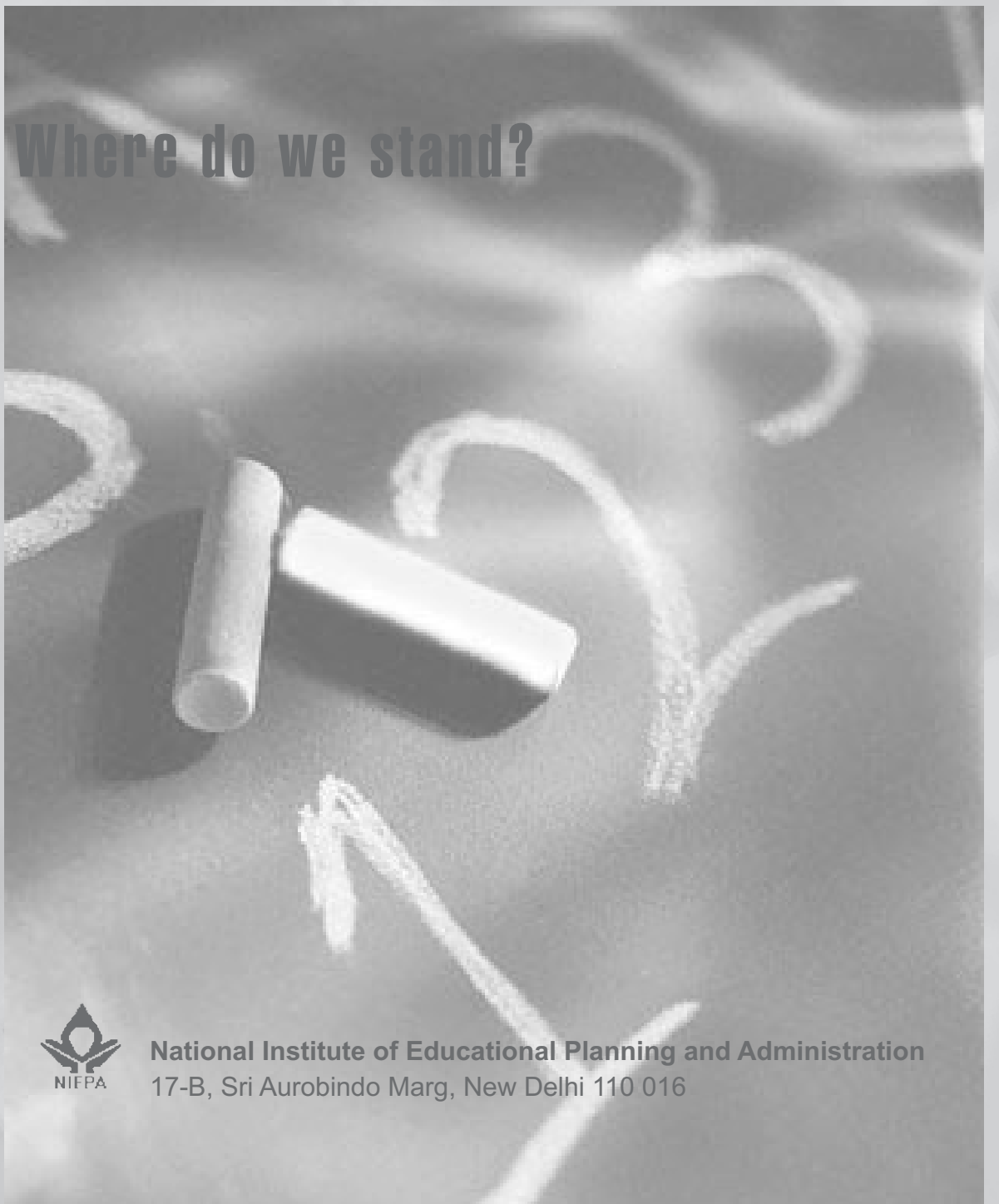
Analytical Report 2003

Elementary Education in India

Arun C. Mehta



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July 01, 2004

Foreword

At the time of initiating *District Primary Education Programme* (DPEP) in 1994, it was felt that a sound information system is essential for successful monitoring and implementation of the programme. The design and development of school information system was accorded high priority and NIEPA responded to this challenge by designing District Information System for Education (DISE) which was implemented in all the DPEP districts from 1994 onwards.

The importance of EMIS was reiterated in the *Sarva Shiksha Abhiyan* programme launched in 2001 which aims to achieve universal primary education by 2007 and elementary education by 2010. Unlike DPEP, SSA covers the entire elementary education and all the districts of the country. SSA envisages developing community owned transparent educational management information system. Strengthening MIS was one of the important pre-project activities of the SSA for which the Government of India has provided funds to all the districts covered under the SSA.

I am happy to note that the DISE has now emerged as a sustainable and viable system for revitalization of school level educational statistics in India. About 462 districts in as many as eighteen states have adopted DISE that was initiated in 42 districts in 7 states in 1994. The Government of India envisage that the existing manual collection of information system will be gradually replaced by DISE and the information generated through it will be accorded the status of official statistics. It is heartening to note that the coverage of DISE has already been expanded to many non-DPEP districts in the DPEP states. We envisage that in a year or two all the districts of the country would adopt DISE.

Over the years, the analysis of DISE data has provided valuable insights into various aspects of programme implementation with a special focus on issues related to access and retention. The analysis of time series and cross-sectional data at various levels has facilitated the identification of key issues to be addressed through district plans. NIEPA has also been reviewing the efficacy of DISE to meet the increasing requirements for planning and management of SSA. This has

resulted in major revisions of DISE over the years. The latest revision was initiated during 2001 data collection phase with the system being extended to schools imparting education up to the upper primary stage. For the first time, comprehensive data on individual teachers, medium of instruction, incentives, students flow, students with disabilities and many more variables was provided through the DISE.

The present volume presents Analytical Tables & State Report Cards on hundreds of variables for all the eighteen DPEP states for the year 2002-03. District Report Cards (Volume I & II): 2002-03 have already been published. The information presented in the volume is particularly valuable for implementing educational programmes in the decentralized context. I am confident that this set of data will be shared widely and would be used in planning elementary education at different levels. I hope that data users, researchers and development planners interested in Indian educational system would find the volume useful.

I take this opportunity to thank UNICEF, Delhi for consistently supporting EMIS activities ever since the inception of DPEP in 1994. I am especially thankful to Prof. Pradeep Kumar Joshi, Director, NIEPA, New Delhi and Dr. Arun C. Mehta, Fellow, NIEPA, New Delhi for bringing out the present publication.

I will be failing in my duty if I do not mention here the contribution of late Dr. Y. P. Aggarwal, Senior Fellow, NIEPA, New Delhi. It is only because of his tireless efforts that DISE today has been expanded to 462 districts. The contribution of Shri M.K. Talukdar, Chief Consultant, Technical Support Group of the Ed.CIL, New Delhi in providing the necessary system support and effective liaison with the States for smooth functioning of EMIS system is greatly appreciated. Shri K.M. Acharya, JS (EE & L), Ms. Vrinda Sarup, JS (EE & L) and Shri Praveen Kumar, Director (EE & L) deserve special appreciation for dialogue with the States and impressing upon them the significance and use of DISE data for formulation of district and State education plans.

I wish that more and more states adopt DISE in the year that follows.

Kumud Bansal

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From the Director's Desk

I am happy that the Institute is bringing out the second publication, *Elementary Education in India: Where Do We Stand: Analytical Report,* which is based upon the DISE 2003 data. In November last, the Institute brought out the first publication consisting of District Report Cards in respect of 461 districts. I am confident that the amount of data that has been dissestimated through this publication is enormous and very rich in contents. The present publication on Analytical Report also contains information on a large number of indicators spread over different aspects of universalisation. In addition, State Report Cards, in case of each of the eighteen states included in the publication is also presented. This is for the first time that complete State data in case of 15 major states is being published ever since the inception of DISE.

I would like to reiterate that the Institute is committed to provide professional and technical support to all the States & UTs of the country. We have been conducting workshops on DISE across the country. This has helped in improving the capabilities of both the state and district level officers to a great extant. We will further intensify our capacity building activities.

I am confident that the remaining states and districts would be covered under DISE in a year or two. This is important in the light of government's decision to replace the existing manual system of data collection by the DISE.

I take this opportunity to thank the DISE team led by Dr. Arun C. Mehta for bringing out this publication, which is of great significance. I hope that the researchers, policy makers, administrators and planners will find the publication informative and useful.

(Pradeep Kumar Joshi)

Acknowledgements

For the last several years, NIEPA has been actively involved in strengthening the Educational Management Information System (EMIS) in the country. The present publication reports data in case of eighteen states for year 2003. Wherever possible, average of 461 districts is also presented. The publication presents not only the data up to elementary level but also brings in many new dimensions of elementary education into focus. The publication is divided into three parts, namely schools & school-related indicators, enrolment & enrolment-based indicators and teachers & teacher-based indicators. It also incorporates data on children with disabilities, examination results, medium of instruction, students' flow and many other aspects on which not much was known so far.

The study of this magnitude cannot be completed without the active involvement and participation of the professionals involved in the implementation of EMIS at the national and sub-national levels. The State level EMIS Coordinators, the District level Programmers and Data Entry Operators worked for long hours to make sure that the data becomes available at the right time. This publication contains data received at the national level by the end of September 2003. Data generated through the DISE in the past has already been made available on the official website of the DISE (http://dpepmis.org). Efforts are being made to make available full set of raw data on the website.

I take this opportunity to thank UNICEF, Delhi for consistently supporting EMIS activities for the last more than eight years. We envisage continued support from UNICEF in years that follow. I am confident that with the UNICEF support, we will soon be able to expand the coverage of DISE to all the districts of the country. In particular, I am thankful to Ms. Suzanne Allman for her consistent support.

Shri K.M. Acharya, Joint Secretary and Ms. Vrinda Sarup, Joint Secretary, Department of Elementary Education & Literacy played a very crucial role in facilitating the implementation of DISE in various States. The contribution of Mr. Praveen Kumar, Director (EE&L), who looks after the MIS Unit in the Ministry, is also gratefully acknowledged. He consistently followed the States to ensure that the data collection takes place on time in all the States.

I am thankful to Prof. B. P. Khandelwal, Former Director and Prof. Pradeep Kumar Joshi, Director, NIEPA for their encouragement. I appreciate the support that I have been receiving from my faculty colleagues from time to time. In particular, I am thankful to Prof. Marmar Mukhopadhyay, Joint Director for his keen interest in DISE.

I will be failing in my duty if I do not remember the dedication of my late colleague Dr. Y. P. Aggarwal, who helped us in expanding the coverage of DISE from 42 districts in 1994 to 462

districts. Under his able leadership, DISE was conceptualized, Data-Capture Formats and DISE software were developed and data was published, disseminated and analyzed.

The data collection for DISE is undertaken regularly by the State and District level MIS professionals. Although it is not possible to name each and every individual working at the state/district level, their contribution is gratefully acknowledged. At the national level, the MIS Unit of the Technical Support Group (ED.CIL) led by Shri M. K. Talukdar, Chief Consultant (MIS), played a critical role in providing technical, professional and administrative support to the states in the implementation of DISE. Thanks are also due to Shri S.S. Shokeen, Joint Director, Department of Secondary & Higher Education, MHRD for srutinized the DISE data.

The mammoth task of collecting data from 462 districts, meeting day-to-day queries of the EMIS field staff, providing professional and software support to all the states could not have been possible without the active support from each and every member of the DISE project team located at NIEPA. They provided valuable support in updating the DISE software. The contribution of Shri Naveen Bhatia, Computer Programmer in database management and supporting the states in technical and professional terms over years is gratefully acknowledged. I also thank Dr. R. S. Thakur, Consultant for scrutinized the data which helped us in improving quality of the data. Special thanks are due to Shri Shalender Sharma, Project Assistant for facilitating the preparation of Queries, Tables and State Report Cards. I am also thankful to Shri Jatinder Arora, Project Assistant for maintaining the website of DISE and to Ms. Alka Mishra and Ms. Sangeeta Arora for taking care of word processing of the document alongwith generation of graphs and charts.

I hope that this publication will be useful for education planners, policy formulators and researchers. Any suggestion for improvement is welcome.

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Tribute to Late Dr. Y. P. Aggarwal

(1948-2002)

Sporadic attempts have been made in the past to develop computerized Educational Management Information System (EMIS) in India among which District Information System for Education (DISE) is the most sincere one. DISE has now expanded to 462 districts spread over 18 States from only 42 districts across seven states in 1994. This could be achieved because of the intensive efforts made by late Dr. Y. P. Aggarwal ever since the inception of DISE. The present publication is dedicated to Dr. Aggarwal who has contributed immensely in strengthening the EMIS in India.

Late Dr. Yashpal Aggarwal (born 11. 08. 1948) did his Masters in Statistics (1972) and Economics (1976) from the Panjab University, Chandigarh. He did his M. Phil (1979) and Ph.D (1983) from the Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi. He did Post Doctoral education from the Institute of Education, University of London (UK).

At the time of death (November 22, 2002), Dr. Aggarwal was Senior Fellow & Head, Operation Research & Systems Management (ORSM) Unit, NIEPA, New Delhi. Before joining the institute in 1981, Dr. Aggarwal was associated with a number of organizations. He started his career as a Project Officer (1972-75) in the Department of Economics, Panjab University, Chandigarh. During 1975 to 1981, Dr. Aggarwal was associated with the CSRD, Jawaharlal Nehru University, New Delhi as Research Associate.

Dr. Aggarwal was instrumental in establishing Data Bank and Electronic Data Processing and Reprographic Unit at NIEPA and headed both these units during 1981 to 1986. During 1987 to 1995, Dr. Aggarwal worked as Fellow in the institute and worked extensively on trend analysis and developed numerous scenarios for the elementary and other higher levels of education. He became Senior Fellow in 1995 and was the founder head of the ORSM Unit, NIEPA, New Delhi and worked aggressively on educational management information system and developed District Information System for Education (DISE).

Dr. Aggarwal had expertise in the areas of education policy analysis, educational statistics, EMIS, planning and financing of education, project planning, implementation and monitoring. He also specialized in computer applications and use of information technology in education; including the development and implementation of large scale MIS.

During more than 20 years at NIEPA, Dr. Aggarwal undertook numerous national and international studies, planned and executed many large-scale socio-economic sample surveys and cohort studies in India and abroad. He worked for organizations like World Bank, UNESCO, UNDP and UNICEF on education and training development projects in developing countries. He developed a good understanding of development planning issues in general and that of educational systems, policy analysis and sustainable development strategies in developing countries in particular.

During 1990-96, Dr. Aggarwal was the member of the International Editorial Board, International Journal of Educational Development, Pergamon, United Kingdom. He was also associated with Indian Association of Educational Planning & Administration as its Secretary for numerous years. During his long career, Dr. Aggarwal traveled extensively in and out of India. He visited Argentina, Belgium, China, France, Ghana, Nepal, Saudi Arabia, USA, UK, Vietnam etc. His last major assignment was NIEPA-NEPAL project on decentralization which is presently under implementation in five pilot districts of Nepal.

During his illuminative career, Dr. Aggarwal written extensively on different aspects of education planning and management. Some of his publications include:

Books/Research Studies

Forthcoming

ICT Applications in Educational Planning and Administration, NIEPA, New Delhi (with Sunita Chugh)

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BAS	:	Baseline Assessment Studies
BRC	:	Block Resource Centre
CRC	:	Cluster Resource Center
DIET	:	District Institute of Education and Training
DISE	:	District Information System for Education
DPEP	:	District Primary Education Programme
DRC	:	District Report Cards
Ed. CIL	:	Educational Consultants India Limited
EGS	:	Education Guarantee Scheme
EMIS	:	Educational Management Information System
GER	:	Gross Enrolment Ratio
GOI	:	Government of India
Govt.	:	Government
GPI	:	Gender Parity Index
M. Phil.	:	Master of Philosophy
MHRD	:	Ministry of Human Resource Development
NCERT	:	National Council of Educational Research and Training
NER	:	Net Enrolment Ratio
NIEPA	:	National Institute of Educational Planning and Administration
No.	:	Number
NSSO	:	National Sample Survey Organisation
P + Sec./Hs.	:	Primary with Upper Primary & Secondary/Higher Secondary
P + UP	:	Primary with Upper Primary
P. Only	:	Primary only
Pop.	:	Population
Pr.	:	Primary
Prim.	:	Primary
PTR	:	Pupil Teacher Ratio
Pvt.	:	Private
SC	:	Scheduled Caste

SCERT	:	State Council of Educational Research and Training
SCR	:	Student Classroom Ratio
SDG	:	School Development Grant
Sec.	:	Secondary
SRC	:	State Report Cards
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribe
Tch	:	Teachers
TLM	:	Teaching Learning Material
TSG	:	Technical Support Group
U. Prim.	:	Upper Primary
U.P. Only	:	Upper Primary Only
U.P.	:	Upper Primary
UP + Sec	:	Upper Primary with Secondary/Higher Secondary
UEE	:	Universalisation of Elementary Education
UPE	:	Universalisation of Primary Education

The data presented and indicators constructed in the document are entirely based upon the data as received from the states. The views expressed and conclusions reached are of the author and should not be attributed to the Government of India or to NIEPA.

Evolvement of DISE

Indian education system is one of the largest systems in the world that caters the need of more than 1,026 million people. Keeping in view its size, the information system has its own limitations, which can be distributed under the administrative and non-administrative limitations

Free and compulsory education to all Children up to the age fourteen years is our Constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE) among which the *Sarva Shiksha Abhiyan* (SSA) is the most recent one. It aims at achieving universal primary education by 2007 and universal elementary education by 2010. For successful implementation of any programme concerning elementary education, effective monitoring coupled with efficient information system is essential. While monitoring framework under SSA is being developed, efforts have been made in strengthening Educational Management Information System (EMIS) in India.

A number of Government and semi-government agencies are involved in the collection of information on educational variables. Among them the Department of Secondary & 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 its reference date; school being the unit of collection. On the other hand, the National Council of Educational Research and Training (NCERT) also collects information on special variables occasionally through its All India Educational Survey, once in every five to eight years with habitation as its unit of collection. The Seventh Survey, with September 30, 2002 as its date of reference, is currently under implementation, results of which are still awaited. On the other hand, a number of semi-governmental agencies like the National Sample Survey Organization (NSSO), Census of India and International Institute for Population Studies (National Family Health Survey) also collect information on a few educational variables from time to time as part of their household sample surveys.

Indian education system is one of the largest systems in the world that caters the need of more than 1,026 million people. Keeping in view its size, the information system has its own limitations, which can be distributed under the administrative and non-administrative limitations. Some of these limitations are: (i) multiple data collection agencies; (ii) multiple directorates involved in data collection and lack of coordination among them; (iii) lack of understanding of the concept and definitions of the educational statistics; (iv) lack of adequate staff at different levels; (v) lack of qualified and trained staff specially at the lower levels; (vi) problems in distribution and collection of data-capture formats; (vii) lack of district-specific time-series data; (viii) time-lag in

data; (ix) reliability of education data; (x) data gaps; (xi) lack of equipments (computers) at lower levels; (xii) creation of new districts and changes in boundaries of the existing districts; (xiii) poor dissemination and utilization of data; and (xiv) lack of accountability at all levels.

Notwithstanding these limitations, the school statistics form the basis of planning, monitoring and evaluation of various dimensions of education, in general, and primary and elementary education, in particular.

Sporadic attempts have been made in the past to develop a computerized educational management information system in India. Among these efforts made under the District Primary Education Programme (DPEP) is apparently one of the sincerest ones

Sporadic attempts have been made in the past to develop a computerized educational management information system in India. Among these efforts made under the District Primary Education Programme (DPEP) is apparently one of the sincerest ones. Most of the earlier attempts at the Central and State Governments failed to sustain and as such the overall situation remained a matter of concern.

At the time of initiating DPEP in 1994, it was felt that a sound information system is 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 is needed. It was expressed that DPEP, with a focus on decentralized planning, required school level information which is up-to-date, reliable and is available soon after its collection, reiterating further that decentralization of primary education requires more efficient and effective school and community databases so that the signals relating to the trends in critical indicators are tracked at various levels of decision making. The MHRD, as a part of the DPEP national endeavour, decided to design and develop a school based computerized information system, the main responsibility for which was entrusted to NIEPA, New Delhi.

In this background, a pilot project for revitalization of educational statistics in India was initiated at NIEPA during 1995 with the financial assistance from UNICEF. The project was to examine issues related to data needs identification, 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/indicators was either not collected at all or was not processed to facilitate decision-making.

In tune with the spirit of DPEP, the district was selected as a nodal point for collection, computerization, analysis and use of school

level data. NIEPA professionals with the involvement of other experts designed and developed the core Data-Capture Formats. Accordingly, NIEPA designed software for implementation at the district level and provided the necessary technical and professional support to DPEP districts. The first version of the software, named as District Information System for Education (DISE) was released during 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 was undertaken during 1997-98. The software was later redesigned in 2001 in the light of requirements of the SSA.

DISE 2001: Main Features

The main features of DISE 2001 and major achievements made so far, are briefly given below:

- Covers eight years of schooling in all 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 followed by all states/ districts.
- Provides time series data at village, school, cluster, block and district levels.
- Provides village level information on access to educational facilities of various types and helps in identification of habitation without access to primary and upper primary schools based on distance norms. All types of educational institutes including recognized and unrecognized schools at various levels are enumerated at the village level. Selected data on the number, enrolment and teachers/ instructors in NFE/ECG and alternative schools, pre-primary education including *Anganwadies* and *Balwadies* is also collected at the village level. Data on age specific population and out of school children generated through household surveys forms part of the village data.
- 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 database on individual teachers, para-teachers and community teachers and their profile, including data on in-service training received, is collected and made available.
- Eliminates the chances of data manipulation at various levels. The school remains responsible for correctness of the data supplied. States need to ensure correctness of the data supplied on five per cent sample basis.
- 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

The first version of the software, named as District Information System for Education (DISE) was released during the middle of 1995

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 includes many 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.
- School summary report for each school is generated for sharing with the school/ VEC. The school summary report contains key data on school and a summary of indicators which are compared with the cluster, block and the district averages.
- Provides an easy to use dynamic graphics facility to enhance the presentation of various types of graphs and data.
- Presents multi-user and modular system of software design for better management and security of databases.
- Responds to pre-defined queries on standard aspects like school list, list of villages without primary and upper primary schools, single teacher schools, schools without buildings, schools with high PTR etc.
- Helps user defined dynamic query on hundreds of variables.
- Provides facilities for basic statistical analysis including generation of new variables and their analysis.
- The reports can be shared across a large number of users without full software installation.
- Data can be exported to many other formats for statistical and other analysis by users etc.

Major Outcomes of DISE Efforts

- The DISE software is now operational in more than 460 districts in 18 states of the country and is providing vital information for policy planning and preparation of district elementary education plans.
- Time lag in educational data is reduced to less than one year from the earlier 7-8 years. Gap between collection and dissemination of data stands reduced dramatically.
- It is for the first that time a time-series data is made available at the school level. The trend analysis of DISE data helps in identifying major block and district-specific issues for being used in developing perspective and annual plans.
- For the first time, a District Report Card on elementary education is being released annually, which contained time-series and cross-sectional data on more than four hundred variables/indicators at the district level.
- Efforts are being made to make available DISE reports in the regional languages. The capabilities of the software are also being increased to undertake enrolment projections and other advanced statistical analysis.
- It helps develop a national level system, which integrates district and state systems into an hierarchical database. Every effort is made to promote the use of DISE data for planning,

DISE software is now operational in more than 460 districts in 18 states of the country

management and monitoring of SSA through case studies, orientation and training workshops of educational administrators.

- Official website of DISE (http://dpepmis.org) has been made available and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE is uploaded. Data-Capture Formats, software patches etc. are also made available to users.
- As an online help to users, DISE group of users is formed on the Internet, which is very active etc.

Despite all these significant achievements, inadequate utilization of data remains the major area of concern. Over time data utilization is improved which is also reflected in the District Elementary Education Plans developed recently under the aegis of *Sarva Shiksha Abhiyan,* but there is still scope for further improvement. States have been encouraged to organize sharing workshops at block, district and state levels. Lack of proper dissemination of DISE data at the state level is another major area of concern.

DISE 2003: 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 gradually increased with the expansion of the DPEP as the districts covered under phase-two and-three were also covered. At the end of 2001, more than 270 districts spread over 18 states of the country adopted DISE. Information on key indicators in these districts was generated through the DISE, which has been extensively utilized in formulating district plans across the DPEP states.

The Government of India decided that slowly the manual system of data collection will be replaced by the DISE and the statistics generated through it would be accorded the status of the Official Statistics

At the time when the *Sarva Shiksha Abhiyan* Programme was launched in 2001, the scope of DISE was extended to the entire elementary level of education and coverage was also extended to all the districts of the country. The Government of India too decided that slowly the manual system of data collection will be replaced by the DISE and the statistics generated through it would be accorded the status of the Official Statistics. It is worth here to mention that one of the important pre-project activities under the *Sarva Shiksha Abhiyan* Programme was to strengthen the management information system, for which funds were provided to districts covered under SSA. In view of this, a number of DPEP states have expanded the coverage of DISE to the non-DPEP districts of their state but the system is yet to be adopted by the non-DPEP states. Non-DPEP states together have 106 districts, of which 56 districts are located in the North-Eastern part of the country. NIEPA is committed to provide professional and software support. Accordingly, it has organized a number of Capacity Building workshops, both for the DPEP and non-DPEP states. It is expected that all the remaining states and districts will adopt DISE in the year that follows.

In 2002, District Report Cards in case of 208 districts were disseminated. It has since been

Table 1.1

DISE 2003: Coverage

S. No.	States	Number of Districts 2001 Census	Districts Covered under DPEP	Number of Districts Reported Data
1	Andhra Pradesh	23	19	23
2	Assam	23	9	23
3	Bihar	37	20	37
4	Chhattisgarh	16	15	16
5	Gujarat +	25	5	9
6	Haryana +	19	7	10**
7	Himachal Pradesh	12	4	12
8	Jharkhand	18	7	22*
9	Karnataka	27	17	27
10	Kerala	14	6	14
11	Madhya Pradesh	45	33	45
12	Maharashtra +	35	11	30
13	Orissa	30	8	30
14	Rajasthan	32	10	32
15	Tamil Nadu	29	7	29
16	Uttar Pradesh	70	54	70
17	Uttaranchal	13	6	13
18	West Bengal	18	10	20
	Total Districts	**486**	**248**	**462**

Note: * : *Including bifurcated districts.*

** : *Incomplete data in case of one district not considered.*

\+ : *Data from all districts not reported.*

extended to 461 districts as in the year 2003. In as many as 15 of the 18 States (except Gujarat, Maharashtra and Haryana), DISE this year covered all the districts. District Report Cards (2003) in case of 461 districts have already been published separately (*Elementary Education in India: Where Do We Stand? District Report Cards: 2003,* NIEPA & Government of India, New Delhi, 2003), which is also available on http:/dpepmis.org.

The Present Publication

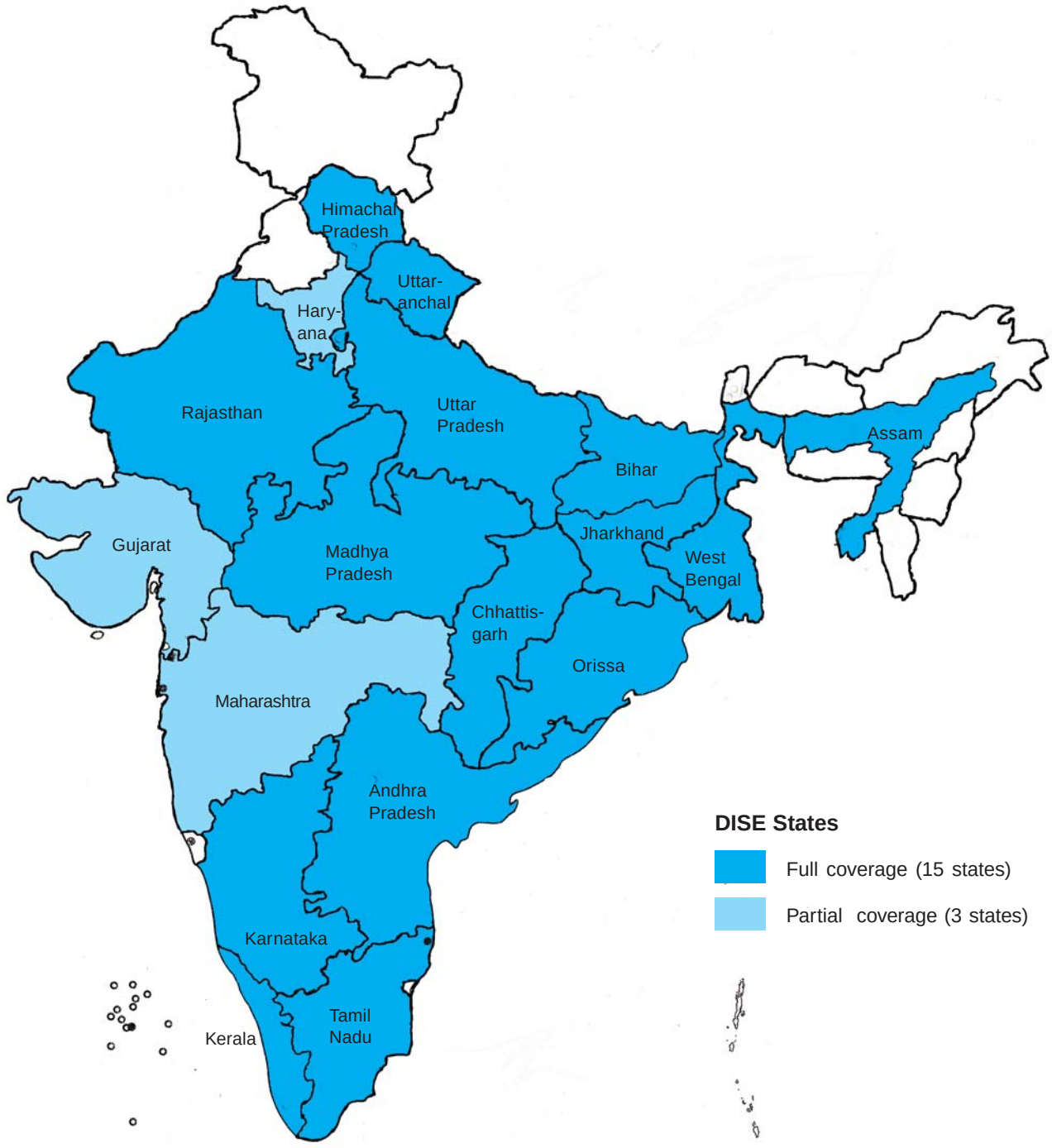
This publication contains Analytical Tables and State Report Cards in respect of each of 18 states as per data recorded as on September 30, 2002. Tables presented in the document are divided into the following three parts:

- Schools and School-Related Indicators
- Enrolment and Enrolment-Related Indicators; and
- Teachers and Teacher-Related Indicators.

The Tables contain information on hundreds of variables, mostly presented by School Category and wherever necessary by Rural and Urban areas and Management. Practically, all such indicators are included on which information is required for formulating elementary education plans 'in ready to use form'. Many of these indicators are being provided for the first time.

The State Report Cards presented contain information on all the four aspects of UEE at a single place. While analyzing, Analytical Tables and State Report Cards, it may be noted that indicators in the case of Haryana, Gujarat and Maharashtra, are based up on the partial data, since all the districts in these states are not covered under the DISE.

India: States Covered under DISE 2003



Note: Map not to scale

Figure 1.1

The State Report Cards are based on the school level data provided by the State Project/Mission Directors to the Elementary Education Bureau of the MHRD. The data are first cross-checked and validated at the District and then at the State level. After the state is satisfied with the quality and reporting of the data, it is submitted to the national level for final analysis and reporting to various project management agencies/bodies and also for dissemination at the national level. In addition to the DISE data provided by the State Project Offices, the State Report Cards also report selected data from the Census of India (2001). More specifically, the State Report Cards contain information on the following important areas of elementary education:

a) Population, literacy and sex ratio;

b) Key data on elementary education in terms of the number of schools, enrolment, and teachers classified by school category and school management, so also in respect of rural areas;

c) Grade-wise and level-wise enrolment in each state;

d) Examination results for the previous academic session for the terminal class at primary and upper primary levels of education;

e) Classrooms categorized into good condition, requiring minor and major repairs by school category;

f) Number of schools by category and by type of buildings;

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

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

i) Gender and caste distribution of regular and para teachers and the proportion of teachers undergoing in-service teacher training from various schools;

j) Enrolment by medium of instruction and by school category;

k) Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels;

l) Performance indicators in terms of school category, enrolment distribution: total, Scheduled Caste, Scheduled Tribes, percentage female enrolment, classrooms, single teacher schools, schools with attached pre-primary classes, under-age, over-age children etc.; and

m) Quality indicators according to category of schools, teacher pupil ratio, availability of female teachers, blackboards, school buildings, students classroom ratio, common toilets, girls-toilets, schools without buildings, etc.

Major Limitations of the Data

Despite all significant achievements, DISE data may not necessarily be absolutely free from limitations, obviously in view of its large-scale operations. During 2003, data was collected from more than 853 thousand schools, with a comprehensive profile of more than 3.16 million teachers also being

Despite all significant achievements, DISE data may not necessarily be absolutely free from limitations, obviously in view of its large-scale operations

maintained by DISE. However, it may be noted that all the states may not necessarily contain data of all the districts in a state; and also that in a few states, the coverage may not be complete, despite all efforts to ensure that all the recognized schools imparting elementary education including the private aided and the unaided ones are covered under DISE. Schools like *Navodaya Vidyalayas*, *Sainik* Schools, Military Schools, *Kendriya Vidyalayas*, Tibetan Schools and other private managed schools are supposed to be covered under DISE. Though all these schools are recognized, their coverage differs from state to state. Few states have covered these schools while others may not have fully done so. The data presented and indicators constructed in the document are entirely based upon the data as received from the states.

Indicators presented give enough indication about different aspects of UEE in a particular state and also the country as a whole, as it presents the average of as many as 461 of the 593 districts

Besides, some schools have not responded at all to all the classificatory variables like management, year of establishment, rural/ urban classification, school category, building status, academic and professional qualifications for teachers, caste and sex code for teachers. Wherever possible, efforts are made to analyze the data by excluding the no response values. In some Tables, the non-responses are also shown separately. 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.

In addition, a few schools did not report age & grade matrix which is very crucial in knowing the status of elementary education. A few states even did not report enrolment of Grade VIII. Therefore, enrolment in upper primary classes does not present the total enrolment in Classes VI-VIII. Therefore, the enrolment presented in this publication, if used in estimating enrolment based indicators such as GER and NER may not present the true picture of Universalisation.

Another important limitation of the data is its incomplete reporting of the school age population, which is very crucial in assessing the progress towards universal elementary education. It is observed that information received on this aspect through the Village Data-Capture Format in many cases is either incomplete or simply not reported. Because of the limitations in the enrolment data reported above and absence of reliable school age population, indicators such as GER and NER have not been constructed.

The indicators presented in the document should, therefore, be viewed in the light of above limitations. Needless to mention that the total number of schools covered under DISE 2003 and enrolment reported in Classes I –V and VI-VIII may not match well with the other sources of data. The limitations are applicable to all indicators, especially enrolment-based indicators and to all tables presented in the document. However, despite all these limitations, the indicators presented give enough indication about different aspects of UEE in a particular state and also the country as a whole, as it presents the average of as many as 461 of the 593 districts.