
Upper Primary Only	7.14	7.50	11.05	14.61	11.82	38.66	10.60	27.57
Upper Primary & Secondary/ Hr. Secondary	35.70	35.64	41.18	50.36	45.04	66.99	42.43	59.40
All Schools	**7.68**	**8.99**	**10.73**	**13.43**	**10.33**	**34.94**	**8.57**	**34.43**
Number of Schools with Computers	71,501	93,249	1,20,591	1,60,749	1,07,702	53,047	82,859	77,890

Figure 2.31
Percentage Distribution of Schools Having Computer in School



13,336 schools in Rajasthan (13.21 percent), 11,603 schools in Tamil Nadu (22.13 percent), 9,244 schools in

About 68.85 percent schools in Delhi in 2006-07 had computers. The lowest numbers, 12 schools, with

computer facility is in the Dadra & Nagar Haveli, followed by 15 schools in Daman & Diu, 22 schools in Lakshadweep, and 119 schools in Andaman & Nicobar Islands. In Bihar too, the percentage of schools with computers was found to be low at 2.62 (1,436 schools).

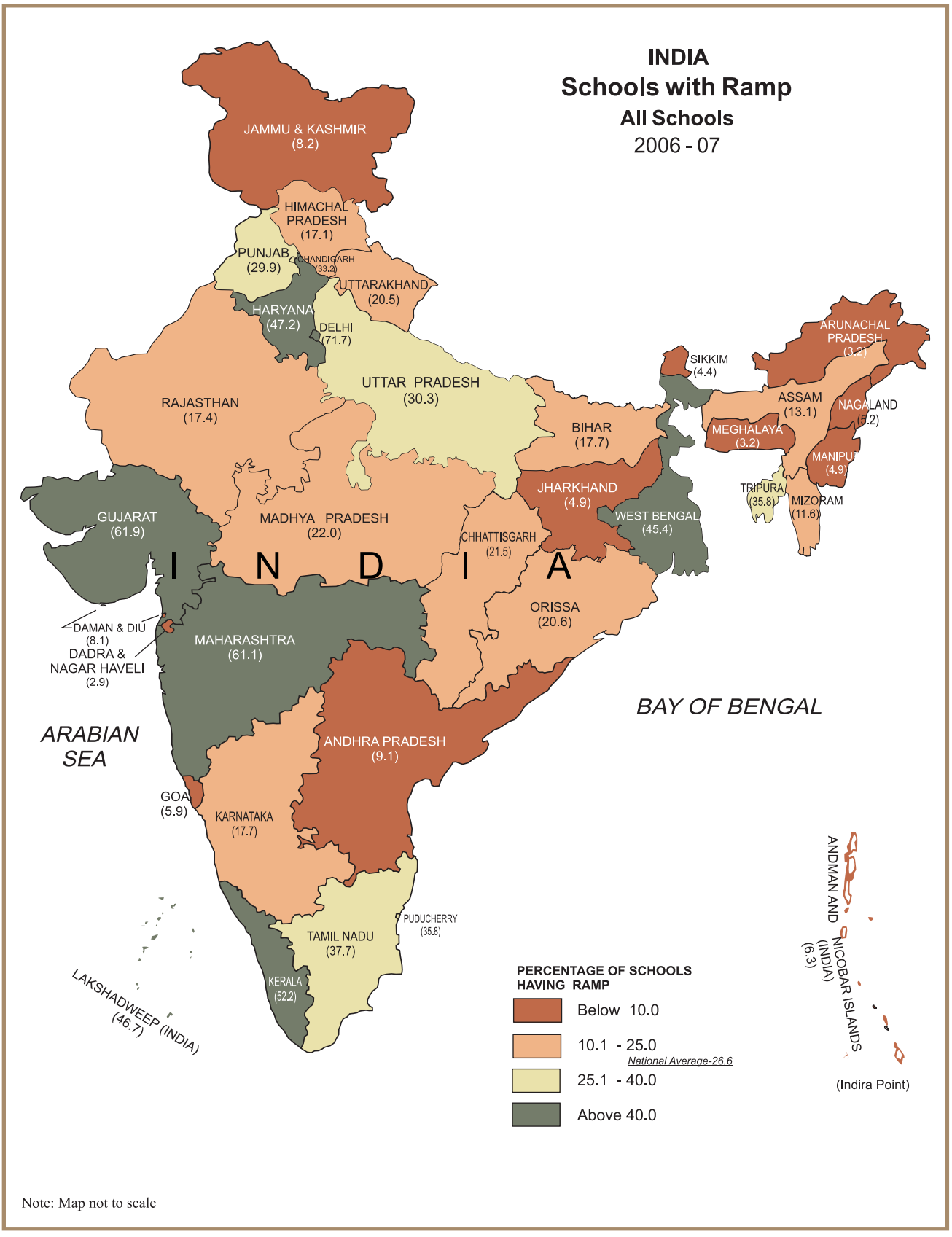
As mentioned above, the percentage of Primary schools having computers is much lower (6.51 percent) than that of the other school types. It is high at 18.20 percent in urban areas and low at 5.34 percent in rural areas. As many as 50,747 Primary schools in 2006-07 are provided computers, of which 75 percent schools are in rural areas and only 25 percent in urban areas. The percentage of Primary schools with computers, except in the states of Chandigarh (23.33 percent), Delhi (58.20 percent), Gujarat (10.80 percent), Kerala (41.35 percent), Lakshadweep (75.00 percent), Maharashtra (11.34 percent), Orissa (10.79 percent), Pudhucherry (20.42 percent), Sikkim (12.50 percent) and Tamil Nadu (11.49 percent), has been lower than two digits in rest of the states. In absolute terms, Madhya Pradesh (7,404 schools; 8.44 percent) had the highest number of Primary schools with computers. The percentage of such schools was as low as 2.16 percent in Bihar (800 schools) and 2.65 percent in West Bengal (1,476 schools).

Ramp in Schools

Every fourth school that imparts elementary education in the country has a ramp. The percentage of such schools, irrespective of school type, has increased significantly in 2006-07 from its previous level. The percentage of such schools is still as low as 25.82 (15.65 percent in 2005-06) in the case of Primary schools, compared to 34.12 (26.19 percent in 2005-06) in case of independent Elementary schools (Table B23). On the other hand, about 22 percent integrated Higher Secondary schools also had ramp in school. The percentage of such schools in urban areas (22.65 percent) is slightly higher than the same in rural areas

Table B23
Percentage of Schools Having Ramp in School : 2006-07

School Category	Percentage							
	All Areas				Rural Areas	Urban Areas	All Government Managements	All Private Managements
	2003-04	2004-05	2005-06	2006-07				
Primary Only	4.98	11.21	15.65	25.82	26.45	19.56	27.67	12.39
Primary with Upper Primary	5.16	14.48	26.19	34.12	36.86	22.91	41.61	14.64
Primary with Upper Primary & Secondary/Hr. Secondary	8.58	12.85	18.05	21.97	21.59	22.65	29.73	17.46
Upper Primary Only	4.69	8.33	12.78	22.74	22.98	20.69	25.64	13.36
Upper Primary & Secondary/ Hr. Secondary	6.64	10.87	13.32	21.44	21.95	19.85	24.48	17.99
All Schools	**5.10**	**11.49**	**17.14**	**26.61**	**27.51**	**20.80**	**29.59**	**14.23**


INDIA
Schools with Ramp
All Schools
2006 - 07
JAMMU & KASHMIR (8.2)
HIMACHAL PRADESH (17.1)
PUNJAB (29.9)
CHANDIGARH (33.2)
UTTARAKHAND (20.5)
HARYANA (47.2)
DELHI (71.7)
RAJASTHAN (17.4)
UTTAR PRADESH (30.3)
BIHAR (17.7)
SIKKIM (4.4)
ARUNACHAL PRADESH (3.2)
ASSAM (13.1)
NAGALAND (5.2)
MEGHALAYA (3.2)
MANIPUR (4.9)
TRIPURA (35.8)
MIZORAM (11.6)
JHARKHAND (4.9)
WEST BENGAL (45.4)
GUJARAT (61.9)
MADHYA PRADESH (22.0)
CHHATTISGARH (21.5)
I N D I A
ORISSA (20.6)
DAMAN & DIU (8.1)
DADRA & NAGAR HAVELI (2.9)
MAHARASHTRA (61.1)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (9.1)
GOA (5.9)
KARNATAKA (17.7)
PUDUCHERRY (35.8)
TAMIL NADU (37.7)
KERALA (52.2)
LAKSHADWEEP (INDIA) (46.7)
ANDMAN AND NICOBAR ISLANDS (INDIA) (6.3)
(Indira Point)
PERCENTAGE OF SCHOOLS HAVING RAMP
Below 10.0
10.1 - 25.0
National Average-26.6
25.1 - 40.0
Above 40.0
Note: Map not to scale

Map 2.6

(21.59 percent). Upper Primary attached to Secondary and Higher Secondary schools had the least percentage of 21.44 (13.32 in 2005-06) with ramp in school. It is interesting to note that the percentage of Primary schools with ramp under government managements is much higher (27.67) than the same in schools under Private managements (12.39). This is also true for all other school types which clearly shows that government managed schools are more concerned about physically challenged children than private managed schools.

Significant difference is noticed in schools located in rural (26.45 percent) and urban (19.56 percent) areas. The analysis also reveals that majority of schools that impart elementary education across all the States and UTs are yet to be provided with ramp in the school; it is also true for all school types both in rural and urban areas.

Kitchen-Sheds in School

Providing nutritious food (cooked) to all children under the noon-meal (mid-day meal scheme) programme is one of the ambitious programmes of the government. The scheme is under implementation in all the States and UTs of the country. Perhaps it is one of the largest programmes of its kind in the world. The scheme has recently been extended to Upper Primary level of education. With this, around 194 million children in Grades I to VIII are supposed to be covered under the scheme. Management of a scheme of this scale in itself is challenging one for which each and every school covered under the scheme is supposed to have necessary infrastructure, such as availability of kitchen-shed in school that is the most

Table B24
Percentage of Schools having Kitchen-Sheds : 2006-07
(Government and Aided Schools)

School Category	All Areas	Rural Areas	Urban Areas
Primary Only	32.62	33.33	23.19
Primary with Upper Primary	21.84	32.81	25.14
Primary with Upper Primary & Secondary/ Hr. Secondary	21.81	21.99	21.40
Upper Primary Only	11.02	10.00	23.30
Upper Primary & Secondary/Hr. Secondary	13.89	13.55	15.32
All Schools	**29.36**	**30.03**	**22.59**

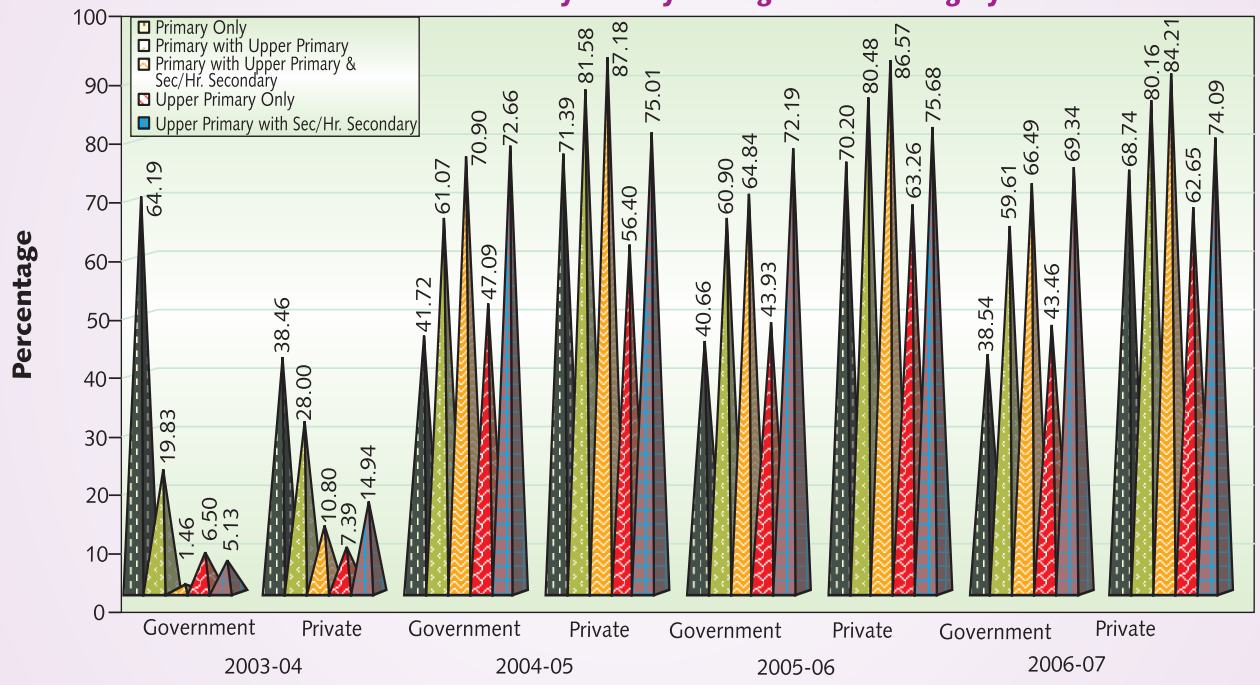
It is further revealed that about 67.33 percent Primary schools in Delhi, 75.67 percent in Maharashtra, 46.11 percent in Haryana, 58.74 percent in Gujarat, 52.45 percent in Kerala, 23.02 percent in Chhattisgarh, and 41.52 percent in Puducherry, had a ramp in school in 2006-07. Among major states, Maharashtra with 75.67 percent schools, has the highest number of such schools in the country; the lowest percentage of such schools is in Dadra & Nagar Havelli (1.96 percent). The percentage of such schools is also low in the states of Jharkhand (3.22 percent), Andhra Pradesh (7.16 percent), Jammu & Kashmir (5.27 percent), Karnataka (9.77 percent) etc.

"Percentage of Primary schools with ramp under government managements is much higher than the same in schools under Private managements which clearly shows that government managed schools are more concerned about physically challenged children than private managed schools"

essential. Different states have evolved different arrangements to ensure daily supply of nutritious food to all of its children in Grades I to VIII. The full monitoring information system is yet to be developed but for the first time, a variable on availability of kitchen-shed in school was added to DISE during 2006-07, details of which are presented in Table B24.

Table B24 reveals that 29.26 percent of schools managed by the Government and Aided schools (all categories) have kitchen-shed in school. The percentage of such schools are 30.03 and 22.59 respectively in the rural and urban areas. The percentage of schools with kitchen-shed varies from 80.11 in Tamil Nadu and 70.79 percent in Maharashtra to only 2.59 percent in Jammu & Kashmir. The percentage of schools with kitchen in Kerala is 43.19, compared to 13.22 percent in the national capital of Delhi. Except Manipur (70.79 percent), around 35 percent schools in other north-eastern states have kitchen-shed in school. A look at percentage of Primary schools with kitchen-shed suggests that majority of our Primary schools are yet to be provided with kitchen-shed (32.62 percent). However, a number of states have much higher percentage than the national average of 32.62 percent. The percentage is as high as 77.56 in Tamil Nadu, 41.25 in Uttar Pradesh, 67.89 in West Bengal, 47.50 percent in Assam etc. On the other hand, only 7.10 percent Primary schools in Bihar, 8.24 percent in Maharashtra and 7.92 percent in Punjab had kitchen-shed in their Primary schools. A few states from the north-eastern region, such as Manipur (75.85 percent), also have kitchen-sheds in good number of its Primary schools.

Figure 2.32
Schools with Boundary Wall by Management & Category



A few schools without kitchen-sheds may have only one teacher and managing cooked meal on daily basis may be difficult. It is hoped that all the single-teacher schools will not only be provided additional teacher but necessary infrastructure also to ensure smooth implementation of mid-day meal scheme.

Miscellaneous Facilities in Schools

Apart from the facility indicators presented above, a number of other provisions such as availability of boundary wall, playground facility, electricity connection,

book-bank, medical check-up have also been briefly analysed in addition to shift and residential schools and pre-primary facility.

Boundary Wall

About half of total 1.20 million schools (49.26 percent) in the country had boundary walls in 2006-07. There is a significant difference in the number of schools with boundary walls located in rural areas (45.35 percent) and in urban areas (75.47 percent). It means that 8 out of 10 schools located in urban areas and 5 out of 10 schools in rural areas have boundary walls. A significant percentage difference in schools with boundary walls is also observed in schools under government managements and under private managements. The percentage in case of private managed schools is much higher at 72.85 than of government managed schools at 43.73.

"Almost all the schools that impart Elementary education in Delhi and about 85 percent in Kerala had the electricity connection. The percentage of such schools was low at 3.60 percent in Bihar"

On the other hand, it is observed that a good number of Primary schools are yet to provide boundary walls as their percentages are low (42.05 percent). Quite a good number of the integrated Higher Secondary schools (77.65 percent) and Upper Primary integrated with Secondary & Higher Secondary schools (70.63 percent) have boundary walls. The percentage of schools with boundary walls in urban areas is much higher than the same in the rural areas; it is true for all schools types. More than 89 percent integrated Higher Secondary schools located in urban areas have boundary walls against 70 percent schools in rural areas. On the other hand, 84.21 percent private managed Higher Secondary schools in urban areas have boundary walls compared to 66.49 percent in case of government managed schools.

So far as Primary schools are concerned, the highest percentage of schools having boundary walls is noticed in the state of Delhi (98.96 percent) and the lowest in Tripura (12.91 percent). Majority of Primary schools in Chandigarh, Daman & Diu, Haryana and Punjab also had boundary walls in 2006-07. However, the situation is not as good in a number of other states. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir and Jharkhand, are a few states which are yet to provide boundary walls to majority of Primary schools. The percentage of Primary schools without boundary walls is also high in all the states in the north-eastern region.

Playground in Schools

More than 52 percent schools (all categories) had playgrounds in school. The percentage of such schools in rural areas was 51 compared to 63 in urban areas. Distribution of schools having playground in 2006-07 further reveals that 45.89 percent Primary schools had playground in the school. The corresponding figures for Upper Primary schools and Elementary schools were 89.85 percent and 61.29 percent respectively. Almost an equal percentage of integrated Higher Secondary schools (78.44 percent) and Upper Primary attached to Secondary & Higher Secondary schools (79.51 percent) had playground in the school. While 84 percent schools (all categories) in Delhi and 90 percent schools in Chandigarh had playground in school, only 20 percent schools in Orissa, 37 percent schools in Bihar, and 24 percent schools in Jharkhand had this facility. Tamil Nadu has a high percentage (77 percent) of such schools among the rest of the states. It is further observed that about 77 percent Primary schools in Haryana and 74 percent in Tamil Nadu had playgrounds as compared to only 15 percent in Orissa. About 64 percent schools in Uttar Pradesh and 77 percent schools in Delhi also had playground in 2006-07. In north-eastern states, the percentage of such Primary schools varies from 9.44 percent in Mizoram to 52.70 percent in Tripura.

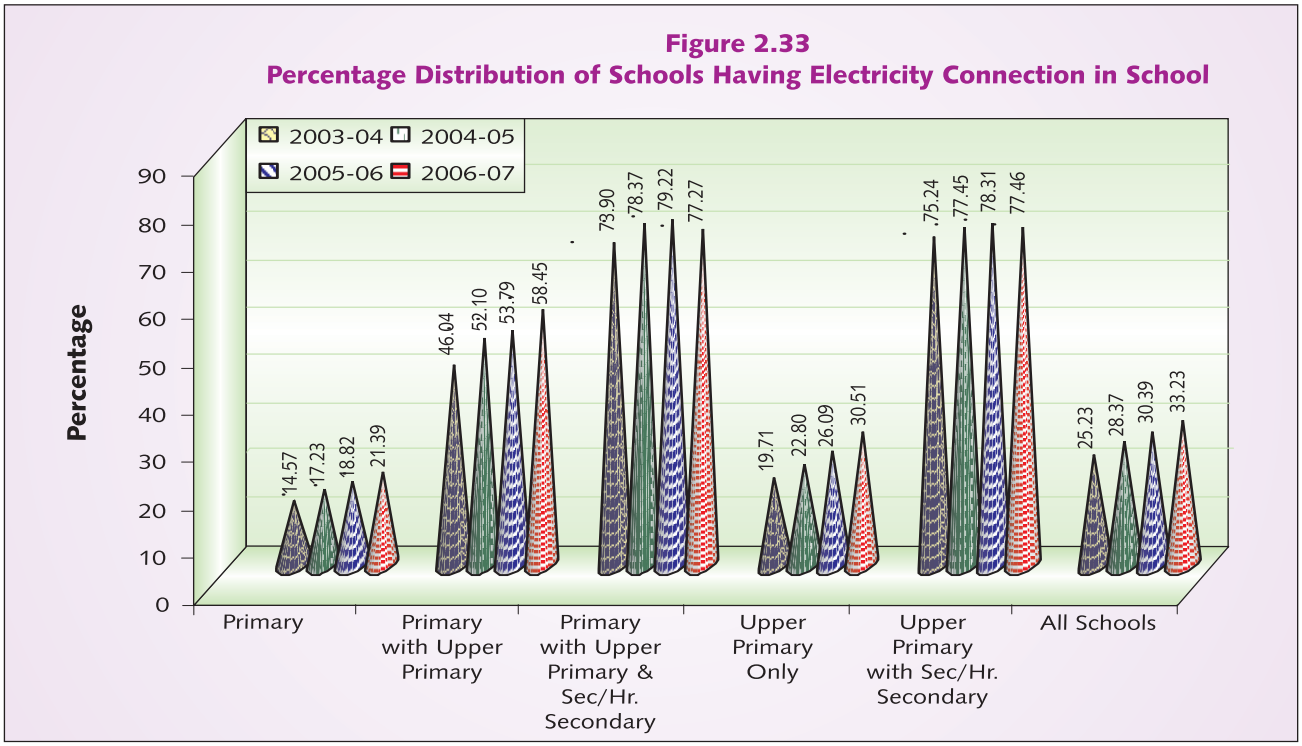
Electricity Connection

The percentage of schools with electricity connection has shown an increasing trend over a period of time. Even then, only 33.23 percent schools (all types) had electricity connection in 2006-07. Majority of such schools, 71 percent, in urban areas had electricity

connection compared to only 28 percent schools located in rural areas. Chandigarh could provide electricity connection to all of its schools. Almost all the schools (99.60 percent) that impart Elementary education in Delhi and about 85 percent in Kerala had the electricity connection. Majority of this type of schools in Daman & Diu, Goa, and Lakshadweep also had electricity connection in school. The percentage of such schools was low at 3.60 percent in Bihar, 5.44 percent in Jharkhand and 6.53 percent in Assam. Only 15 states had electricity connection in more than 50 percent of their total number of schools.

Further, about 77 percent Primary schools in Kerala had electricity connection in 2006-07. Chandigarh has electricity connection in all of its Primary schools, while 89 percent such schools in Goa have electricity connection. The percentage of such schools was also high in Delhi (99.54 percent) and Puducherry (97.23 percent). The percentage of schools with electricity connection in other types of schools in these states was also comparatively higher. In Tamil Nadu, more than 59 percent Primary schools had electricity connection in 2006-07. The percentage of Primary schools having electricity connection remained as low as 1.60 percent

Figure 2.33
Percentage Distribution of Schools Having Electricity Connection in School



The lowest percentage of schools having electricity connection across school categories in 2006-07 was in Primary schools (21.39 percent). On the other hand, 31 percent Upper Primary schools had electricity connection. Among other types of schools, Upper Primary attached to Higher Secondary schools (77 percent) and integrated Higher Secondary schools (77 percent) have electricity connection in much higher numbers than that in Primary and Upper Primary schools. More than 86 percent private integrated Higher Secondary schools had electricity connection while only 62 percent such schools under government managements had this facility. The percentage of such schools in urban areas is about 93 compared to 67 in rural areas.

in Bihar, 10.22 percent in Jammu & Kashmir and 2.17 percent in Jharkhand. Maharashtra too has a high percentage (55.86 percent) of such Primary schools. States from the north-eastern region too had a low percentage of such schools.

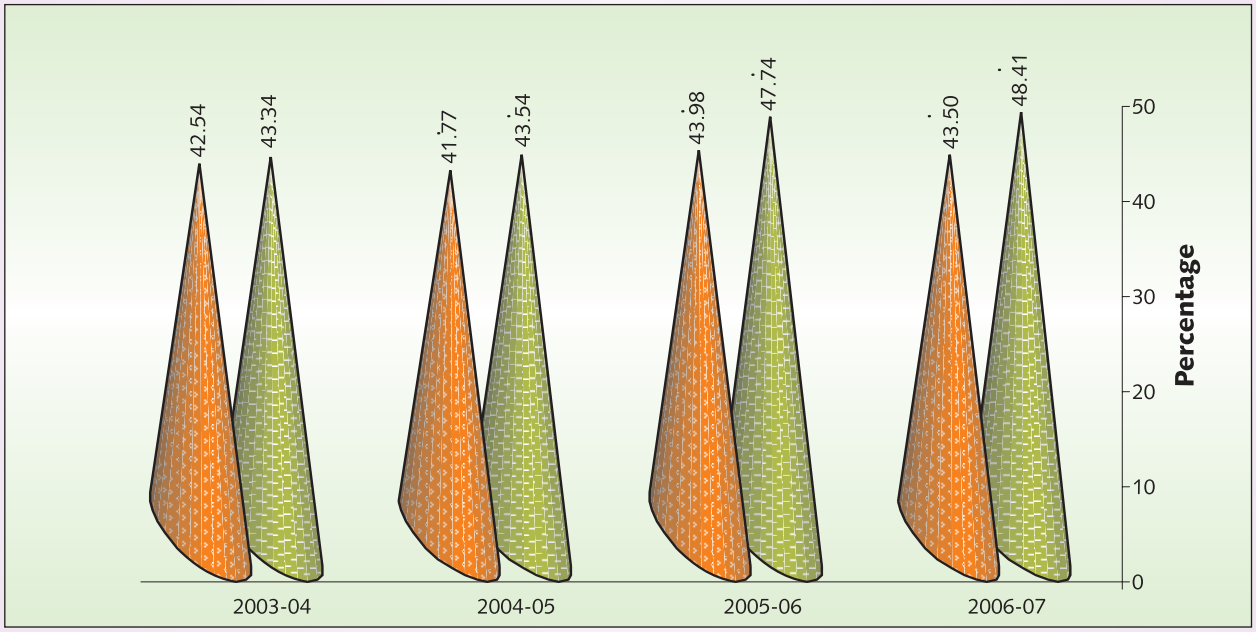
Book-Bank in Schools

Much difference is noticed in the availability of Book-Bank in schools located in rural (47 percent) and urban areas (57 percent); it is true for all school types. About 75 percent Upper Primary schools attached to Secondary and Higher Secondary schools in urban areas have Book-Banks against 71 percent in rural areas. About 87 percent schools (all categories) in Haryana and 86

percent in Maharashtra have Book-Banks in their premises. In Delhi, the percentage of schools with Book-Bank is higher at 96. Further, about 59 percent Elementary schools had the provision of Book-Bank in school in 2006-07. About 96 percent this category of schools in Delhi, 88 percent in Maharashtra, 84 percent in Haryana and 68 percent in Uttar Pradesh had such facility. The percentage in all the north-eastern states is much lower than in other states.

The lowest percentage of schools with Book-Banks is observed in case of Primary schools. About 93 percent Primary schools in Delhi and 89 percent in Haryana had a Book-Bank in school in 2006-07. The percentage of such schools is also high in the state of Maharashtra (84.45 percent). Comparatively, the percentage of Primary schools with Book-Bank in the states of Arunachal Pradesh (9.87 percent), Assam (17.04 percent), Bihar (28.11 percent) and Jammu & Kashmir (29.45 percent), was found to be much lower than in other states. It is also low at 5.17 percent in Mizoram, 14.35 percent in Meghalaya, 7.06 percent in Tripura, and 14.09 percent in Sikkim. Incidentally, all these states are from the north-eastern region of the country.

Figure 2.34
Percentage Distribution of Schools Having Book Bank in School



Medical Check-up in Schools

Altogether, about 52 percent (all categories) schools arranged medical check-up in 2005-06. More schools in urban areas (57 percent) arranged medical check-up than schools in rural areas (51 percent). The percentage in case of private managed schools that arranged medical check-up was found slightly higher (53) than the same in case of government managed schools (52 percent). About 49 percent Primary schools arranged medical check-up in 2005-06. The percentage of such schools was higher in case of Elementary schools (64 percent), integrated Higher Secondary schools (62 percent), and Upper Primary with Secondary & Higher Secondary schools (56 percent). Only 44 percent Upper Primary schools arranged medical check-up. States, such as Delhi

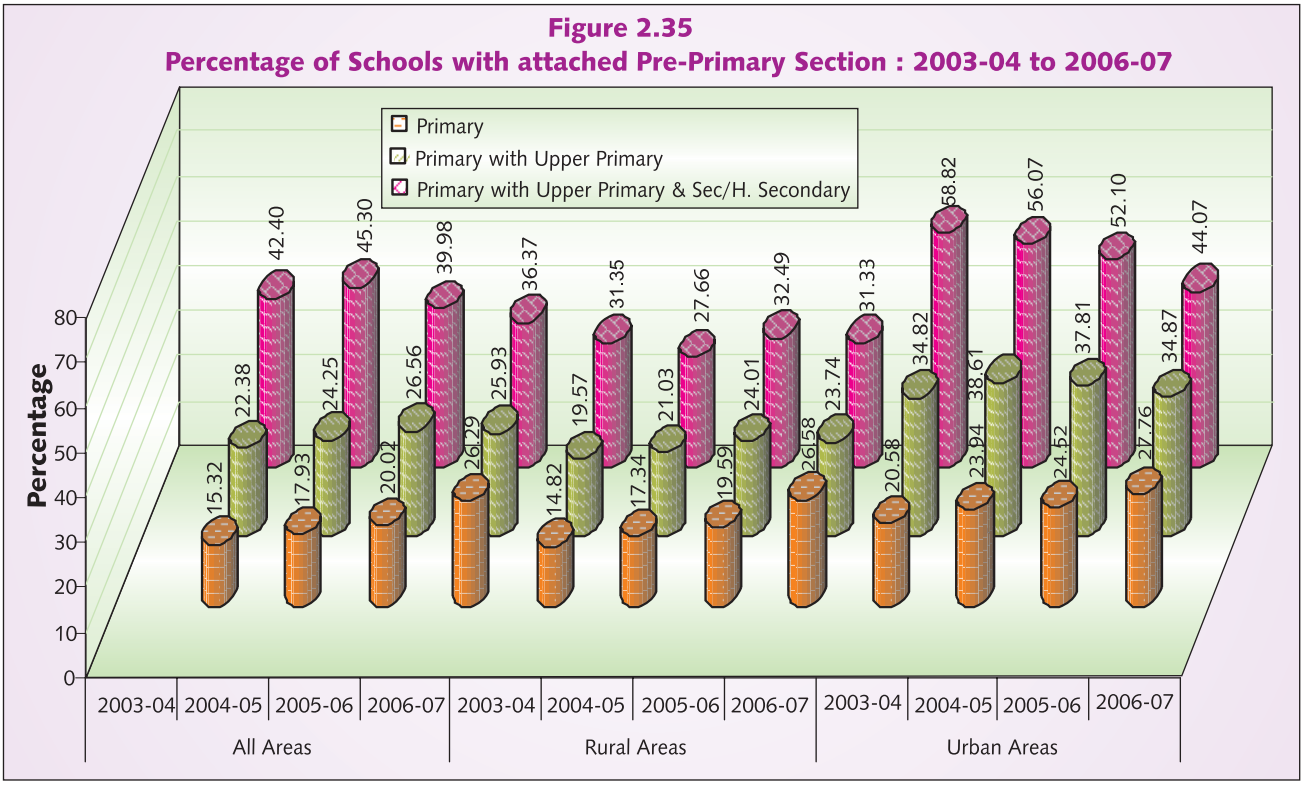
"Altogether, about 52 percent schools arranged medical check-up in 2005-06. More schools in urban areas arranged medical check-up than schools in rural areas"

(89 percent), Gujarat (92 percent), Maharashtra (88 percent), Rajasthan (76 percent) and Tamil Nadu (90 percent) arranged medical check-up in majority of their schools (all categories). About 55 percent schools in Uttarakhand and about 58 percent schools in Andhra Pradesh also arranged medical check-up.

On the other hand, majority of schools in Arunachal Pradesh, Assam, Bihar, Jammu & Kashmir, Jharkhand, Manipur, Meghalaya, Nagaland, and West Bengal did not arrange medical check-up for their children. About 90 percent Primary schools in Chandigarh, Delhi, Maharashtra and Tamil Nadu carried out medical check-up in schools as compared to 5.97 percent schools in Assam and 6.29 percent in Manipur. In Kerala also, more than 72 percent Primary schools provided for medical check-up arrangement in school.

located in urban areas have more such sections (28 percent) than those located in rural areas (27 percent). It is also observed that a pre-primary section is also attached to a large number of Elementary schools (26 percent) and integrated Higher Secondary schools (36 percent). A wide deviation is noticed in the percentages of these types of schools located in rural and urban areas. As compared to 44 percent integrated Higher Secondary schools with attached pre-primary sections in urban areas, the percentage of such schools in rural areas in 2006-07 is only 31. This is also true in case of independent Elementary schools (rural areas, 24 percent; and urban areas, 35 percent). The percentage of Primary schools with attached pre-primary sections is much higher in schools under private managements (36) than in schools under government managements (25).

Figure 2.35
Percentage of Schools with attached Pre-Primary Section : 2003-04 to 2006-07



More than 87 percent Primary schools in Chhattisgarh and 76 percent schools in Rajasthan also arranged medical check-up during the year.

Pre-Primary Sections

The percentage of Primary schools having attached pre-primary sections increased from 20.02 in 2005-06 to 26.69 percent in 2006-07. It is observed that schools

The states of Arunachal Pradesh (60.92 percent), Assam (54.53 percent), Haryana (62.38 percent), Jammu & Kashmir (81.20 percent), Karnataka (34.51 percent), Madhya Pradesh (46.92 percent), Maharashtra (41.74 percent) and Uttar Pradesh (32.12 percent), have a large number of pre-primary sections attached to Primary schools. Incidentally, all these states, except Arunachal Pradesh and Jammu & Kashmir, are DPEP states. In

Chandigarh too, majority of Primary schools have attached pre-primary sections (86.67 percent). The capital city of Delhi has 36.84 percent such Primary schools. Majority of Primary schools in the north-eastern region also have attached pre-primary sections. The percentage of such schools is as high as 85.39 in Meghalaya, 95.34 in Nagaland and 96.48 in Sikkim.

Not only Primary schools have attached pre-primary sections but a good number of independent Elementary schools in a number of states also have attached pre-primary sections. The percentage of such schools, as in 2006-07, has been as high as 25.93. More than 35 percent of the Elementary schools located in the urban areas have attached pre-primary sections compared to 24 percent such schools in rural areas. The percentage of such schools is as high as 89 in Chandigarh compared to 60.99 and 75 percent respectively in the states of Himachal Pradesh, and 82 percent in Jammu & Kashmir. States from the north-eastern states, namely Meghalaya (79 percent), Mizoram (77 percent), Nagaland (91 percent) and Sikkim (99 percent) too have a good number of such schools.

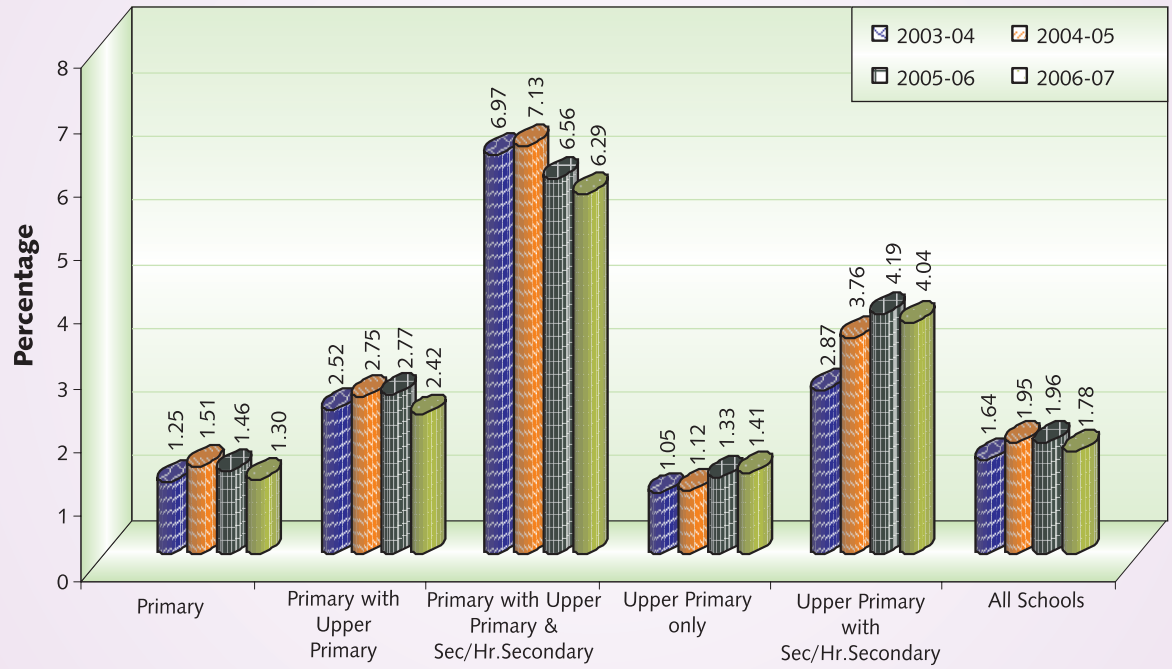
> "More than 35 percent of the Elementary schools located in the urban areas have attached pre-primary sections compared to 24 percent such schools in rural areas"

Residential Schools

The percentage distribution of schools which are residential in nature has been low across the school categories. There were only 1.78 percent schools in 2006-07 that were residential in nature. Not much difference is noticed between rural (1.70 percent) and urban areas (2.37 percent). The highest number of such schools was in Madhya Pradesh (3,812 schools) and the lowest (2) in the Andaman & Nicobar Islands. Andhra Pradesh (3,096 schools) and Maharashtra (3,128 schools) also had a good number of residential schools. The national capital of Delhi has 57 such schools compared to only 7 in the Union Territory of Chandigarh.

Further, all types of schools imparting Elementary education have a few residential schools though their percentage varies from type to type. The percentage of

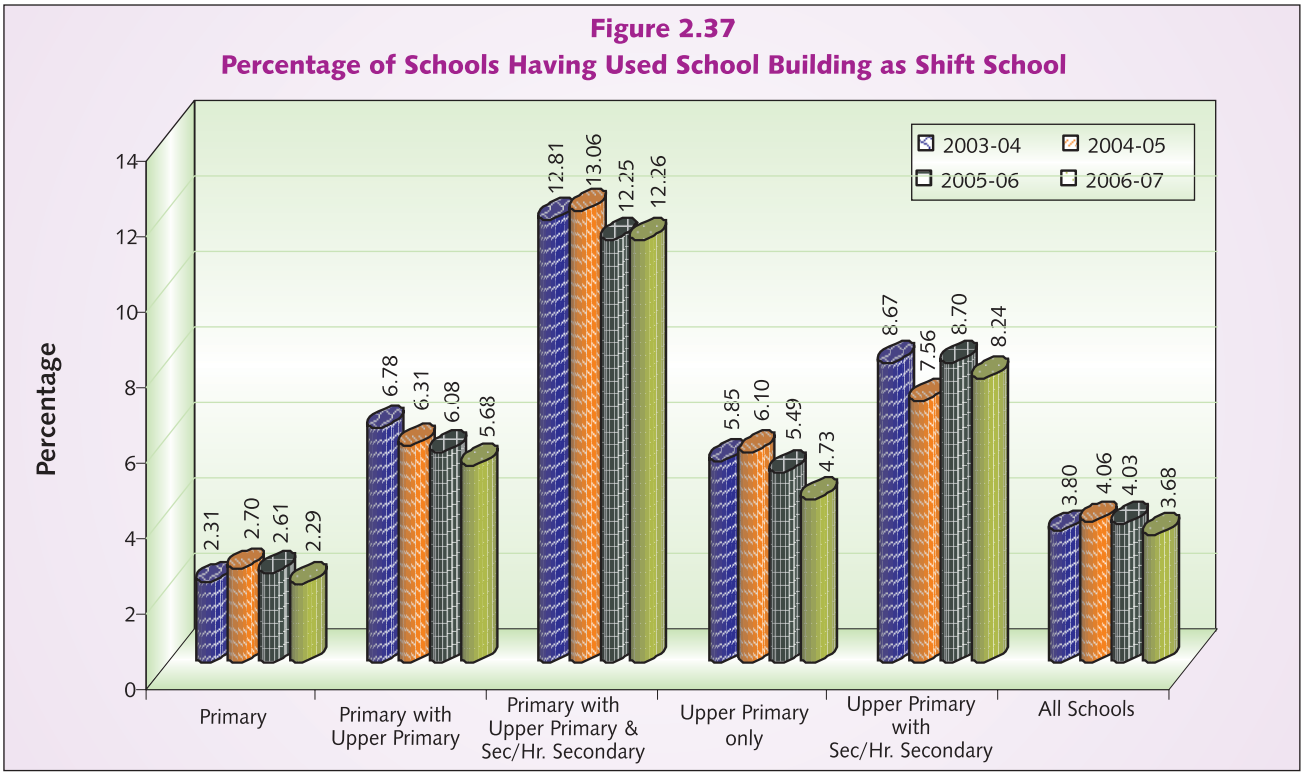
Figure 2.36
Percentage of Residential Schools : All States



Primary schools, which are residential in nature, is only 1.30, as compared to 1.41 of Upper Primary, 2.42 of Elementary schools, 4.04 of Upper Primary attached to Secondary & Higher Secondary schools, and 6.29 integrated Higher Secondary schools. As already indicated, the percentage of residential schools in urban areas is a bit higher than the same in rural areas (except in case of integrated Higher Secondary schools and Upper Primary attached to Secondary and Higher Secondary schools). As against 1.75 percent Primary residential schools in urban areas, the percentage of such schools in rural areas is only 1.25. The highest percentage of residential schools is observed in case of integrated Higher Secondary schools in rural areas (7.70), compared to only 4.13 in the urban areas.

The highest percentage of Primary schools which are residential in nature, is noticed to be in Sikkim (5.45), followed by Arunachal Pradesh (5.18), Meghalaya (3.77), Tripura (3.55 percent), Madhya Pradesh (3.13) and Chhattisgarh (2.58). Only 0.31 percent Primary schools in Uttar Pradesh and 0.63 percent in Kerala are residential in nature. Tamil Nadu has 1.35 percent residential schools.

Figure 2.37
Percentage of Schools Having Used School Building as Shift School



Part-Time Shift Schools

"About 2.89 percent Government Schools used school buildings as shift schools compared to 7.14 percent private managed schools"

The percentage distribution of schools operating as shift schools has shown an increasing trend. The analysis reveals that 3.68 percent of the total schools (all categories) use a school building as a shift school. In urban areas, the percentage of such schools is much higher (12.74 percent) than the same in the rural areas (2.37). About 2.89 percent government schools used school buildings as shift schools compared to 7.14 percent private managed schools. The percentage in case of Primary schools in 2006-07 is as low as 2.29 (rural 1.66 and urban 8.56). In absolute terms, the number of such

Primary schools in 2006-07 was 17,845. Chandigarh (10.00 percent), Daman & Diu (60.00 percent), Delhi (43.05 percent), Goa (6.17 percent), Madhya Pradesh (8.86 percent) and Maharashtra (7.66 percent) had a good number of Primary schools in 2006-07 that used as shift schools. Compared to the Primary schools (2.29 percent), the percentage of other types of schools using school building as a shift school is comparatively high. About 5.68 percent Elementary schools used school building as a shift school, and 12.26 percent integrated

Table B25
Schools that Received and Utilized School Development Grant : 2006-07*

School Category	Grant Received			Grant Utilized		
	All Areas	Rural Areas	Urban Areas	All Areas	Rural Areas	Urban Areas
Primary Only	76.63	78.94	53.68	87.63	87.77	85.80
Primary with Upper Primary	68.82	76.03	39.29	84.05	83.88	85.18
Primary with Upper Primary & Secondary/ Hr. Secondary	26.72	34.74	14.40	91.75	90.36	94.68
Upper Primary Only	62.79	64.87	44.91	89.65	89.84	88.30
Upper Primary & Secondary/ Hr. Secondary	52.26	56.22	40.01	90.45	91.29	86.89
All Schools (2005-06)	**71.27**	**75.28**	**44.60**	**87.83**	**87.96**	**86.73**
All Schools (2004-05)	66.19	69.69	43.69	88.73	88.78	88.32
All Schools (2003-04)	69.83	73.84	46.00	88.77	88.73	89.13
All Schools (2002-03)	59.82	63.26	39.22	88.41	88.51	87.06
All Schools (2001-02)	42.28	45.62	21.20	90.21	90.17	90.48
Number of Schools Covered in 2005-06	**8,52,920**	**7,85,160**	**67,672**	**–**	**–**	**–**
Number of Schools Covered in 2004-05	6,88,634	6,31,914	56,399	–	–	–
Number of Schools Covered in 2003-04	7,24,682	6,65,872	57,287	–	–	–
Number of Schools Covered in 2002-03	5,57,217	5,13,390	42,398	–	–	–
Number of Schools Covered in 2001-02	3,60,892	3,38,787	19,079	–	–	–

* In the previous academic year.

school building as a shift school. In rest of the states, the percentage of such Primary schools is very low.

It is further revealed that there are a number of other types of schools that are also using school buildings Higher Secondary schools, 4.73 percent Upper Primary schools, and 8.24 percent Upper Primary attached to Secondary & Higher Secondary schools used school building as shift school. In Delhi, Chandigarh, Maharashtra, Madhya Pradesh, and Gujarat, in most of

the school types the percentage of schools using building as a shift school is comparatively high. This is also true for Tripura, a state in the north-eastern region.

School Development Grant

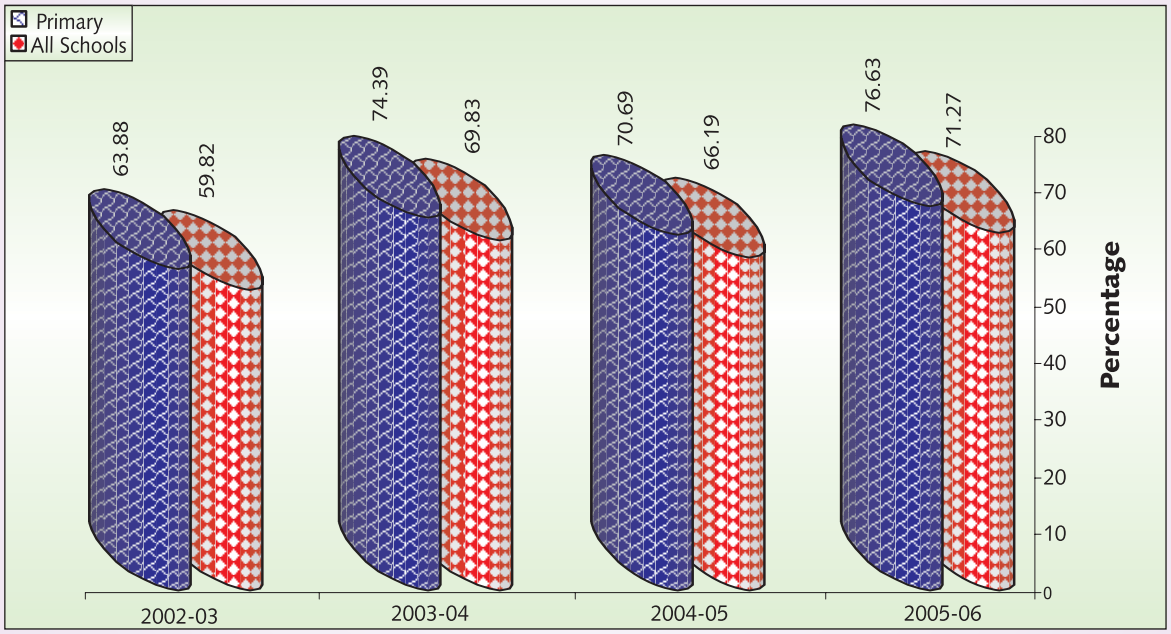
One of the important components of SSA is to provide school development and TLM grants to all government and aided schools. To examine the extent of schools that have received and utilized these grants, number of schools covered as well as percentage to total schools is presented at the all-India level.

Provisions have been made, under the SSA, to provide a lumpsum grant of Rs 2000/- per annum (now increased to Rs 5000/-) for school development to all schools that impart elementary education. Similarly, a provision of Rs 500/- per teacher per annum has also been made as TLM grant. A large number of schools received both of these grants during 2005-06. The utilization pattern suggests that the states have utilized around 90 percent of the funds allotted, both under the school development and TLM grants.

A marked increase in the number of schools that received school development grant may be noticed during the period from 2001-02 to 2005-06. Compared to 3,60,892 schools that received development grant in 2001-02, the corresponding figure in 2005-06 was as high as 8,52,920 schools (Table B24). Of the total schools that received school development grant, more than 92 percent are located in rural areas. Indeed the percentage of such schools has been much higher in rural areas (75.28 percent) than that in urban areas (44.60 percent). The state-specific percentage of schools (all categories) that received school development grant reveals that barring a few states, such as Kerala, Orissa and Tripura, more than 90 percent schools received development grant. About 83 percent schools in Bihar also received school development grant in 2005-06.

"Compared to 3,60,892 schools that received development grant in 2001-02, the corresponding figure in 2005-06 was as high as 8,52,920 schools"

Figure 2.38
Percentage Distribution of Schools Received School Development Grant



Besides Primary schools, all other school types have also received development grant during the previous year but percentage of such schools varied from one type of school to another. About 68.82 percent of the total independent Elementary schools received development grant compared to 26.72 percent integrated Higher Secondary, 62.79 percent independent Upper Primary and 52.26 percent Upper Primary attached to Secondary and Higher Secondary schools. Further, it is observed that about 77 percent of the total Primary schools received development grant in 2005-06, and that the percentage of Primary schools that received school development grant has been much higher in rural areas (78.94 percent) than in urban areas (53.68 percent). In a number of states, the percentage of such schools was found to be well above the all-India average (76.63 percent). In Bihar, Goa, Himachal Pradesh, Kerala, Maharashtra, Orissa, Rajasthan and Tripura, the percentage of Primary schools that received development grant was above 85 percent.

Table B26
Schools that Received and Utilized TLM Grant : 2006-07*

School Category	Grant Received			Grant Utilized		
	All Areas	Rural Areas	Urban Areas	All Areas	Rural Areas	Urban Areas
Primary Only	73.00	75.06	52.60	87.91	87.79	88.86
Primary with Upper Primary	66.48	73.58	37.40	87.81	86.98	91.86
Primary with Upper Primary & Secondary/ Hr. Secondary	25.37	33.20	13.35	90.03	93.12	83.76
Upper Primary Only	58.05	59.74	43.49	90.66	90.46	92.14
Upper Primary & Secondary/ Hr. Secondary	49.51	53.34	37.66	91.80	92.27	91.08
All Schools (2005-06)	**67.88**	**71.61**	**43.14**	**88.63**	**88.36**	**90.15**
All Schools (2004-05)	61.26	64.45	40.89	87.30	87.18	87.95
All Schools (2003-04)	61.81	65.11	42.50	93.00	92.94	93.39
All Schools (2002-03)	48.79	51.33	33.97	91.10	90.99	91.63
All Schools (2001-02)	33.70	36.50	16.44	92.56	92.34	94.55
Number of Schools Covered in 2005-06	**8,12,349**	**7,46,805**	**65,459**	**–**	**–**	**–**
Number of Schools Covered in 2004-05	6,88,634	6,31,914	56,399	–	–	–
Number of Schools Covered in 2003-04	6,41,519	5,87,184	52,927	–	–	–
Number of Schools Covered in 2002-03	5,54,511	4,16,562	36,720	–	–	
Number of Schools Covered in 2001-02	2,87,683	2,71,074	14,797	–	–	–

* In the previous academic year.

Teaching-Learning Material (TLM) Grant

Like school development grant, the number of schools that received TLM grant over a period of time from 2002-03 to 2005-06 also increased significantly. However, the number of schools that received TLM grant has been a bit lower than the number of schools that received development grant (Table B25). The number of schools that received TLM grant was 8,12,349, that

is, 67.88 percent of all types of schools that impart Elementary education in the country. Further, the percentage of schools that received TLM grant in 2005-06 has been much lower in urban areas (43.14 percent) than in rural areas (71.61 percent). About 95 percent schools in Orissa received TLM grant which is also the highest amongst all the states, the lowest being 21.89 percent in Arunachal Pradesh. The percentage of such schools is also high at 86 percent in Kerala and Tripura and 84.49 percent in Himachal Pradesh.

Figure 2.39
Percentage Distribution of Schools Received School Development Grant : All States

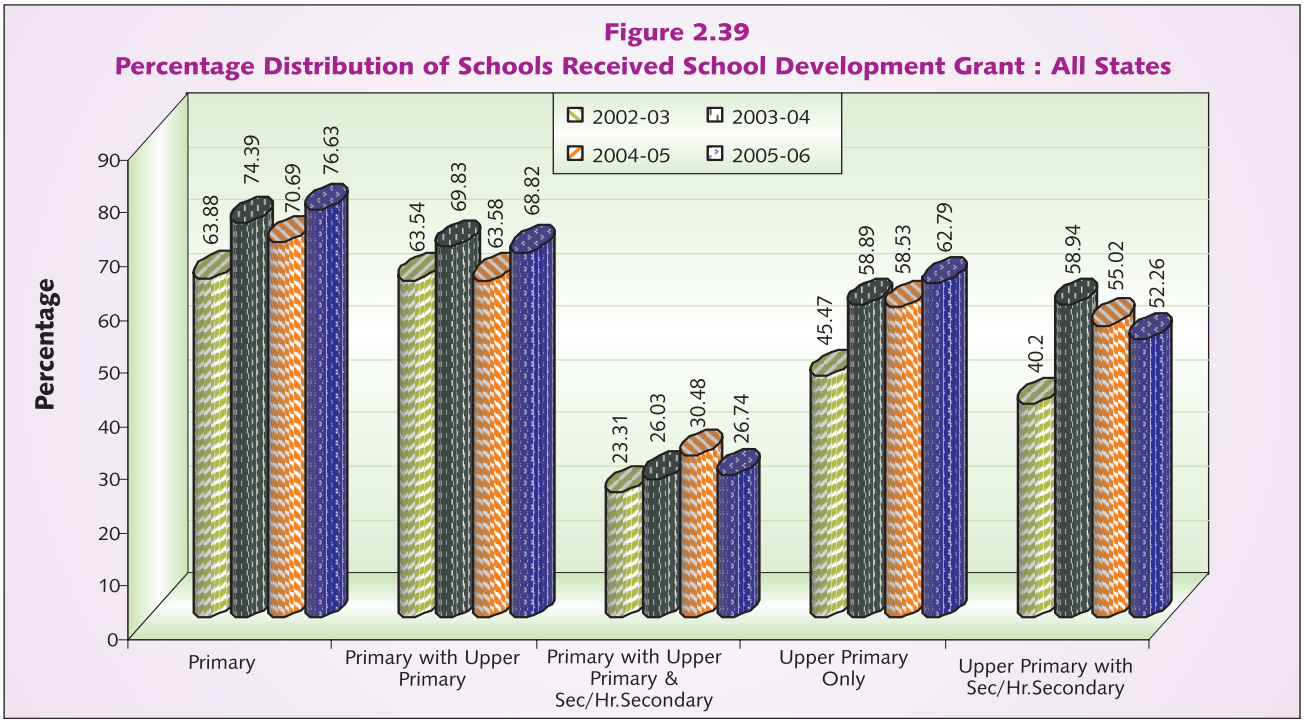
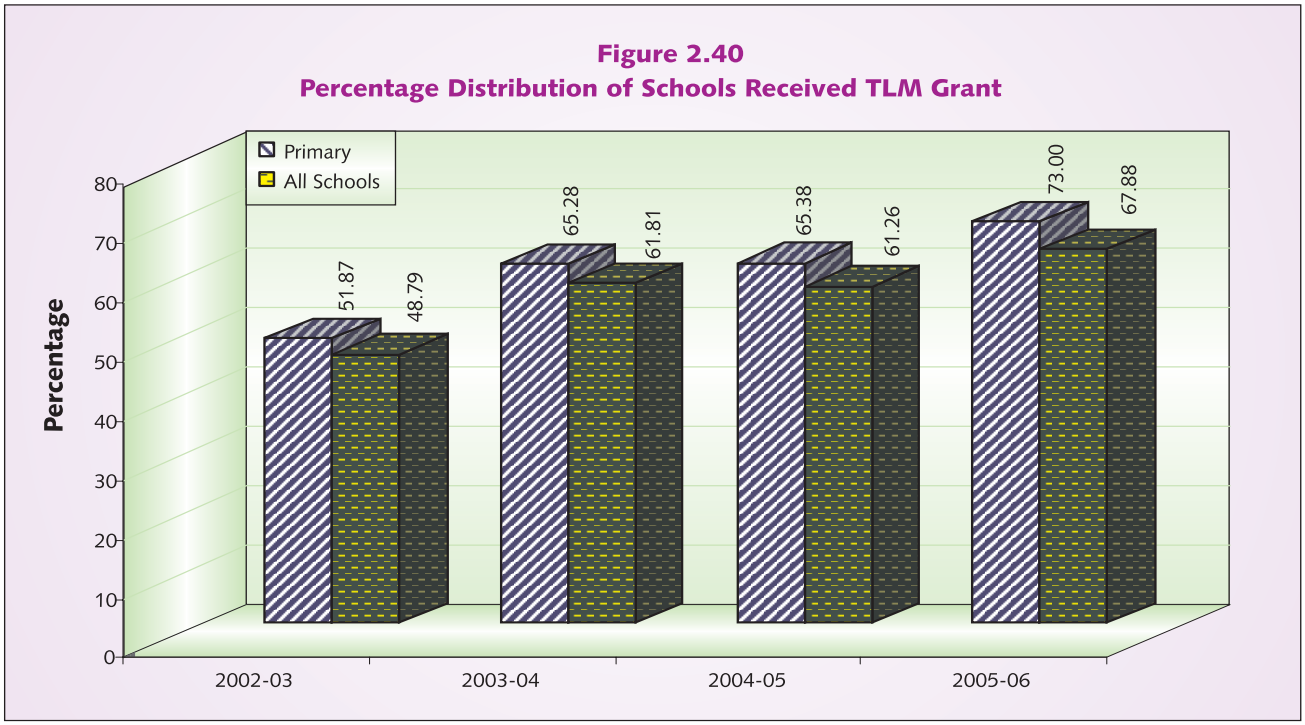
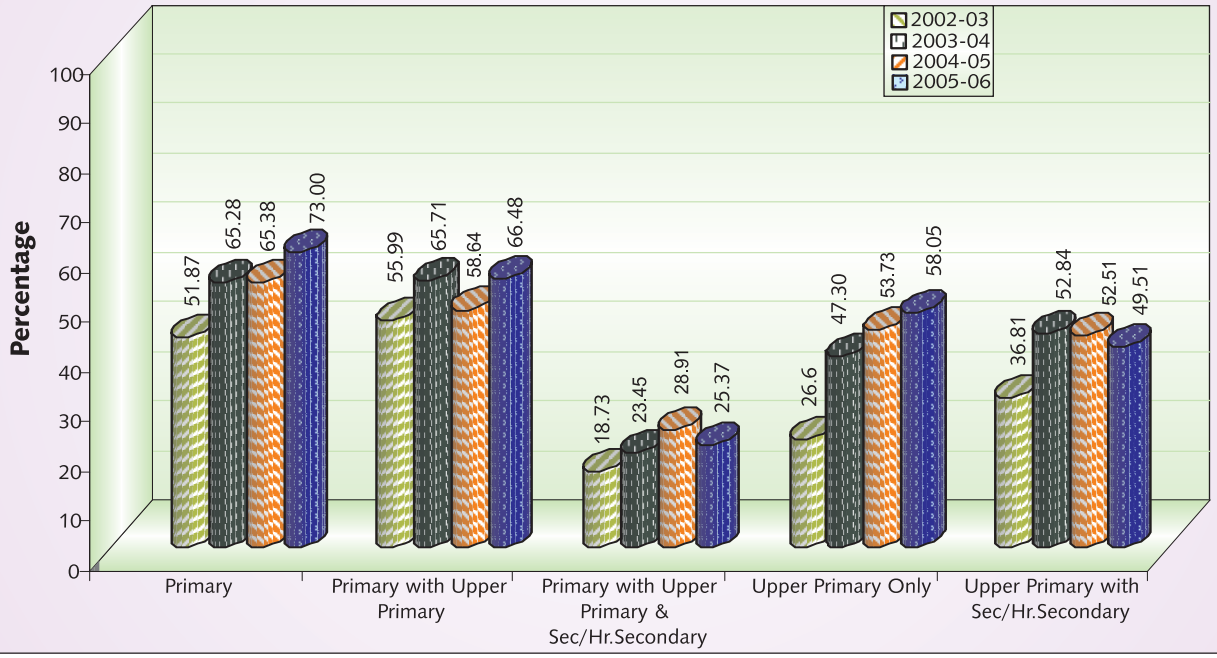


Figure 2.40
Percentage Distribution of Schools Received TLM Grant



About 5,69,044 Primary schools, that is, 73.00 percent of the total schools, received TLM grant in 2005-06. Against 75.06 percent Primary schools in rural areas, the corresponding percentage of schools receiving TLM grant in urban areas has been only 52.60. About 66.48 percent Elementary schools also received TLM grant. Not only Primary and Upper Primary schools received the school development and TLM grants, but a few Secondary and Higher Secondary schools also received the grant during the year 2005-06. Further, it is observed that the percentage of schools that received TLM grant has been lower than the schools that received school development grant. The utilization pattern suggests that, barring a few states, 88 percent or more of the grant received under school development and TLM respectively was utilized. It is expected that both the allocation and utilization under school development and TLM grants are expected to further improve in the remaining years of SSA.

Figure 2.41
Percentage Distribution of Schools Received TLM Grant : All States



Concluding Observations

School-related indicators presented above clearly show that the number of schools imparting Elementary education has increased significantly over a period of time. More Primary and Upper Primary schooling facilities are available now. However, it does not necessarily mean that every school has minimum essential facilities. This is reflected in a variety of facility indicators presented above. Though majority of schools have buildings and adequate number of instructional rooms, yet despite all these achievements, there are still a few schools without adequate number of instructional rooms and teachers. In addition, there are a good number of single-classroom and single-teacher schools. Even though student-classroom ratio is improved, in many schools, still more than 60 pupils sit in one classroom and a few others do not have regular Head Master. Majority of schools are located beyond one km. All these schools were not visited by the CRC Coordinator, and many of these were even not inspected. Despite significant improvements in schools (drinking water, toilets etc.), still a good number of schools are to be provided with minimum essential physical, ancillary and teaching-learning facilities. It is hoped that provisions made available under SSA will be optimally utilized in the years that follow and all schools imparting Elementary education across the country will be provided both developmental as well as TLM grants.

> "It is hoped that provisions made available under SSA will be optimally utilized in the years that follow"

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