

Enrolment & Enrolment-Based Indicators

The Gender Parity Index (GPI) and the percentage of girls' enrolment in Primary and Upper Primary classes have been analysed



Like school related indicators, a variety of enrolment-based indicators have also been presented in case of each of the eighteen states covered under DISE and also for average of 461 districts. While analysing enrolment-based indicators, limitations presented above with respect to coverage and non-responses may be kept in mind. Because of these limitations, crucial indicators such as Gross & Net Enrolment ratios have not been reported.

Since the state-specific data under DISE is only one year old, retention and other indicators of internal efficiency of education system are not worked out. It is envisaged that, it would be possible next year to work out state-specific promotion, drop-out and repetition rates, all which are crucial in knowing the status of universalisation. However, a variety of other indicators such as Gender Parity Index (GPI) in case of enrolment in Primary and Upper Primary classes, share of boys and girls enrolment, share of enrolment in rural areas, percentage of enrolment in government schools to total enrolment, percentage of SC & ST enrolment to total enrolment, percentage of enrolment of children with disability and its share to total enrolment in Primary and Upper Primary classes, percentage of enrolment in

single teacher schools, percentage of under-age & over-age children, percentage of enrolment in schools without building & blackboard, grade-specific percentage of repetition etc. have been briefly analysed; most of them being presented by school category.

GPI & Share of Girls Enrolment

(a) Gender Parity Index

The Gender Parity Index (GPI) and the percentage of girls' enrolment in Primary and Upper Primary classes have been computed. The average of 461 districts indicates a GPI of 0.89 in Primary classes compared to 0.79 in case of enrolment in Upper Primary classes. This clearly indicates that boys outnumber girls both at the Primary and Upper Primary levels of education, which is also reflected in the share of girl's enrolment. This also indicates less number of girls in Upper Primary classes than in the Primary classes. Further analysis of state-specific GPI in Primary enrolment indicates that the same is above 0.90 in many states.

Uttaranchal has the highest (0.98) GPI and Bihar, the lowest (0.74). In Andhra Pradesh and Kerala, almost same number of boys and girls are enrolled in Primary classes as the GPI calculated

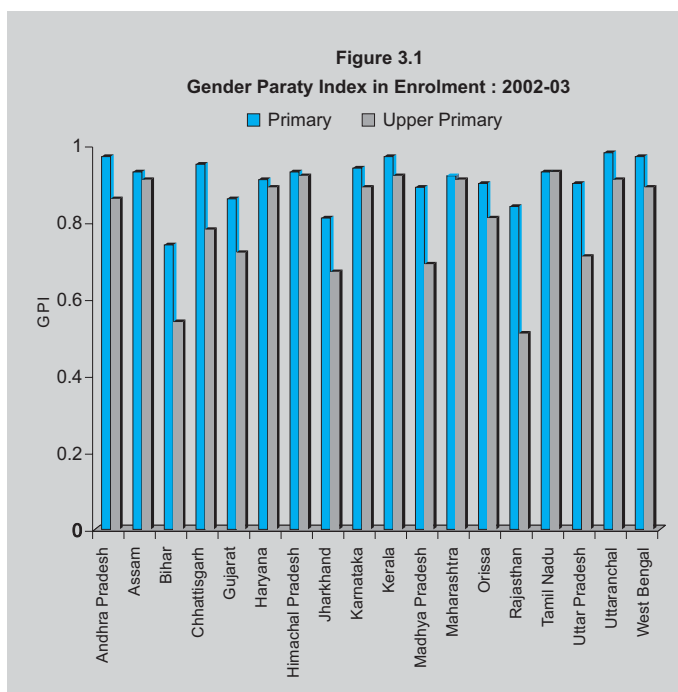
Except Bihar & Jharkhand, in all other states, the share of girls' enrolment at the Primary level is above 45 per cent

comes out to be 0.97. Kerala too has a very high GPI in case of Upper Primary enrolment (0.92). GPI in the states of Assam (0.93), Chhattisgarh (0.95), Himachal Pradesh (0.93), Karnataka (0.94), Tamil Nadu (0.93) and Uttar Pradesh (0.90) is also very high. On the other hand, states such as Bihar (0.74),

Average of 461 districts indicates a GPI of 0.89 in Primary classes compared to 0.79 in case of enrolment in Upper Primary classes. Uttaranchal has the highest (0.98) GPI and Bihar, the lowest (0.742)

school. Not much difference is noticed in GPI in the rural areas as well. Uttaranchal has a GPI of 1.00 in case of Primary enrolment in rural areas.

(b) Share of Girls' Enrolment
Like GPI, the share of girls' enrolment also indicates that it is much lower than the share of boys'

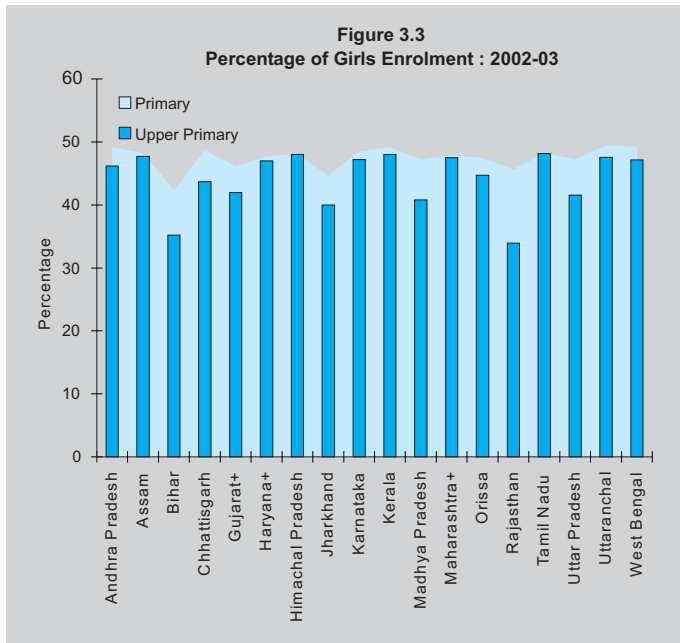
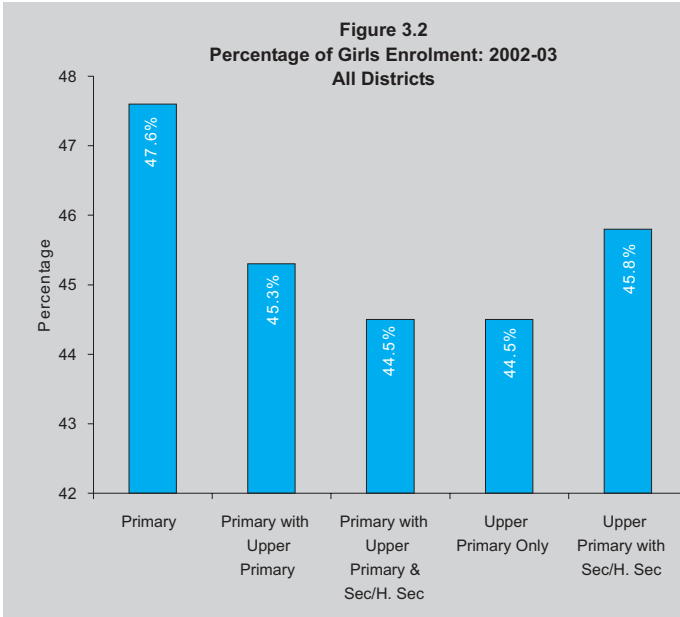


Jharkhand (0.81), Madhya Pradesh (0.89) and Rajasthan (0.84) has a low GPI in Primary enrolment which indicate that the goal of UPE in these states may not be realized unless all the girls are brought under the education system. The same is also true for Upper Primary enrolment. Rajasthan has the lowest GPI (0.51) in Upper Primary enrolment, which indicates that only 51 girls are enrolled in comparison to 100 boys. Bihar (0.54), Jharkhand (0.67), Madhya Pradesh (0.69) and Uttar Pradesh (0.71) too have a very low GPI all which clearly indicates that a large number of girls in these states are still out of

enrolment, both at the Primary and Upper Primary levels of education. Girls share to total enrolment at Upper Primary is only 44.20 per cent. Except Bihar & Jharkhand, in all other states, the share of girls' enrolment at the Primary level is above 45 per cent. In Bihar, the same is only 42.37 per cent, compared to 35.20 per cent at the Upper Primary level. The highest share of girls' enrolment at the Primary level is noticed in case of Uttaranchal (49.42 per cent), followed by West Bengal (49.22 per cent), Kerala (49.17 per cent), Andhra Pradesh (49.16 per cent) etc. The share of girls' enrolment at the Primary level in case of Jharkhand (44.67 per cent) and Rajasthan (45.61 per cent) is observed to be low which again reiterates that without bringing all girls under the education system, the goal of UPE is not likely to be achieved in the near future. The percentage of girls' enrolment by school category when analysed also reveals the same story. The highest percentage is noticed in the case of independent Primary schools (47.6 per cent) and the lowest (44.5 per cent) in the case of integrated Higher Secondary and independent Upper Primary schools.

Enrolment in Rural Areas

The percentage of enrolment in rural areas reveals that the same is significantly lower

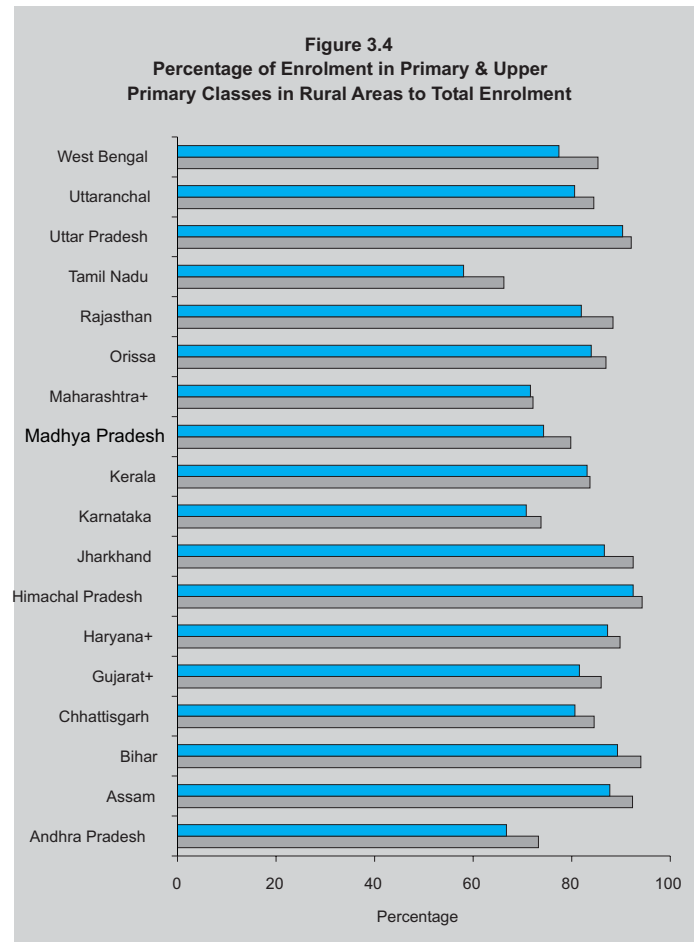


than its share to the total number of schools in these areas. Of the total 8,53,601 schools that impart elementary education in the country, 87 per cent of them are located in the rural areas. Of the total enrolment in Primary classes, 84.05 per cent are in schools located in the rural areas. More than 94 per cent of the total enrolment in Primary classes in Bihar and Himachal Pradesh is located in the rural areas. The lowest enrolment in rural

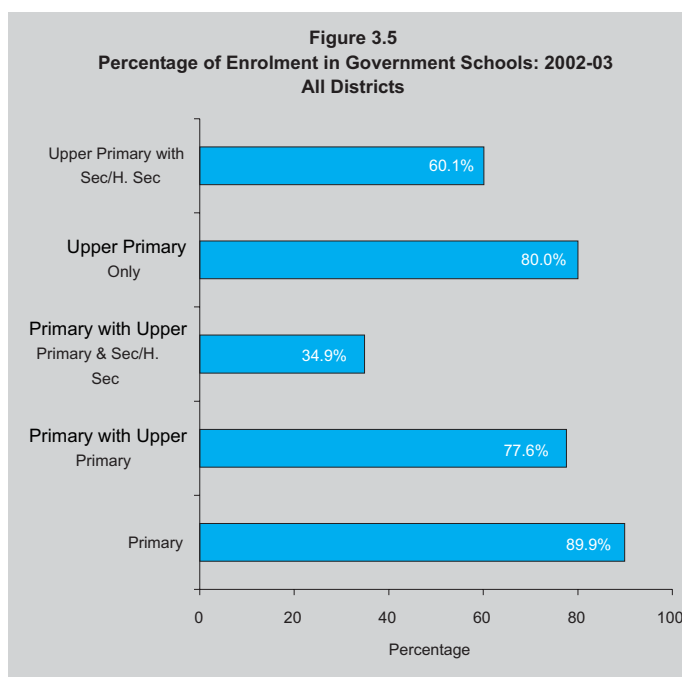
areas is observed in the case of Tamil Nadu (66.25 per cent), followed by Andhra Pradesh (73.27 per cent), Madhya Pradesh (79.79 per cent) etc. Not much difference is noticed when share of boys and girls' enrolment in rural areas to total enrolment in Primary classes is analysed. Further, it has also been observed that percentage share of Upper Primary enrolment in rural areas (76.28 per cent) is a bit lower than the share in the Primary classes (84.05 per cent). The highest percentage is observed in case of Himachal Pradesh (92.46 per cent) and the lowest, 66.73 per cent in Andhra Pradesh.

Enrolment in Government Schools

As already mentioned, majority of schools that impart elementary education (86.1 per



cent) are government owned schools. Government management includes schools run by the Department of Education, Local Bodies and Tribal Welfare Department. Further, it has been observed that irrespective of the type of school, the percentage share of enrolment is lower than its share in the number of schools. This indicates that enrolment in schools run by the private managements is a bit higher than its share of schools. However, barring integrated Higher Secondary and Upper Primary attached to Secondary & Higher Secondary schools, three out of every four students in elementary classes are from the government schools.



About 92.56 per cent Primary schools have the government management against which enrolment in these schools is only 89.9 per cent. About 85 per cent of the total independent Upper Primary schools have the

At the Primary level, the share of SC & ST enrolment to total enrolment comes out to be 21.8 and 9.6 per cent respectively which is in tune with its share to total population

government management but enrolment in these schools is only 80 per cent of the total enrolment in such schools. This is also true for Elementary schools though only marginal difference is noticed in percentage share of schools and enrolment. On the other hand, the share of integrated Higher Secondary schools having government management is 39.41 per cent compared to 34.9 per cent enrolment. The difference between the share of schools and enrolment is also noticed marginal in the case of government run Upper Primary schools attached to Secondary & Higher Secondary schools.

In 2002, DISE data from 208 districts was reported. During 2002-03, in case of 124 out of 208 districts, a declining trend in enrolment is observed. Further, during the same period, an increasing trend in enrolment in private schools, in the case of 58 districts, has been noticed.

Share of SC & ST Enrolment

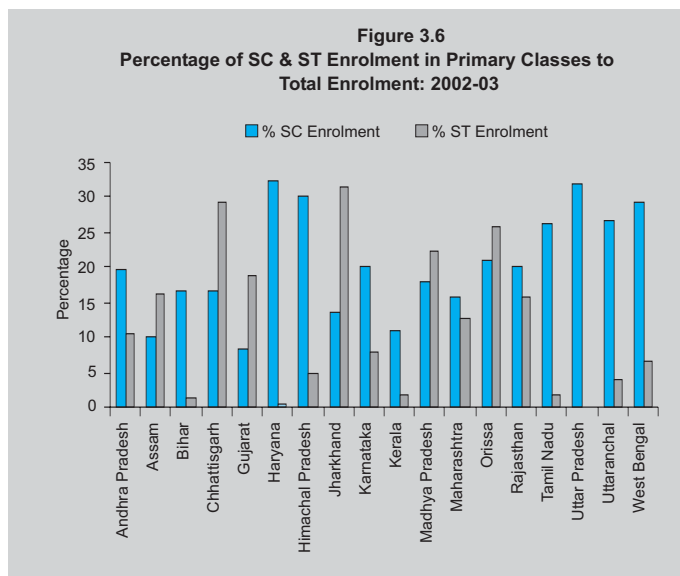
The share of SC and ST enrolment to total enrolment in Primary and Upper Primary classes is also presented. At the Primary level, the share of SC & ST enrolment to total enrolment comes out to be 21.8 and 9.6 per cent respectively which is in tune with its share to total population. The corresponding percentages at the Upper Primary level are

19.9 and 7.8. The highest SC enrolment at the Primary level is observed in case of Uttar Pradesh (31.9 per cent) and ST enrolment (31.7 per cent) in Jharkhand, which is also true for Upper Primary level. While analysing the share of girls' enrolment to total SC & ST enrolment at

the Primary level, it is observed that it is in tune with the general enrolment. However, the share of girls' enrolment is low at 39.8 per cent in the case of ST enrolment at the Upper Primary level.

Share of Disable Children in Enrolment

About 1.13 million disabled children are enrolled in elementary classes across the country of which 0.89 million are enrolled in

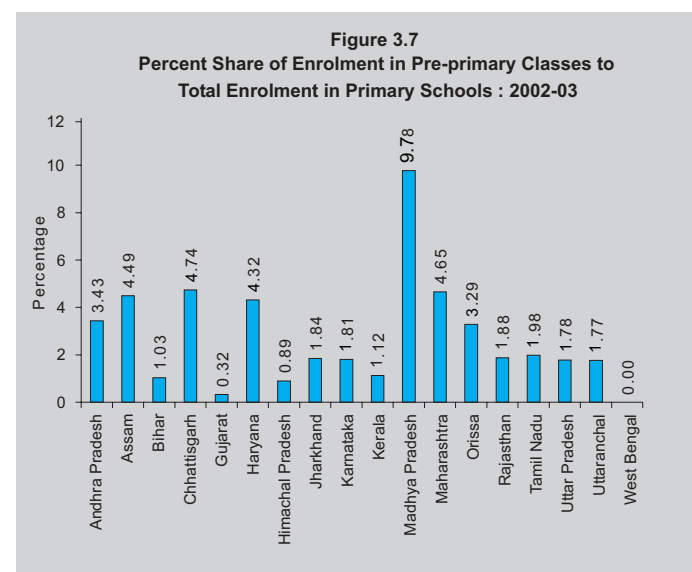


Primary classes and 0.24 million in Upper Primary classes. The percentage of children with disability, both in the Primary (0.88 per cent) and Upper Primary classes (0.87 per cent), is below 1 per cent of the total enrolment in these classes. The share of girls to total enrolment with disability in Primary and Upper Primary classes is 40 and 50 per cent respectively. The data available through the DISE on children with disability and the nature of disability is of great help in developing inclusive education and special education programmes. Together with information on availability of ramp in

schools, the DISE has become a regular source of data on this aspect.

Share of Pre-primary Enrolment

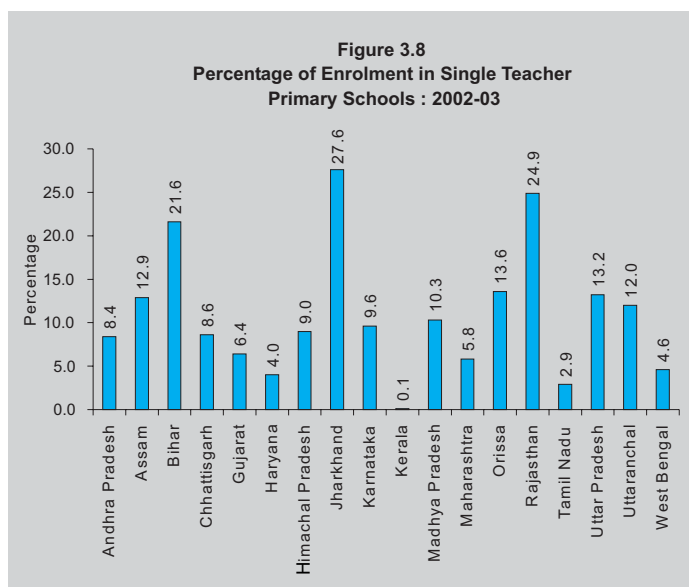
Percent share of enrolment in Pre-primary classes to total enrolment by school category reveals that the percentage across the school type is very low. In Primary schools, the percentage of enrolment in Pre-primary classes is as low as 2.66 per cent compared to 1.45 and 0.56 per cent respectively in the case of Elementary and Higher Secondary



schools. The highest percentage of Pre-primary enrolment in Primary schools is noticed in the case of Madhya Pradesh (9.78 per cent) and the lowest, 0.89 per cent, in Himachal Pradesh. In Kerala it is 1.12 per cent. Madhya Pradesh (4.44 per cent) also has the highest percentage of Pre-primary enrolment in Elementary schools. The lowest is noticed in the case of Uttar Pradesh (0.07 per cent). Compared to the Pre-primary enrolment in Primary and Elementary schools, the corresponding percentage in the case of the integrated Higher Secondary schools is below one per cent.

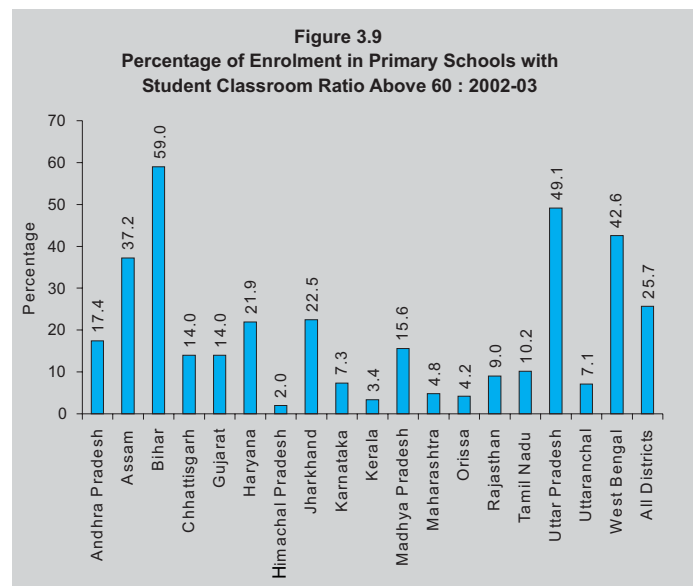
Enrolment in Single Teacher Schools & Schools without Buildings & Blackboard

As already stated a large number of schools are single teacher school. In addition, there are a number of schools without buildings and a few schools even without a blackboard. Though the percentage of such schools is low, yet, in view of a large number of schools in the country, their number in absolute terms is significant. As mentioned above, 19.1 per cent of the total Primary schools are single teacher schools, which has



12.2 per cent of the total enrolment in Primary classes. Enrolment in other type of single teacher schools, barring Upper Primary schools, is below 1 per cent. So far as enrolment in single teacher Primary schools is concerned, the highest enrolment is observed in the case of Jharkhand (27.6 per cent), followed by Rajasthan (24.9 per cent), Bihar (21.6 per cent), Uttar Pradesh (13.2 per cent) etc. and the lowest in Kerala (0.1 per cent) which has only 0.1 per cent single

teacher Primary schools compared to 35.2 per cent in Jharkhand.



Compared to 6.34 per cent Primary schools without building, the share of enrolment in such schools is only 3.33 per cent of the total enrolment in Primary classes. The percentage is reasonably high in the states of Rajasthan (8.6 per cent), Andhra Pradesh (7.3 per cent), Chhattisgarh (4.6 per cent) and Bihar (4.3 per cent). Needless to mention that 14.84 per cent of the total Primary schools in Rajasthan are building-less schools. Chhattisgarh and Bihar also have about 7 per cent such schools. Since only a few schools are without building, in Kerala, enrolment in such schools is also low at 0.3 per cent.

It has been further observed that 7 per cent students in Primary schools do not have access to blackboard. The percentage of such schools (9.38 per cent) is a bit higher than the enrolment in such schools. Irrespective of school type, the percentage of enrolment in schools without blackboard is above 4 per cent. Across the country, teachers in these schools (9.94 per cent) even do not have access to blackboard.

Figure 3.10
Percentage of Enrolment in Primary Schools without Building : 2002-03

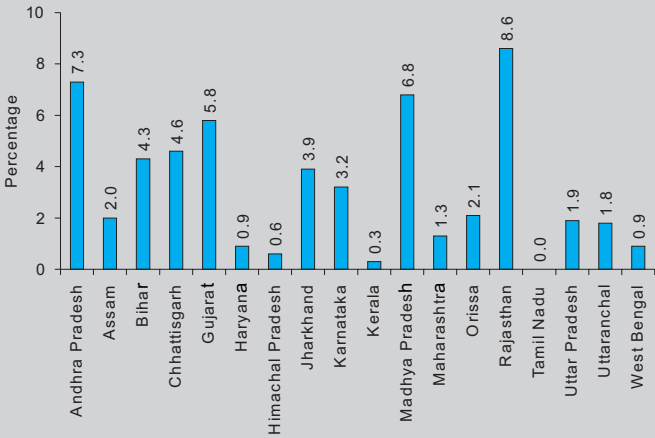
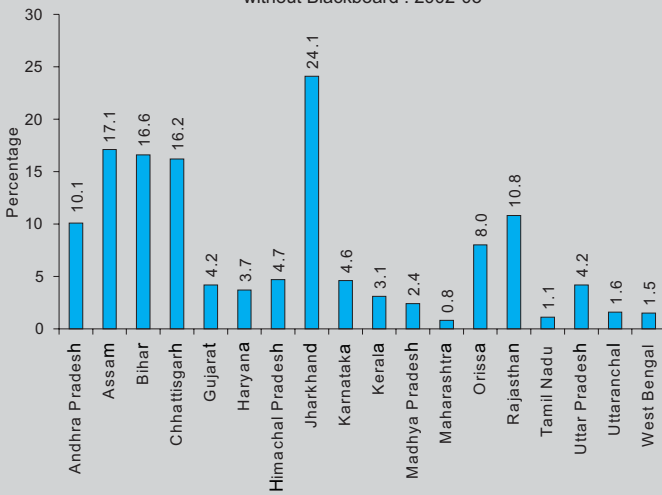


Figure 3.11
Percentage of Enrolment in Primary Schools without Blackboard : 2002-03



However, it has been noticed that the percentage of enrolment in these schools is a bit lower than the percentage of such schools. The number of building-less single teacher schools not having access to blackboard is 9,547 which is 1.12 per cent of the total schools that impart elementary education in the country. One can imagine the fate of students in such schools.

Percentage of Repetition

As has been mentioned, because of the

unavailability of grade-specific enrolment for two years and the number of repeaters, it is not possible to work out transition rates. Alternatively, grade-specific percentage of repetition rates has been worked out. Reasons of repetitions have also been presented. The repetition rate in Grade I is observed a bit higher than the repetition rate in subsequent grades which is true both for boys and girls. The high repetition rate in Grade I may be because of the over-age & under-age children which is noticed to be high. About 17 per cent children in Grade I in

Figure 3.12
Gradewise Percentage of Repeaters by Reason, All Districts, Boys : 2002-03

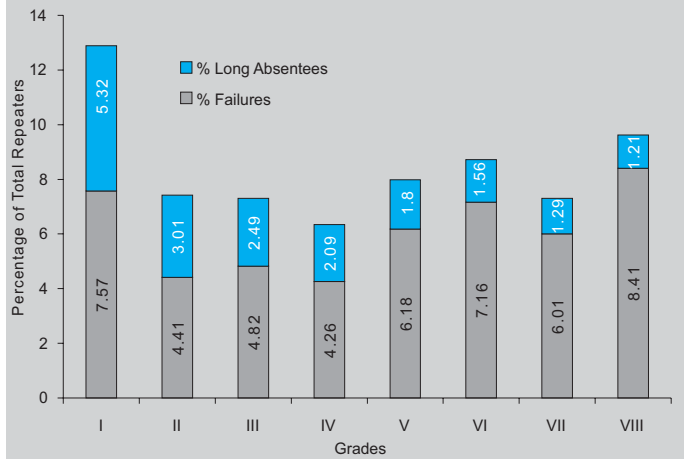
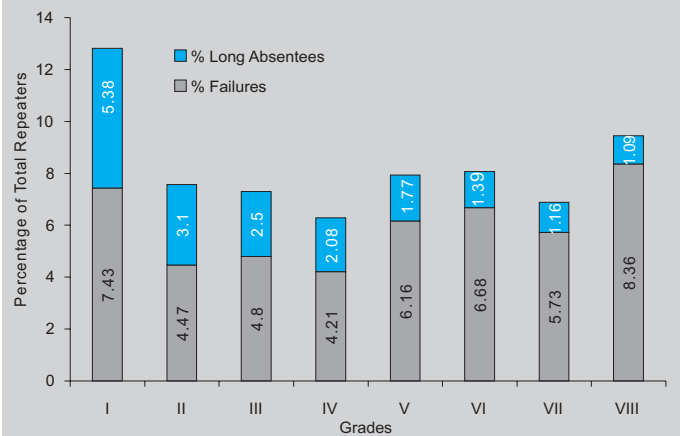


Figure 3.13
Gradewise Percentage of Repeaters by Reason, All Districts, Girls : 2002-03



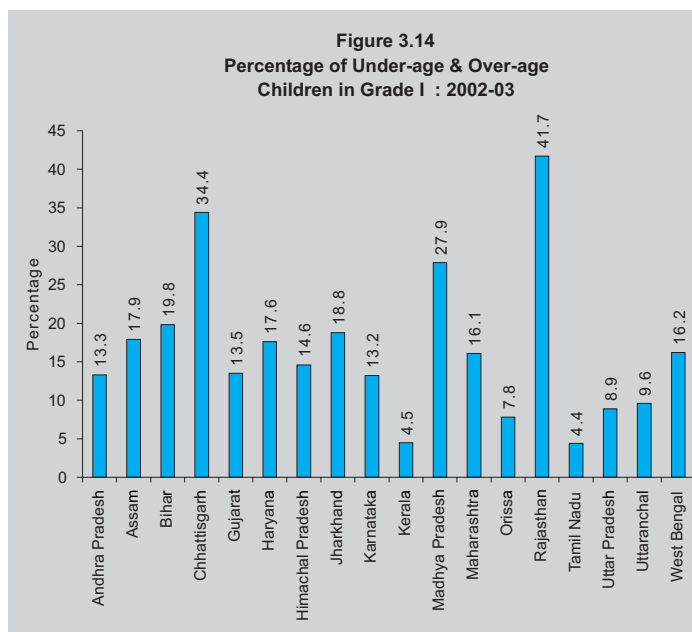
Primary schools are below '5' & above 6 year. In other types of schools, the same varies from 18.2 per cent in Elementary schools to 16.2 per cent in Higher Secondary schools. The percentage of over-age & under-age children is lowest in Kerala (4.5 per cent) and highest (41.7 per cent), in Rajasthan. Total grossness at the Primary and Upper Primary stage is

More than 64 per cent children transit from Primary to Upper Primary level of education. Not much difference is noticed in the case of transition rate of boys and girls

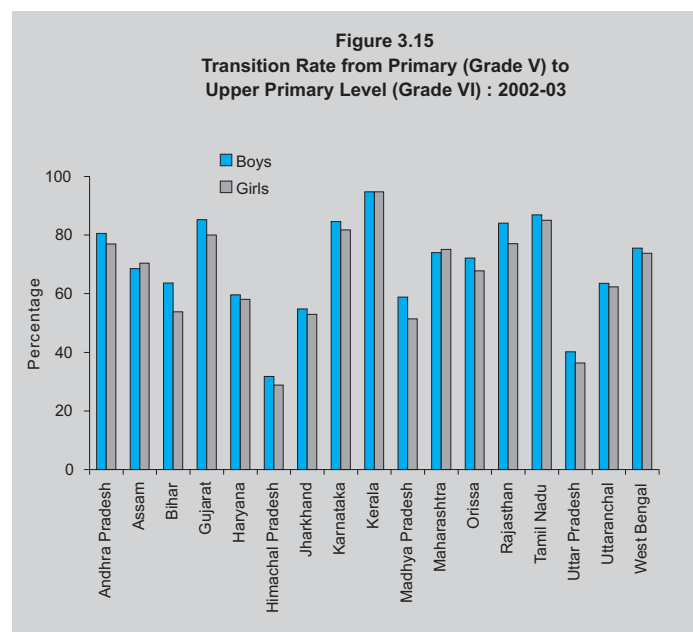
Transition Rate

One of the important indicators on which the expansion of Upper Primary education depends is the transition rate from Primary to Upper Primary level of education. Two years' grade-specific enrolment is required to work out

transition rate but the same is not available through the DISE, Alternatively, DPEP districts in a state, for which two years enrolment



15.69 and 17.76 per cent respectively which has got serious planning implications. Further, it has also been observed that repetition rate in terminal grades such as Grade V and Grade VIII is comparatively higher than the repetition rate in rest of the Primary and Upper Primary grades. Further, the distribution of repeaters reveals that majority of repeaters across Grades I to VIII are the failures and the rest of the repeaters are the long absentees.



data is available, are considered in working out the transition rate. The results presented below should, therefore, be understood in the light of this limitation.

The average suggests that more than 64 per cent children transit from Primary to Upper Primary level of education. Not much difference is noticed in the case of transition rate of boys and girls. However, significant deviation is noticed when state-specific

transition rates are analysed. In Kerala, more about 95 per cent children (both boys & girls) transit from Primary to Upper Primary level of education, compared to only 31.74 per cent in Himachal Pradesh and 40.22 per cent in Uttar Pradesh.

Andhra Pradesh (78.84 per cent), Karnataka (83.25 per cent), Rajasthan (81.21 pr cent), Tamil Nadu (86.00 per cent) and West Bengal (74.74 per cent) have comparatively high

Repetition rate in terminal grades such as Grade V and Grade VIII is comparatively higher than the repetition rate in rest of the Primary and Upper Primary grades

specific strategies in annual work plan. Together with the transition, completion rate should also be analysed as the expansion of upper primary education entirely depends upon the number of graduates, the system is producing and the transition

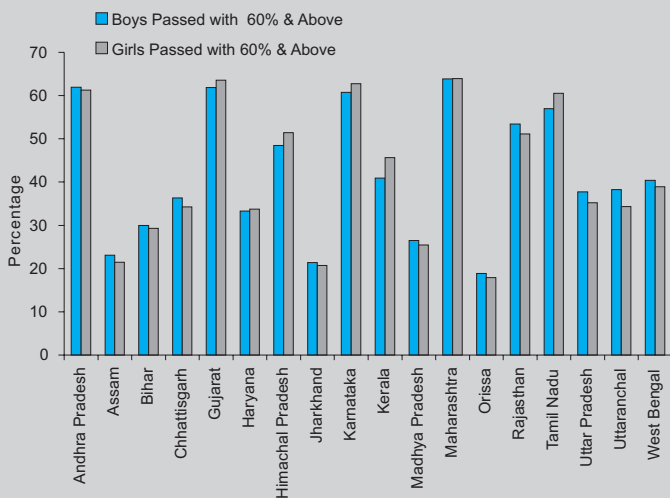
from Primary to Upper Primary level of education.

Examination Results

The last, though the most important component of Universal Elementary Education is Universal Quality of Education. A variety of indicators presented above gives information about the qualitative aspects of education system. In India, the Learners' Achievement is considered as one of the significant indicators of quality of education. However, there is no mechanism to collect information on Learners' Achievement on regular basis. Perhaps, it was for the first time that Baseline Learners' Assessment Studies (BAS) were conducted in 1994 in seven DPEP phase one states.

In the absence of Learners' Achievement, alternatively examination results conducted by schools is considered as one of the proxy indicators of quality of education which is being collected under DISE every year. A cursory look at the examination results shows that above 80 per cent children passed the terminal Grade V and VIII. The pass percentage in case of Grade V is as high as 93 per cent both in case of boys and girls. Except Assam, Chhattisgarh and Madhya Pradesh, in all other states, the pass percentage in Grade V is observed to be above 90 per cent which is true both for boys and girls. In the states of Andhra Pradesh,

Figure 3.16
Examination Results (Grade IV/V) : 2001-02



transition rate. Without improving the transition rate in Bihar (59.63 per cent), Himachal Pradesh (30.28 per cent), Jharkhand (54.00 per cent), Madhya Pradesh (55.54 per cent), Uttar Pradesh (38.46 per cent) etc., it seems that the goal of universal elementary education in these states may not be realized in the near future.

By conducting studies, the states should first know reasons of low transition, which should be followed by incorporation of reason-

Uttar Pradesh and Uttaranchal about 98 per cent children passed Grade V. Further, it has been observed that the pass percentage in Grade VIII is comparatively lower than the pass percentage in Grade V.

Percentage of children passed with 60 per cent & above has also been analysed both in Grade V and Grade VIII. A steep decline both in Grade V and Grade VIII is observed when pass percentage is compared with the children who passed with 60 per cent and above. This clearly indicate that the learners' attainment both in the case of Grade V and Grade VIII is not at all satisfactory which is similar to the outcome of the assessment studies conducted in the recent past in the country. Only 44 per cent boys and girls

A steep decline both in Grade V and Grade VIII is observed when pass percentage is compared with the children who passed with 60 per cent and above

passed Grade V with 60 per cent & above, compared to about 35 per cent boys and 37 per cent girls with 60 per cent & above in Grade VIII. In many states, the percentage of girls with 60 per cent & above is much higher than their counterpart

boys which is more true in the case of Grade VIII. In Bihar, only 21 per cent boys passed Grade VIII with 60 per cent & above compared to 92 per cent girls. Even in the state like Kerala, the percentage of students who passed with 60 per cent & above both in Grade V (Boys, 40.90 & Girls, 62.74 per cent) and Grade VIII (Boys, 38.29 & Girls, 54.18 per cent) is low. In view of this analysis, it is obvious that the programmes concerning elementary education initiated recently focus much more on quality of education than on the other components of universalisation.

