

Enrolment Based Indicators

INTRODUCTION

Like school related indicators, a variety of enrolment-based indicators have also been presented in case of each of the 25 States & UTs covered under the DISE 2004 as also the average of 539 districts. Most of the indicators are presented by school category and wherever necessary separately for boys and girls. While analysing enrolment-based indicators, the limitations presented above with respect to coverage and no-responses may be kept in mind. Because of these limitations, crucial indicators such as enrolment ratio, should be analysed carefully. As has already been reported, the DISE mandate is to collect data only from the recognized schools that impart elementary education irrespective of the school type. This applies both to the Government run as well as Private managed schools. Within these managements, the field level functionaries reported that the coverage in case of the recognized private institutions is not complete. Within the Government managements also, schools like *Kendriya Vidhyalaya's* are yet to be covered under the DISE. It may also be noted that Education Guarantee and similar other type of schools are not part of the DISE coverage. Moreover, the coverage in the recognized schools is not complete, as also of the unrecognized schools which are quite large in numbers.

In view of the above limitations, the enrolment ratio can at best be treated as presenting data on 6-11/

PART IV

11-14 year group children enrolled in formal Classes I-V/VI-VIII in the recognized schools only. The balance of the children may either be in the unrecognized schools, EGS, alternative learning schools and recognized schools which are not covered under DISE or a few of them may either be termed as out-of-school, never enrolled or dropped out children. Because of these reasons, it is not possible to correctly estimate the number of out-of-school children based on the data collected only from the schools. For that purpose, conducting household surveys may be the only alternative. Recently, the Government of India initiated a nation-wide household survey to estimate the number of out-of-school children, findings of the survey are awaited. On the other hand, states like Punjab extended the coverage of DISE to unrecognized schools also.

Since the state-specific DISE data on the previous year (2003) was only an year old, retention and other indicators of internal efficiency of education system were not worked out. Since now with the availability of 2004 data, the DISE data of 15 states is available for two years. An attempt has therefore been made for the first time to compute a variety of internal efficiency and other indicators which are crucial in knowing the status of universalisation of education. Further, with there being at hand data for only two years enrolment, it is not possible to work out retention rate which needs enrolment data at least over a period of five years. Therefore, districts in a state that have grade-specific enrolment over a period of five years are considered in estimating the retention rate at the Primary level. As such the retention rate presented does not represent

Like school related indicators, a variety of enrolment-based indicators have also been presented in case of each of the 25 States & UTs covered under the DISE 2004 as also the average of 539 districts

Retention rate presented does not represent the state as a whole but gives fairly a good amount of information about the retaining capacity of the education system in the state

the state as a whole but gives fairly a good amount of information about the retaining capacity of the education system in the state. Alternatively, the Apparent Survival Rate is also worked out in case of Primary level which presents share of enrolment in Grade II and subsequent grades in relation to the enrolment in Grade I in a year. The rate is considered crude as it is based upon the enrolment data of only one year but reveals interesting and useful information about the retaining capacity of the system. More specifically, the following indicators have been presented and analysed:

- 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
- Average enrolment by school category
- 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
- Per cent share of Pre-primary enrolment to total enrolment
- Percentage of enrolment in single-teacher schools
- Percentage of enrolment in schools having student: classroom 60 and above.
- Percentage of over-age & under-age children both at the Primary and Upper Primary levels of education

- Average enrolment by school category
- Apparent survival rate in Primary and Upper Primary grades
- Percentage of enrolment in schools without building and blackboard
- Grade-specific percentage of repetition, promotion and dropout rates
- Transition rate from Primary to Upper Primary level
- Retention rate at the Primary level; and
- Indicators of internal efficiency of education system: input/output ratio, average number of years the system is taking to produce primary graduate and wastage ratio.

Average of 539 districts indicates a GPI of 0.90 in Primary classes and 0.82 in case of enrolment in Upper Primary classes

Analysis presented clearly indicates that boys outnumber girls both at the Primary and Upper Primary levels of education

noticed in GPI in Primary enrolment in case of rural areas (0.90) and in urban areas (0.93), and also in case of all Government (0.93) and all Private managements (0.81) together. The corresponding figures in case of Upper Primary enrolment come out to be 0.79 in rural areas and 0.93 in the urban areas. However, not much difference is noticed in case of all Government and all Private managements together. GPI in case of total Elementary enrolment in the rural areas (0.87) is lower than the GPI as in the urban areas (0.93). All Government managements (0.91) together have much higher GPI as compared to the GPI in case of all Private managements (0.81) together (Table D1). The analysis presented above 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 which can have serious implications on UEE.

Further, analysis of state-specific GPI in Primary enrolment indicates that the same is above 0.90 in many states. Meghalaya has

GPI & SHARE OF GIRLS ENROLMENT

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 539 districts indicates a GPI of 0.90 in Primary classes and 0.82 in case of

Table D1
Gender Parity Index in Enrolment: 2004

Classes	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
I-V	0.90	0.90	0.93	0.93	0.81
VI-VII/VIII	0.82	0.79	0.93	0.83	0.81
I-VII/VIII	0.88	0.87	0.93	0.91	0.81

enrolment in Upper Primary classes. In the previous year, GPI respectively in Primary and Upper Primary enrolment was 0.89 and 0.79. All elementary classes together have a GPI of 0.88 in 2004. A significant difference is

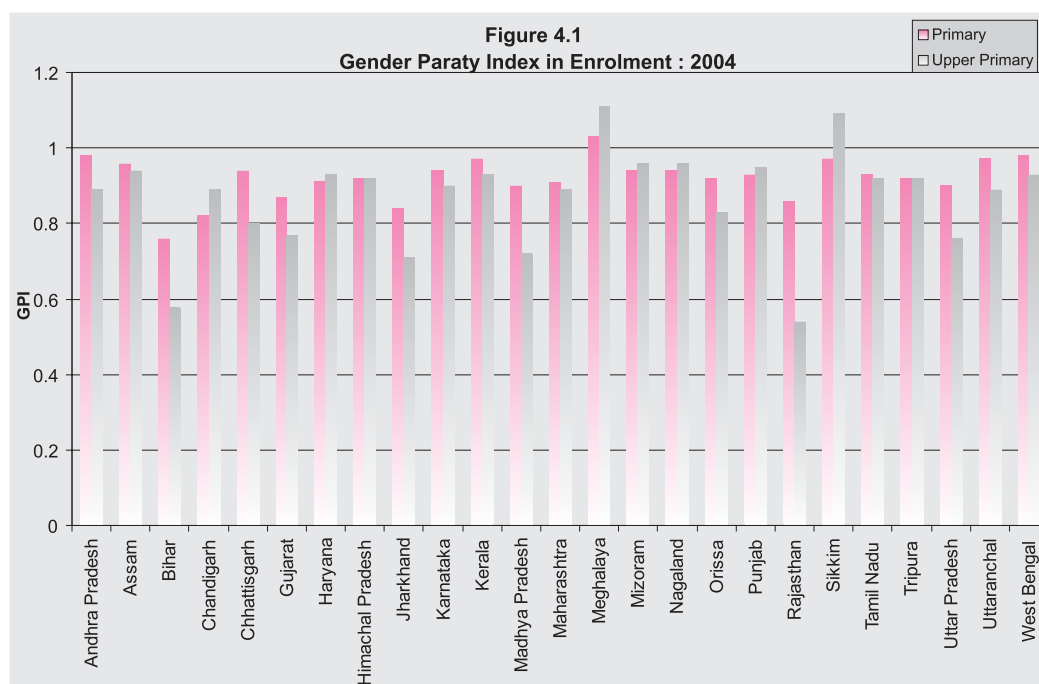
the highest GPI of 1.03. Among the rest of the states, West Bengal (0.98) has the highest (0.98) GPI, and Bihar the lowest (0.76). In Andhra Pradesh, Kerala, Sikkim and Uttaranchal, almost the same number of

boys and girls are enrolled in Primary classes as the GPI calculated in their case comes out to be above 0.97. Kerala too has a very high GPI in case of Upper Primary enrolment (0.93). GPI in the states of Assam (0.96), Chhattisgarh (0.94), Haryana (0.91), Himachal Pradesh (0.92), Karnataka (0.94), Maharashtra (0.91), Orissa (0.92), Tamil Nadu (0.93) and Uttar Pradesh (0.90), is also very high. All the states from the north-eastern region also have a very high GPI, in case of enrolment in Primary classes. On the other hand, states, such as Bihar (0.76), Gujarat (0.87), Jharkhand (0.84), Madhya Pradesh (0.90) and Rajasthan (0.86) has a little low GPI in Primary enrolment. This indicate that

Bihar, Gujarat, Jharkhand, Madhya Pradesh and Uttar Pradesh have a very low GPI, which clearly indicates that a large number of girls in these states are still out of school

Pradesh (0.72) and Uttar Pradesh (0.76) too have a very low GPI, which clearly indicates that a large number of girls in these states are still out of school. North-Eastern states too have a high GPI also in case of upper Primary enrolment. Meghalaya too have more girls in Upper Primary classes (GPI, 1.11) than their counterpart boys.

On the other hand, GPI in Elementary enrolment comes out to be 0.88. Bihar (0.74) and Rajasthan (0.78) are the only two states that have a lower GPI than the all-India average (0.88). In case of 18 states, the GPI in Elementary enrolment is above 0.90. Meghalaya (1.04) has more girls in



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 (0.54) in Upper Primary enrolment, which indicates that only 54 girls are enrolled against 100 boys. Bihar (0.58), Gujarat (0.77), Jharkhand (0.71), Madhya

Elementary classes than boys and Sikkim has almost equal number of boys and girls in these classes.

Share of Girls' Enrolment

Like GPI, the share of girls' enrolment also indicates that it is much lower than the share

of boys' enrolment, both at the Primary and Upper Primary levels of education. Girls share to total enrolment at Upper Primary is only 45.02 per cent; it was 44.20 per cent in the previous year. Girls share both in the Primary and Upper Primary enrolment is lower in the rural areas (47.31 and 44.03 per cent respectively) than the same in the urban areas (48.22 and 48.12 per cent). The same is also applicable in case of the enrolment in

Girls share both in the Primary and Upper Primary enrolment is lower in the rural areas than the same in the urban areas

Jharkhand (45.54 per cent) and Rajasthan (46.09 per cent) too have a lower percentage of girl's enrolment at the Primary level. The highest share of girls' enrolment at the Primary level is noticed in case of Meghalaya (50.65 per cent), followed by West Bengal (49.41 per cent), Uttaranchal (49.26 per cent), Andhra Pradesh (49.38 per cent), Kerala (49.33 per cent), Sikkim (49.31 per cent), Assam (49.00 per cent) etc. The share of girls' enrolment at

Table D2
Percentage of Girl's Enrolment: 2004

(In Percentage)

Classes	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
I-V	47.47	47.31	48.22	48.07	44.71
VI-VII/VIII	45.02	44.03	48.12	45.21	44.64
I-VII/VIII	46.90	46.61	48.19	47.51	44.69

Elementary classes, i.e. Classes I-VII/VIII (rural 46.61 and urban 48.19 per cent). The percentage of girls enrolment in Government managed schools is higher than the same in case of Private managed schools; it is true for Primary, Upper Primary and Elementary enrolment (Table D2).

the Primary level in case of Jharkhand (45.54 per cent) and Rajasthan (46.09 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. This is also reflected in the over all Elementary

Table D3
Percentage of Girl's Enrolment by School Category: 2004

School Category	Percentage		
	All Areas	Rural Areas	Urban Areas
Primary Only	47.86	47.73	48.76
Primary with Upper Primary	45.88	45.30	47.76
Primary with Upper Primary & Secondary/Hr. Secondary	45.18	43.94	46.49
Upper Primary Only	45.45	45.03	48.84
Upper Primary & Secondary/Hr. Secondary	46.20	45.03	48.95
All Schools	46.90	46.61	48.19

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

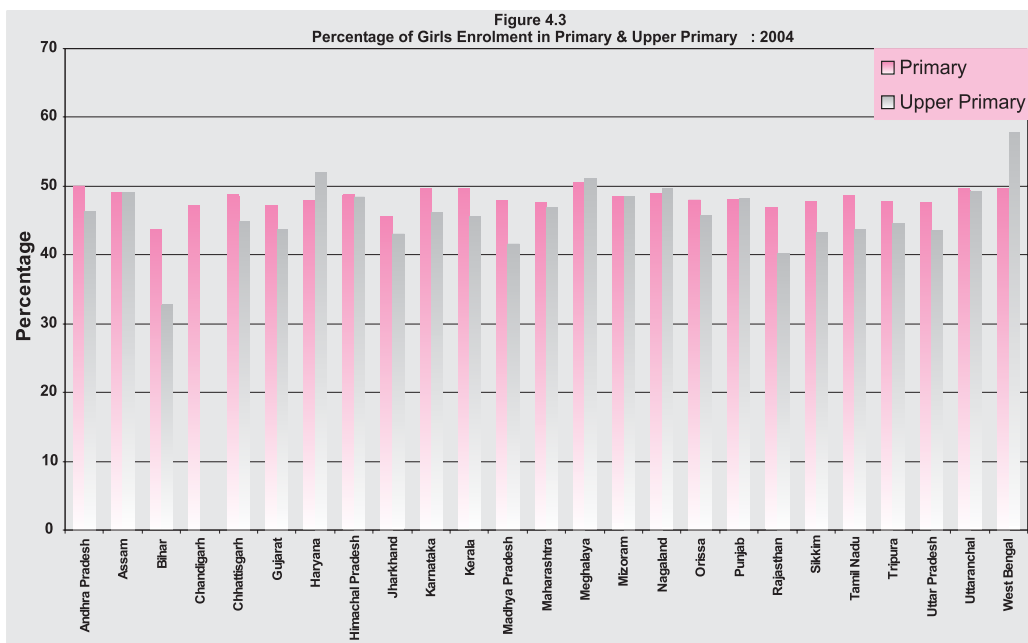
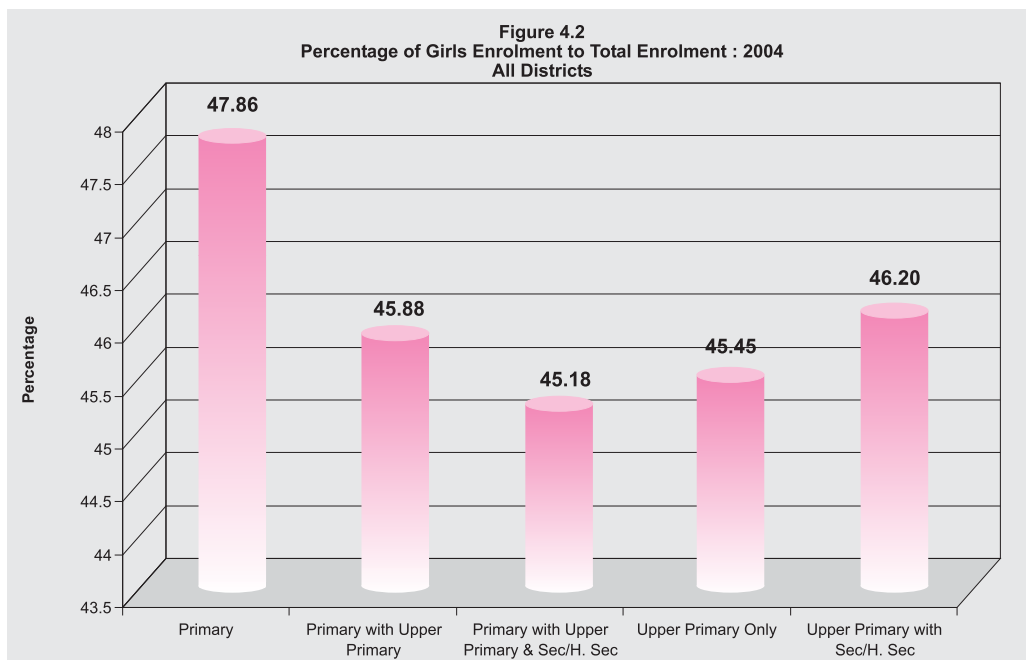
Except Bihar, in all other states the share of girls' enrolment at the Primary level is above 45 per cent. In Bihar, the same is only 43.30 per cent; it is 36.56 per cent at the Upper Primary level. Chandigarh (45.20 per cent),

enrolment (Bihar, 42.41 per cent; Jharkhand, 44.94 per cent; and Rajasthan, 43.85 per cent).

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

girl's enrolment than those located in the rural areas (Table D3).



(47.86 per cent) and the lowest (45.18 per cent) in the case of integrated Higher Secondary schools. Significant difference is noticed in the percentage of girl's enrolment in the rural and urban areas which is true of all school types. Schools located in the urban areas have significantly high percentage of

ENROLMENT IN RURAL AREAS

The percentage of enrolment in rural areas reveals that the same is significantly lower when considered with respect to the share of the total number of schools in these areas. Of the total 9,31,471 schools that impart

elementary education in the country, 87.12 per cent of them are located in the rural areas whereas percentage of enrolment in elementary classes i.e. Classes I-VII/VIII is only 82.46. All Government schools together have the enrolment percentage as high as 89.77 compared to only 56.07 per cent in case of the schools managed by the Private managements (Table D4). The per cent share of Government schools to total schools is 85.27 against 13.51 per cent of Private management schools. In a few states, the percentage of elementary enrolment in the rural areas to total enrolment is even higher than 90. Assam (90.47 per cent), Bihar (93.23 per cent), Himachal Pradesh (92.54 per cent), Jharkhand (91.80 per cent), Orissa (90.17 per cent), and Uttar Pradesh (90.30 per cent) are such states. On the other hand, Chandigarh (16.68 per cent), Maharashtra (60.17 per cent), Mizoram (66.13 per cent), Nagaland (65.40 per cent) and Tamil Nadu (60.91 per cent) have lower percentages of enrolment in the rural areas. The percentage in Kerala is about 82 per cent. More than 95 per cent enrolment in case of all Government management schools in Bihar and Uttar

Schools located in the urban areas have significantly high percentage of girl's enrolment than those located in the rural areas

Further, it is observed that 91.18 per cent of the total 6,37,469 schools are located in the rural areas. However, of the total enrolment in Primary classes, only 83.94 per cent is in schools located in the rural areas. More than 94 per cent of the total enrolment in Primary classes in Bihar is located in the rural areas. Assam (91.44 per cent), Jharkhand (92.83 per cent), Orissa (90.79 per cent), Tripura (91.28 per cent) and Uttar Pradesh (90.68 per cent) also have above 90 per cent Primary enrolment located in the rural areas. The lowest enrolment in rural areas is observed in the case of Chandigarh (18.04 per cent) followed by Tamil Nadu (63.62 per cent), Mizoram (67.71 per cent), Nagaland (67.61 per cent), Andhra Pradesh (76.89 per cent), and Madhya Pradesh (78.32 per cent). 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 (77.01 per cent) is much lower than the share of enrolment in the Primary classes (83.94 per cent). The

Table D4
Percentage of Enrolment in Rural Areas to Total Enrolment: 2004
(In Percentage)

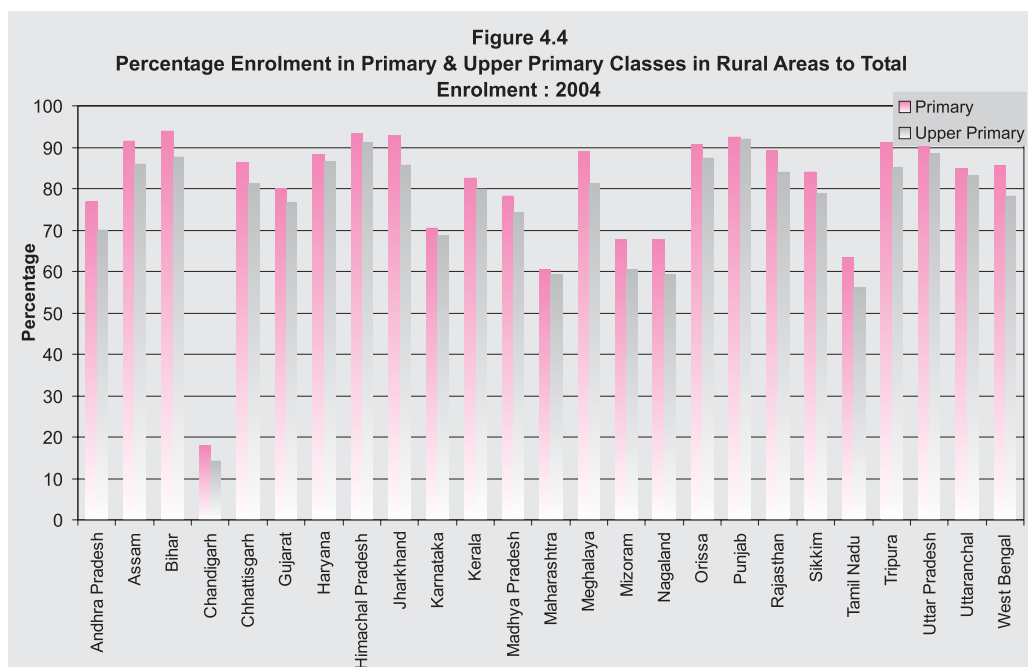
Classes	All Category Schools			All Government Managements	All Private Managements
	Boys	Girls	Total		
I-V	84.14	83.71	83.94	90.70	53.49
VI-VII/VIII	78.44	75.21	77.01	85.48	61.04
I-VII/VIII	82.87	81.99	82.46	89.77	56.07

Pradesh is in the rural areas as compared to only 22.08 per cent in Chandigarh. On the other hand, about 94.90 per cent elementary enrolment in Assam is located in the rural areas in case of Private managements, compared to only 5.70 per cent in Chandigarh.

highest percentage is observed in case of Himachal Pradesh (91.13 per cent) and the lowest, 14.35 per cent, in Chandigarh, followed by 56.05 per cent in Tamil Nadu, 59.16 per cent in Nagaland, 59.41 per cent in Maharashtra and 70.02 per cent in Andhra Pradesh. Kerala has 79.95 per cent Upper

Primary enrolment located in the rural areas. All Government schools together have 85.48 per cent of the total Upper Primary enrolment

Secondary schools have fewer students in Government schools. The analysis also reveals a significant difference in elementary



located in the rural areas compared to 61.04 per cent in case of all Private schools.

ENROLMENT IN GOVERNMENT SCHOOLS

As already mentioned, majority of schools that impart elementary education (85.27 per cent) are government owned schools. Government management includes schools run by the Department of Education, Local Bodies and Tribal/Social Welfare Department. Further, it has been observed that irrespective of the type of school, the percentage share of enrolment in government run schools is lower than their share in the number of schools. This indicates that enrolment in schools run by the private managements is a bit higher than their share of schools. It is also observed that three out of every four students in elementary classes are from the Government schools. However, integrated Higher Secondary and Upper Primary attached to Secondary & Higher

enrolment under the Government managements in the rural (83.66 per cent) and urban areas (42.12 per cent) (Table D5). In urban areas it seems that majority of elementary enrolment come from the Private managed schools. In Assam, Bihar, Haryana, Himachal Pradesh, Nagaland, Orissa and Tripura more than 95 per cent enrolment comes from the Government managed schools. On the other hand, the percentage of elementary enrolment in Tamil Nadu is as low as 56.27 per cent, and in Kerala 37.58 per cent.

About 91.85 per cent Primary schools have Government managements against which enrolment in these schools is only 85.35 per cent. About 81 per cent of the total independent Upper Primary schools have government managements but enrolment in these schools is only 73 per cent of the total enrolment in such schools. This is also true for Elementary schools in which significant difference is noticed in percentage share of

schools (79.03 per cent) and enrolment (72.67 per cent). On the other hand, the share of integrated Higher Secondary schools having Government managements is only 40.99 per

About 91.85 per cent Primary schools have Government managements against which enrolment in these schools is only 85.35 per cent

The state-specific share of Primary enrolment in Government managed schools further reveals that the majority of states have the percentage above 85. However, Kerala (38.32 per cent),

Table D5

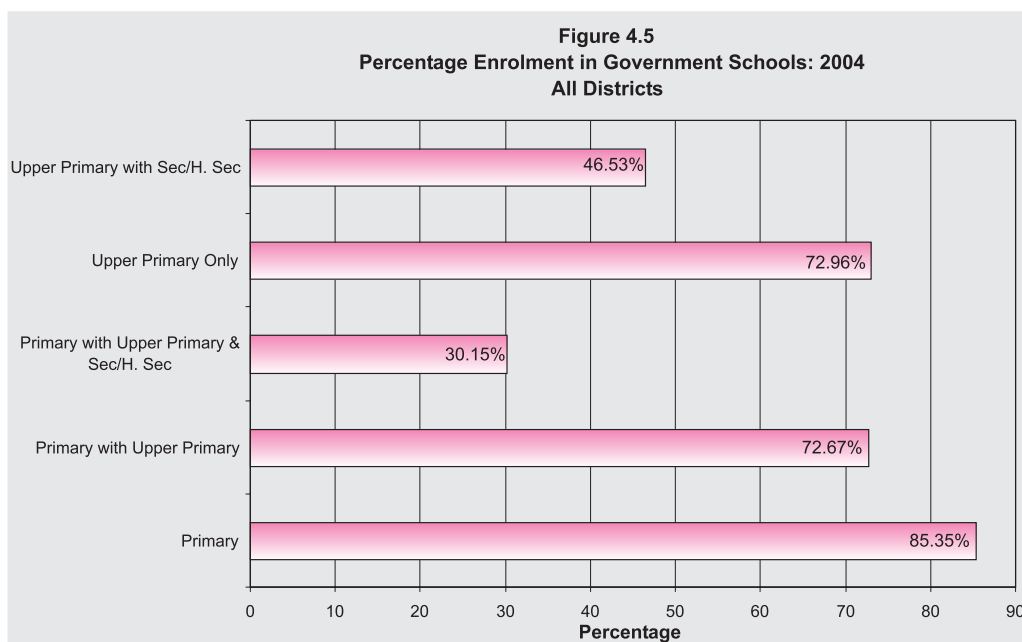
Percentage of Enrolment in Government Schools to Total Enrolment: 2004

School Category	Percentage		
	All Areas	Rural Areas	Urban Areas
Primary Only	85.35	89.91	50.40
Primary with Upper Primary	72.67	81.30	44.34
Primary with Upper Primary & Secondary/Hr. Secondary	30.15	46.25	13.41
Upper Primary Only	72.96	75.42	49.57
Upper Primary & Secondary/Hr. Secondary	46.53	52.98	31.66
All Schools	76.60	83.66	42.12

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

cent compared to 30.15 per cent enrolment. The difference between the share of schools and enrolment is also noticed in the case of

Maharashtra (64.06 per cent), Meghalaya (62.42 per cent), Tamil Nadu (67.10 per cent) and Uttaranchal (78.76 per cent) had much



Government run Upper Primary sections attached to Secondary & Higher Secondary schools.

lower percentage than the all-India average of 85.35 per cent.

In 2003, DISE data from 461 districts was reported. During 2004, 189 out of 461 districts, reported a declining trend in enrolment. If all the Government managements are considered together, as many as 215 districts has shown a decline in Primary enrolment during the same period compared to 147 districts in case of all Private managed schools together.

SHARE OF SC & ST ENROLMENT

The share of SC and ST enrolment in the total enrolment in Primary, Upper Primary and Elementary classes is also presented and analysed. At the Primary level, the share of SC and ST enrolment with respect to total enrolment works out to be 21.30 and 10.20 per cent respectively, which is in tune with their per cent share in total population. The share of SC and ST population in 2001 Census at the all-India level was 16.20 and 8.20 per cent respectively. The corresponding percentages at the Upper Primary level are 19.33 and 8.08 which is slightly lower than the same in case of Primary enrolment. All Elementary classes together have 20.84 per

All Elementary classes together have 20.84 per cent SC and 9.71 per cent ST enrolment

with the percentage share of ST to the total population.

Chhattisgarh and Jharkhand also had about 30 per cent ST enrolment in 2004 compared to

about 36 per cent in the states of Sikkim and Tripura. So far as the per cent share of SC enrolment to total enrolment is concerned, the same is highest in the state of Punjab (54.31, partial data), followed by Haryana (31.05 per cent), Uttar Pradesh (30.53 per cent), Himachal Pradesh (28.70 per cent), and West Bengal (26.93 per cent); the lowest 7.43 per cent is in Sikkim. The share of SC girls to total SC enrolment in case of Bihar is only 39.00 per cent which is also the lowest in the country. However Meghalaya has the highest percentage of SC girl's enrolment (51.37 per cent) which is also true for ST girl's enrolment (51.04 per cent) in the state. Sikkim too has high percentage of girls both in case of SC (49.52 per cent) and ST (51.04 per cent) enrolment. The lowest ST girls' enrolment is observed in case of Bihar (38.62 per cent).

Among the major states, the highest SC enrolment at the Primary level is observed in

Table D6
Percentage of SC & ST Enrolment to Total Enrolment: 2004
(In Percentage)

Classes	SC Enrolment		ST Enrolment	
	%	% SC Girls to Total SC Enrolment	%	% ST Girls to Total ST Enrolment
Share in 2001 Census	16.20	-	8.20	-
I-V	21.30	47.31	10.20	46.61
VI-VII/VIII	19.33	43.92	8.08	42.02
I-VII/VIII	20.84	46.59	9.71	45.73

cent SC and 9.71 per cent ST enrolment (Table D6). The three states from the north-eastern region, namely Meghalaya (92.37 per cent), Mizoram (98.75 per cent) and Nagaland (97.31 per cent) have above 90 per cent ST enrolment which matches well

case of Haryana (32.47 per cent), followed by Uttar Pradesh (30.82 per cent) and ST enrolment (31.02 per cent) in Chhattisgarh. Jharkhand too has high percentage of ST enrolment in Primary classes (30.31 per cent). The three north-eastern states, namely

Meghalaya (92.76 per cent), Mizoram (98.79 per cent), and Nagaland (97.66 per cent) also had a very high percentage of ST enrolment which is in tune with the share of ST population to the total population. While analysing the share of girls' enrolment in the total SC & ST enrolment at

At all levels; Government is the main provider and caterer of the educational needs of both the SC and ST children

Primary classes is as high as 87.52 per cent. Schools under the Private management had only 12.48 per cent of the total SC Primary enrolment, and only 10.32 per cent in case of Upper Primary. However, the percentage of ST enrolment under Private managements is much higher

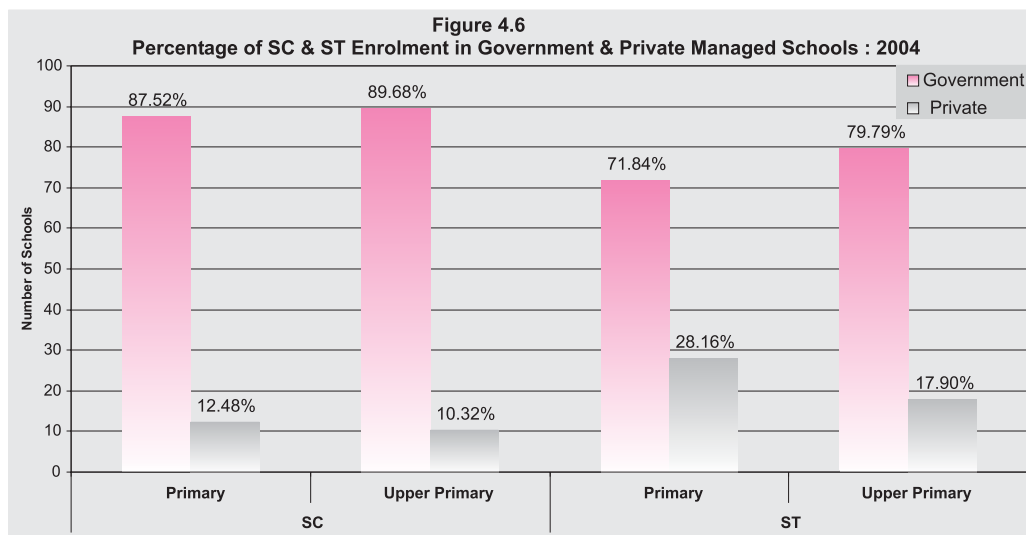
Table D7
Share of SC & ST Enrolment in Schools Managed by Government and Private Managements: 2004

(In Percentage)

Classes	SC Enrolment		ST Enrolment		SC & ST Enrolment	
	Government Managements	Private Managements	Government Managements	Private Managements	Government Managements	Private Managements
I-V	87.52	12.48	71.84	28.16	84.16	15.84
VI-VII/VIII	89.68	10.32	79.79	17.90	87.78	12.22

the Primary level, it is observed that it is in tune with the general enrolment. However, the share of ST girls' enrolment both in case of the Primary and Upper Primary levels is low at 43.92 and 42.02 per cent.

both in case of Primary (28.16 per cent) and Upper Primary (17.90 per cent) enrolment. In 2004, both SC and ST enrolment together had a share of 84.16 and 87.78 per cent respectively in case of Primary and Upper



Further, it has been observed that at all levels (Primary, Upper Primary and Elementary); Government is the main provider and caterer of the educational needs of both the SC and ST children. The percentage in case of SC enrolment in

Primary levels of education. Only 16 out of 100 SC & ST children are enrolled in Primary schools managed by the Private managements; thus figure 12 out of 100 in case of Upper Primary enrolment.

SHARE OF DISABLED CHILDREN IN ENROLMENT

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,

About 1.76 million disabled children are enrolled in elementary classes across the country of which 1.35 million are enrolled in Primary and 0.41 million in Upper Primary classes

case of Elementary enrolment. Urban areas have slightly a higher GPI compared to the same in the rural areas. However, of the total disabled enrolment at the Primary, Upper Primary and Elementary levels in the country, the percentage of disabled children in the rural areas is as high as 88.23, 82.85 and 86.96 per cent respectively.

Table D8
Enrolment of Children with Disability: 2004

Classes	All Areas			Rural Areas			Urban Areas		
	Girls	Total	GPI	Girls	Total	GPI	Girls	Total	GPI
I-V	558481	1346186	0.71	491903	1187677	0.71	64807	154123	0.73
VI-VII/VIII	161655	412297	0.64	130961	341577	0.62	30368	69668	0.77
I-VII/VIII	720136	1758483	0.69	622864	1529254	0.69	95175	223791	0.74

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

Number of Disabled Children

About 1.76 million disabled children are enrolled in elementary classes across the country of which 1.35 million are enrolled in Primary classes and 0.41 million in Upper Primary classes. The percentage of children with disability, both in the Primary (1.22 per cent) and Upper Primary classes (1.24 per cent) is below 2 per cent of the total enrolment in these classes. The corresponding percentage at the Elementary level is 1.23 per cent.

The share of girls with disability to total such enrolment in Primary, Upper Primary and Elementary classes is 41.49, 39.21 and 40.95 per cent respectively. This is also reflected in the Gender Parity Index calculated in case of disabled children. Irrespective of the level, the calculated GPI works out to be much lower than the same in case of overall enrolment. The GPI is as low as 0.71 in Primary, 0.64 in Upper Primary and 0.69 in

Enrolment by Nature of Disability

One in every three disabled students in Elementary classes has problem in moving. About 20 per cent students are visually handicapped, 14 per cent hard of hearing, and another 16 per cent disabled in speech. About 11 per cent students are mentally retarded and another 7 per cent have other types of disability. Not much difference is noticed in nature of disability in Primary and Upper Primary classes (Table D9).

Table D9
Enrolment by Nature of Disability: 2004
(Percentage)

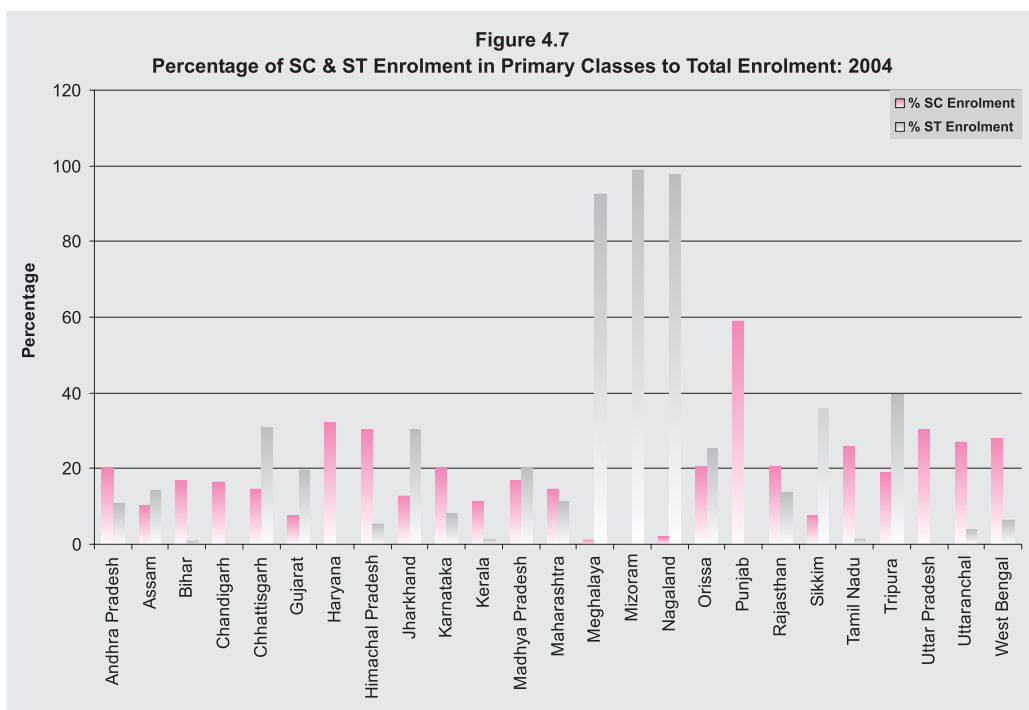
Disability in	Grades		
	I-V	VI-VIII	I-VIII
Seeing	18.88	24.13	20.11
Hearing	13.66	15.36	14.06
Speech	16.46	14.71	16.05
Moving	30.71	34.73	31.65
Mentally Retarded	12.76	4.71	10.87
Others	7.52	6.37	7.25
% to Total Enrolment	1.22	1.24	1.23

The DISE data also provides nature of disability by grades which if analysed properly can be of great help in developing inclusive education programmes. This can be extracted at different levels. Even those schools who have disabled children, can be identified by nature of disability.

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 types is very low. In Primary schools, the percentage of enrolment in Pre-primary classes is as low as 5.82 per cent compared to 7.16 and 16.22 per cent respectively in the case of Elementary and Higher Secondary

Amongst the major states, the highest percentage of Pre-primary enrolment in Primary schools is noticed in the case of Madhya Pradesh (21.92 per cent) and the lowest, 1.62 per cent, in Himachal Pradesh. Chandigarh too has 27.67 per cent enrolment in its Primary schools. Except Mizoram (9.60 per cent) and Tripura (1.23 per cent), all other states from the north-eastern region reported a very high percentage of Pre-Primary sections attached to Primary schools. The state of West Bengal has not reported enrolment in Pre-Primary sections attached to its schools. In Kerala, enrolment is 4.71 per cent. Madhya Pradesh (20.81 per cent) too has a high percentage of Pre-primary enrolment in Elementary schools compared to 1.16 per cent in Uttar Pradesh.



schools. Further, it has been observed that the percentage is a bit higher in case of the urban areas (8.68 per cent), compared to 5.44 per cent in the rural areas. The same is also comparatively low in case of the schools managed by the Government (5.47 per cent) against 8.14 per cent in Private managed schools (Table D10).

Himachal Pradesh (25.44 per cent), Meghalaya (48.95 per cent), Mizoram (27.91 per cent), Nagaland (22.10 per cent), Sikkim (29.69 per cent) and Uttaranchal (14.58 per cent) too have a significant percentage of enrolment in Pre-Primary sections attached to their Elementary schools. Compared to the Pre-primary enrolment in Primary and

Elementary schools, the corresponding percentage in the case of the integrated Higher Secondary schools is much higher at

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.

Table D10

Share of Enrolment in Pre-Primary Classes to Total Enrolment: 2004

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	5.82	5.44	8.68	5.47	8.14
Primary with Upper Primary	7.16	6.45	9.37	5.56	11.82
Primary with Upper Primary Secondary/ Hr. Secondary	16.22	13.06	19.30	10.87	18.86

16.22 per cent. Such schools in Meghalaya and Mizoram respectively have a very high percentage of 43.32 and 39.68.

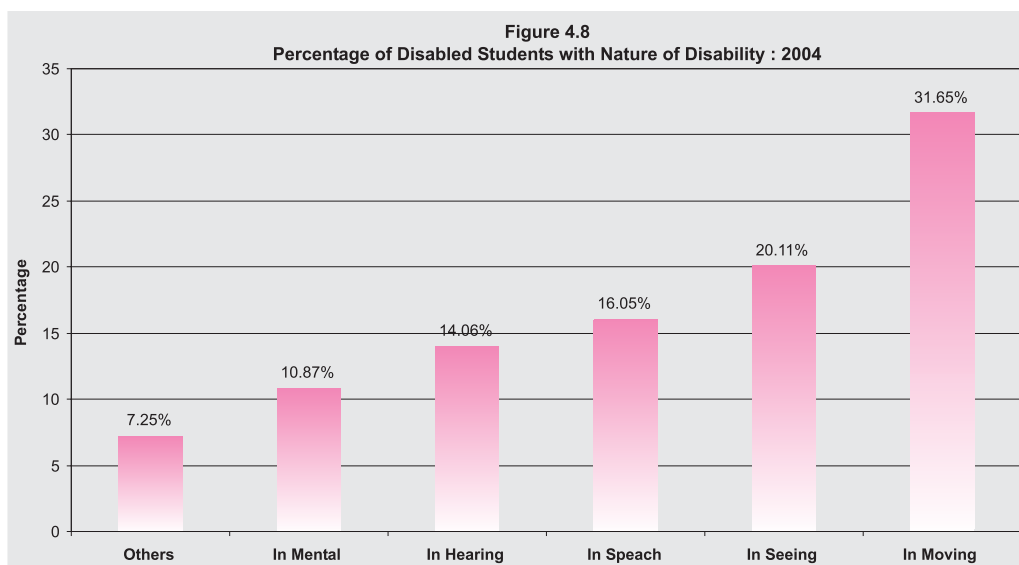
ENROLMENT IN SINGLE TEACHER SCHOOLS, SCHOOLS WITHOUT BUILDING & BLACKBOARD AND SCHOOLS WITH STUDENT CLASSROOM RATIO 60 & ABOVE

As has already been stated, a large number of schools are single-teacher schools. In addition, there are a number of schools

Therefore, enrolment in all such schools (by category) is critically analysed both at the state and national (average of 549 districts) levels. In addition, enrolment in schools with student classroom ratio 60 and above is also analysed.

Enrolment in Single-Teacher Schools

As mentioned above, 17.51 per cent of the total Primary schools are single-teacher schools, which have 11.75 per cent of the total enrolment in Primary classes. A much



without building and a few schools are even without a blackboard. Though the

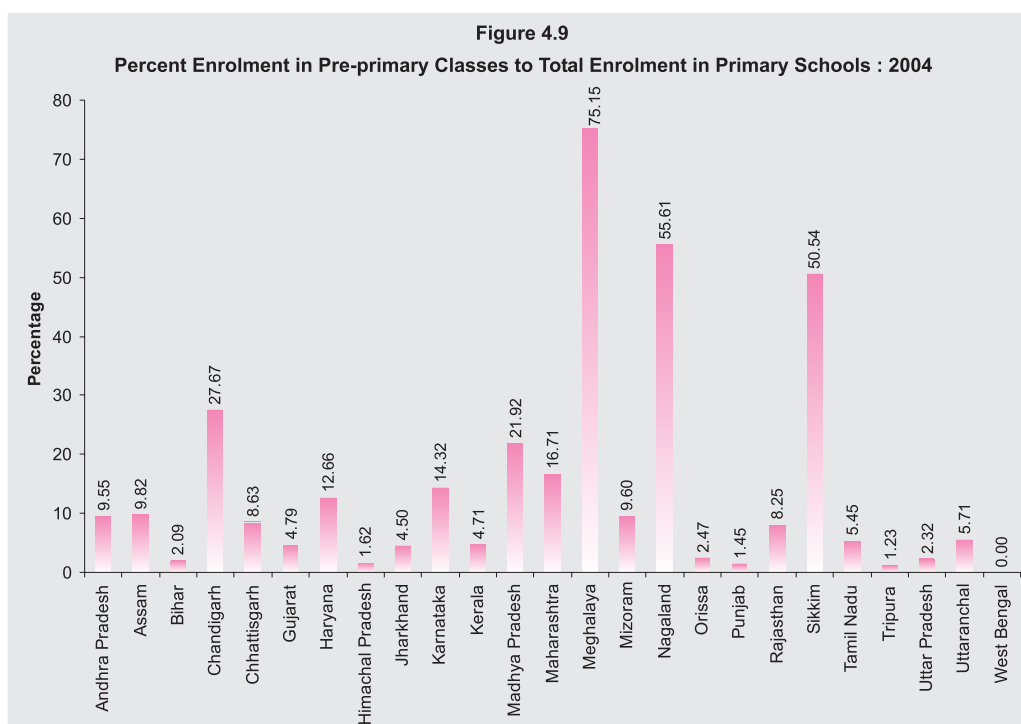
lower percentage of enrolment in single-teacher schools is observed in schools

located in the urban areas (4.40 per cent), compared to 12.72 per cent in the rural areas. Enrolment in other types of single-teacher schools, barring Upper Primary schools, is below 2 per cent. The percentage of enrolment in single-teacher Upper Primary schools is 5.77. However, the same in the urban areas is as low as 1.37 per cent. Of the total enrolment in Classes I-VIII, all Government schools together have 8.90 per cent enrolment in single-teacher schools,

Of the total enrolment in Classes I-VIII, all Government schools together have 8.90 per cent enrolment in single-teacher schools, compared to only 3.15 per cent in Private managed schools

which has only 0.08 per cent single teacher Primary schools compared to 33.24 per cent schools in Jharkhand. In a few states, the percentage of enrolment in single-teacher Primary schools, both in case of all Government and Private

managements together is high. Bihar and Jharkhand are two such states. The percentage of enrolment in single-teacher schools in case of the schools managed by private managements is as high as 16.22 in



compared to only 3.15 per cent in Private managed schools (Table D 11).

Chandigarh and Kerala have not reported enrolment in single-teacher Primary schools. On the other hand, the highest enrolment in single-teacher schools is observed in the case of Jharkhand (27.85 per cent), followed by Rajasthan (24.67 per cent), Uttar Pradesh (13.32 per cent), Uttaranchal (13.18 per cent), Bihar (12.68 per cent), Assam (12.42 per cent), and Chhattisgarh (12.32 per cent); and the lowest in Kerala (0.02 per cent)

Bihar and 16.07 in Jharkhand. The corresponding percentage in the Government run schools is 12.67 in Bihar and 28.13 in Jharkhand. Rajasthan too has a high percentage of enrolment (26.11) in its single-teacher schools in case of the Government managed schools.

Enrolment in Schools without Building

All types of schools have reported enrolment in schools without building. It varies from 7.00 per cent in case of Upper Primary to 0.82 per

cent in the Upper Primary attached to Secondary and Higher Secondary schools. All schools together reported 2.20 per cent of the total elementary enrolment. Barring

schools is only 2.63 per cent of the total enrolment in Primary classes. The percentage is reasonably high in the states of Rajasthan (7.72), Andhra Pradesh (6.47), Chhattisgarh

Table D11

Percentage Share of Enrolment in Single-Teacher Schools : 2004

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	11.75	12.72	4.40	12.67	5.65
Primary with Upper Primary	1.11	1.21	0.78	0.82	1.93
Primary with Upper Primary & Secondary/ Hr. Secondary	1.34	0.87	1.81	1.37	1.33
Upper Primary	5.77	6.27	1.37	6.17	4.63
Upper Primary with Secondary & Higher Secondary	0.83	1.07	0.34	1.41	0.31
All Schools	7.65	8.78	2.28	8.90	3.15

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

Elementary schools, all other school types located in the rural areas reported lower enrolment in schools without building compared to the same in the urban areas. Elementary schools without building in the urban areas have 1.11 per cent of the total elementary enrolment (Table D12).

(5.46), Bihar (5.74), Madhya Pradesh (5.32), Gujarat (3.02) and Uttaranchal (3.11). It is worth mentioning here that 11.20 per cent of the total Primary schools in Rajasthan are building-less schools. Since only a few schools are without building (0.05 per cent) in Kerala, enrolment in such schools is also low

Table D12

Share of Enrolment in Schools without Building: 2004

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	2.63	2.58	2.91	2.86	0.90
Primary with Upper Primary	0.89	0.80	1.11	0.94	0.75
Primary with Upper Primary & Secondary/Hr. Secondary	1.31	1.32	1.28	1.60	1.14
Upper Primary	7.00	7.22	5.33	8.97	0.97
Upper Primary with Secondary & Higher Secondary	0.82	0.81	0.85	1.10	0.52
All Schools	2.20	2.24	1.90	2.57	0.83

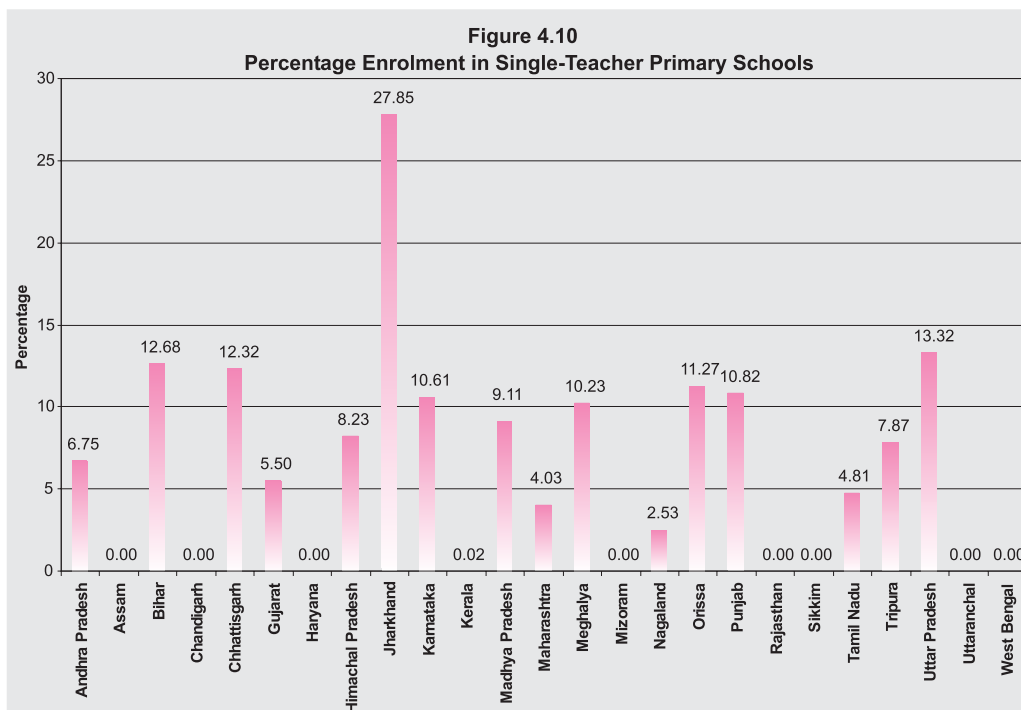
Note: Total may not add to hundred because of the no-responses and rounding of figures.

Further, it has been observed that compared to 4.04 per cent Primary schools without building, the share of enrolment in such

at 0.3 per cent. Chandigarh, Nagaland and Tripura have not reported enrolment in Primary schools without building.

Chhattisgarh (16.64 per cent), Himachal Pradesh (11.35 per cent) and Madhya Pradesh (29.20 per cent) have a very high enrolment in Upper Primary schools without building. Similarly, Haryana reported 23.94 per cent

(18.30 per cent), Mizoram (17.10 per cent), Nagaland (17.90 per cent), Sikkim (27.90 per cent) and Tripura (29.60 per cent) are such states. The percentage of enrolment in a few privately managed such schools is also high. It



enrolment in its building-less integrated Higher Secondary schools. The state too has a high percentage of 13.73 in case of its Elementary schools. The DISE data should be utilized in identifying all building-less schools and the provisions made under SSA and other programmes concerning elementary education should be utilized in providing building to building-less schools without delay.

Enrolment in Schools without Blackboard

As has been reported that about 9.51 per cent of the total 9,31,471 schools that impart elementary education in the country did not have the blackboard in 2004. However, enrolment in these schools (5.70 per cent) is a bit lower than its share to total elementary enrolment. In a few states, the percentage of enrolment in schools without blackboard is very high. Bihar (17.70 per cent), Jharkhand

is as high as 33.99 per cent in Tripura compared to 31.47 per cent in Sikkim, 24.55 per cent in Haryana, 21.51 per cent in Madhya Pradesh and 22.57 per cent in Mizoram. No significant difference is noticed in enrolment in schools without blackboard located in the rural (5.50 per cent) and urban (6.30 per cent) areas.

Further, it has been observed that about 9 per cent Primary schools do not have access to blackboard. The percentage of enrolment in such schools is lower at 5.70 per cent. In Tripura about 30 per cent of the total Primary enrolment is in the schools without blackboard which is also high in case of Sikkim (27.38 per cent), Nagaland (21.08 per cent), Jharkhand (21.60 per cent), Bihar (19.69 per cent) and Mizoram (16.96 per cent). It has also been noticed that irrespective of the school type, the percentage of enrolment in schools

without blackboard is above 3.60 per cent. In case of integrated Higher Secondary schools without blackboard, the percentage

Secondary schools (Table D30). As reported above, about 88,577 schools (all categories) did not have blackboard in

Table D13

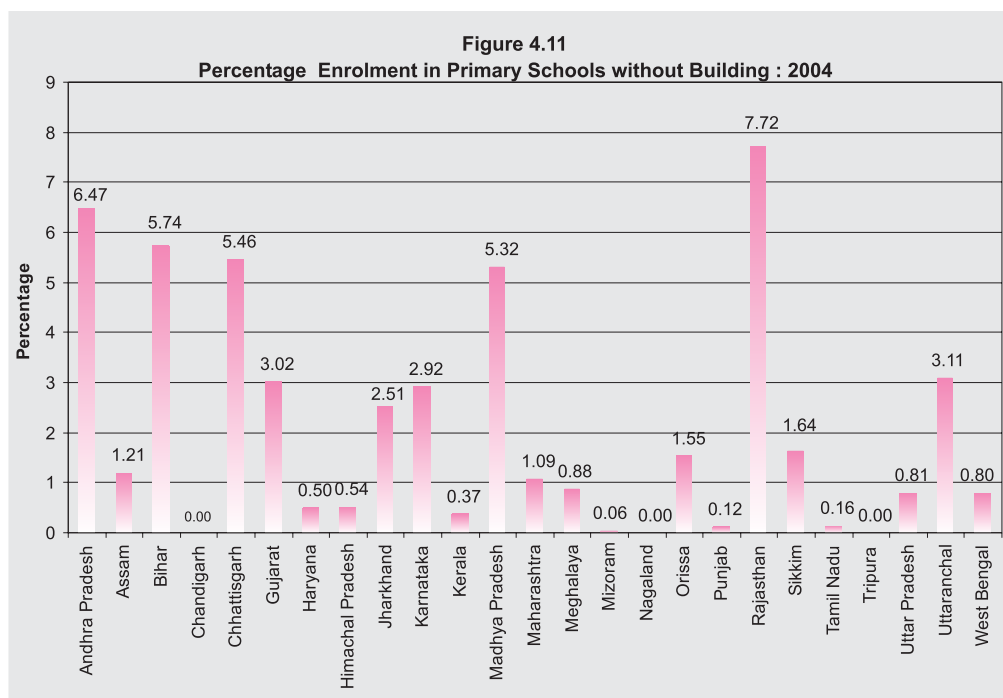
Share of Enrolment in Schools without Blackboard: 2004

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	5.70	5.49	7.25	5.50	6.98
Primary with Upper Primary	5.60	5.81	4.95	5.18	6.81
Primary with Upper Primary & Secondary/ Hr. Secondary	9.24	7.64	10.76	10.87	8.43
Upper Primary	6.05	5.84	7.88	6.74	4.08
Upper Primary with Secondary & Higher Secondary	3.60	3.90	2.89	5.69	1.70
All Schools	5.70	5.50	6.30	5.64	5.98

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

is as high as 9.24. Independent Upper Primary schools also have 6.05 per cent enrolment in such schools. The lowest 3.60 per

school in 2004. Of the total schools without building, 25,479 schools (28.76 per cent) even did not have a teacher. On the other



cent enrolment in schools without blackboard is observed in case of the Upper Primary attached to Secondary and Higher

hand, about 35 thousand schools did not have school building, of which 2,508 schools even did not have a teacher. However, of

schools without building, teacher and blackboard, the number is lower at 2,034. One can imagine the fate of students in such schools.

About 9 per cent Primary schools do not have access to blackboard; percentage of enrolment in such schools is lower at 5.70 per cent

(46.60 per cent) is quite higher than the same in the private managed schools (28.48 per cent). Further, it is noticed that 32.60 per cent of the total enrolment in case of

Enrolment in Schools with Student Classroom Ratio 60 & Above

Of the total elementary enrolment, about 37.18 per cent is located in schools having student-classroom ratio of 60 and above. In these schools, on an average at least 60 children sit in one classroom. The percentage of enrolment in such schools in case of Bihar is as high as 77.94 compared to 55.12 in Jharkhand, 47.06 in Assam, 32.51 in Haryana, 31.66 in Madhya Pradesh, 44.26 in Tripura, 60.80 in Uttar Pradesh, and 56.43 in West Bengal. It seems that classrooms in these states are a bit crowded. In case of Bihar and Jharkhand, it is also true for other school types. Further, it has been noticed that enrolment in such schools located in the urban areas (29.60 per cent) is much less

independent Elementary schools is located in schools that have the student-classroom ratio of 60 and above compared to 30.40 per cent in case of Upper Primary attached to Secondary and Higher Secondary schools. The lowest percentage of 19.11 is noticed in case of the integrated Higher Secondary schools (Table D14).

Further, it has been observed that of the total enrolment in Primary schools, 43.34 per cent is in the schools that have student-classroom ratio 60 and above. The percentage of enrolment in case of Bihar is as high as 74.50 per cent compared to 66.11 per cent in Uttar Pradesh. Haryana (38.67 per cent), Jharkhand (46.52 per cent), and Madhya Pradesh (29.85 per cent) too had a high percentage of enrolment in such schools. This

Table D14

Share of Enrolment in Schools with Student-Classroom Ratio 60 & Above: 2004

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	43	45	35	53	35
Primary with Upper Primary	33	32	35	37	30
Primary with Upper Primary & Secondary/ Hr. Secondary	19	24	14	31	13
Upper Primary	30	31	23	33	30
Upper Primary with Secondary & Higher Secondary	29	34	18	31	22
All Schools	37	39	30	47	28

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

than the schools located in the rural areas (38.97 per cent). Percentage of enrolment in schools having student-classroom ratio 60 and above in Government managed schools

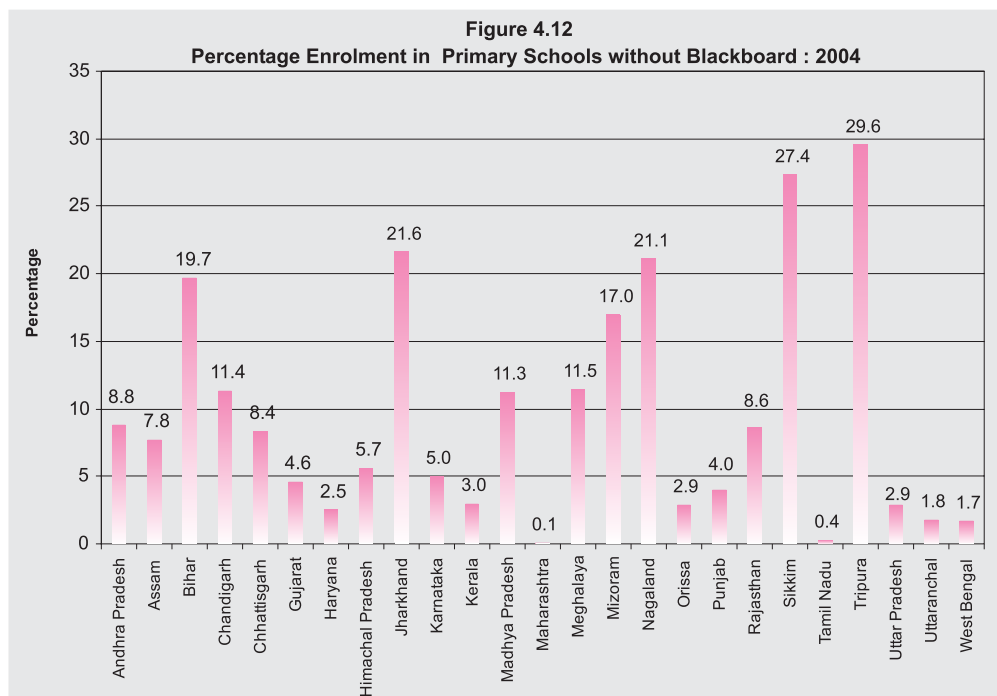
otherwise suggests that the majority of primary students sit in a classroom which has at least 60 students. On the other hand, percentage of enrolment in schools having

student- classroom ratio 60 and above in Himachal Pradesh is only 3.18 per cent compared to 4.68 per cent in Kerala. Mizoram (1.05 per cent), Nagaland (3.82 per cent) and Sikkim (1.57 per

Schools without building, teacher and blackboard, the number is lower at 2,034; one can imagine the fate of students in such schools

together.

The average of 539 districts reveals that a large number of children drop out from the system before reaching Grade V which is true both for boys and



cent) too have a low percentage of enrolment in schools with student-classroom 60 and above.

APPARENT SURVIVAL RATE

One of the crude indicators to know the retaining capacity of the system is apparent survival rate which has been presented for the Primary grades. To calculate the survival rate, enrolment in Grade II in 2004 is considered as the base enrolment, and is divided by the enrolment in Grade I of the same year i.e. 2004. This is multiplied by 100 to obtain the survival rate in the Primary grades. The survival rate also reflects on the status of efficiency of education system. The rate is separately analysed in case of boys and girls, rural and urban areas and also for all Government and Private managements

girls and rural and urban areas. About 63 children out of 100 reach Grade V. The corresponding figure in the rural and urban areas is 60 and 82. More boys (65) survive up to Grad V compared to their girl counterparts (62). A wide gap is observed in case of boys and girls in both the rural and urban areas. Compared to retention of 62 boys in rural areas, the corresponding figure in the urban areas is as high as 82. Thus a gap of 20 percentage points in survival rate is observed in case of boys between rural and urban areas. The corresponding gap in case of girls is even higher at 22 percentage points. Only 58 girls in the rural areas survive up to Grade V compared 100 in Grade I. Thus unless both the boys and girls survive in the rural areas, the goal of universal retention cannot even be dream of. Further, it has been observed that up to Grade II only 84 per cent children

survive. However, the survival up to Grade II is as high as 90 per cent in the urban areas

(33.88 per cent), Meghalaya (31.68 per cent) and Rajasthan (42.48 per cent) do not

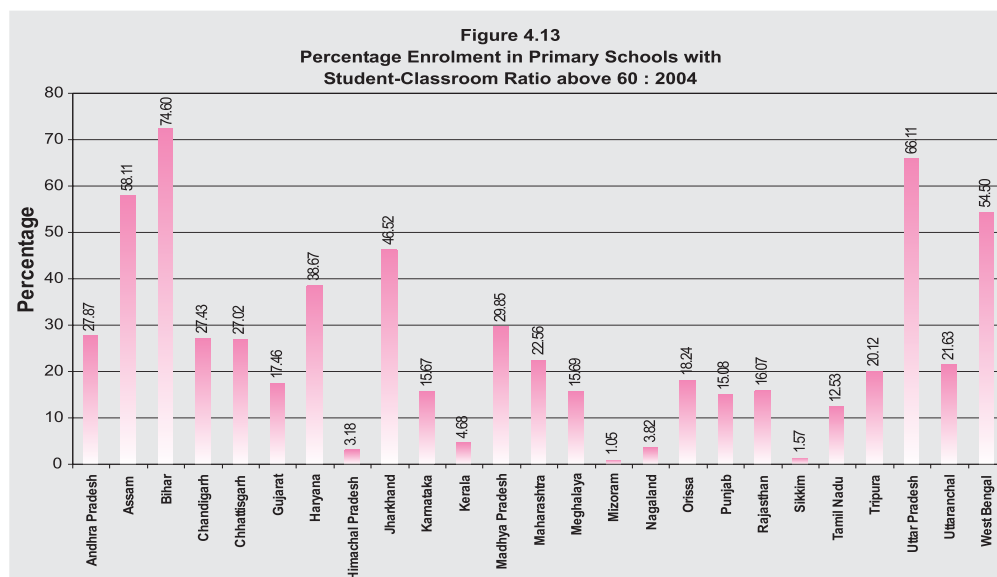
Table D15
Apparent Survival Rate, Primary Grades: 2004

Gender	Area	Percentage				
		I	II	III	IV	V
Boys	Rural	100	83	75	67	62
	Urban	100	89	86	82	82
	All Areas	100	84	76	69	65
Girls	Rural	100	83	74	73	58
	Urban	100	91	87	89	82
	All Areas	100	84	76	75	62
Total	Rural	100	83	74	66	60
	Urban	100	90	87	82	82
	All Areas	100	84	76	68	63
	All Government	100	83	74	66	54
	All Private	100	89	86	82	114*

Note : More than 100 may be partially because of transfers from other managements to private managements.

(Table D15). The state-specific survival rate up to Grade V reveals that the majority of children in Kerala,

survive up to Grade V. Though the survival rate presented is crude indicator but it gives reasonably good amount of information



Tamil Nadu and Himachal Pradesh survive up to Grade V. On the other hand, the majority of children in the states of Assam (48.38 per cent), Bihar (33.71 per cent), Jharkhand

about the holding capacity of the system. Uttar Pradesh (54.09 per cent), Uttaranchal (59.76 per cent) and West Bengal (64.13 per cent) too have a low survival rate, all of

which suggest that unless the same is improved significantly, the goal of UPE cannot be achieved.

STUDENT FLOW

Since the DISE state-specific data is now available for years 2003 and 2004 so it is possible to compute flow rates as well as indicators of internal efficiency of the education system. In the year 2003, since the complete state data (grade-specific enrolment and repeaters) was available only in case of 15 states, it could be possible to compute efficiency indicators only in case of these 15 states. While analysing flow rates, it

Mizoram, Nagaland and Sikkim too have a low percentage of enrolment in schools with student-classroom ratio 60 and above

indicators present reasonably good amount of information about the unfinished task. Along with the state-specific indicators, average of 15 states is also presented.

The average of 15 states suggests that, barring a few states, the majority of children in 2003 were promoted to the next grade across primary grades. On an average about 80.5 per cent children were promoted to the next grade and no significant difference is noticed between boys (80.7 per cent) and girls (80.3 per cent). However, a few states, such as Andhra Pradesh (76.1 per cent), Bihar (61.2 per cent), Chhattisgarh (79.5 per cent), Rajasthan (63.2 per cent) and West

Table D16

Average Flow Rates in Primary Grades: Cohort 2003
(In Percentage)

State	Promotion Rates			Repetition Rates			Dropout Rates		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Andhra Pradesh	76.1	76.2	76.1	7.2	7.4	7.3	16.7	16.5	16.6
Assam	87.4	89.3	88.3	7.5	7.2	7.3	5.1	3.5	4.4
Bihar	61.8	60.4	61.2	12.0	12.9	12.4	26.2	26.7	26.4
Chhattisgarh*	81.3	77.6	79.5	17.4	18.1	17.7	1.3	4.3	2.8
Himachal Pradesh	93.6	93.3	93.5	3.6	3.1	3.4	2.8	3.6	3.2
Jharkhand*	88.3	86.5	87.5	7.5	8.2	7.8	4.2	5.3	4.7
Karnataka	93.8	93.3	93.6	3.9	3.9	3.9	2.3	2.8	2.5
Kerala*	99.2	100.4	99.8	4.3	3.0	3.7	-	-	-
Madhya Pradesh	80.1	77.6	78.9	12.3	13.2	12.7	7.6	9.1	8.3
Orissa*	86.9	86.2	86.6	13.1	13.5	13.3	-	0.4	0.2
Rajasthan	65.4	60.8	63.2	9.7	11.3	10.4	24.9	27.9	26.4
Tamil Nadu	90.9	91.5	91.2	5.4	4.6	5.0	3.7	3.9	3.8
Uttar Pradesh*	90.3	89.9	90.1	2.7	2.8	2.8	6.9	7.4	7.1
Uttaranchal	87.3	86.4	86.9	1.6	1.6	1.6	11.1	12.1	11.6
West Bengal	75.6	76.3	76.0	13.1	12.9	13.0	11.2	10.8	11.0
15 States Together	80.7	80.3	80.5	8.8	8.4	8.3	10.5	11.2	11.1

* Reported inconsistent enrolment data.

was noticed that grade-specific enrolment in a few states is inconsistent. Therefore, the indicators presented should be analysed in the light of the limitation. However, the

Bengal (76.0 per cent) had a lower promotion rate than the average of 15 states (80.5 per cent). On the other hand, the average promotion rate in primary grades in

the states of Himachal Pradesh (93.5 per cent), Karnataka (93.6 per cent), Kerala (99.8 per cent), Tamil Nadu (91.2 per cent) and Uttar Pradesh (90.1 per cent) is well above the overall average of 80.5 per cent (Table D16). Needless to mention that the promotion rate presented is based on the data of only two years; hence there is need to differentiate the retention rate which is based on enrolment data over a period of five year.

It has been observed that about 11.1 per cent children in primary grades dropped out without completing a particular grade. Not much difference is noticed in dropout rate between boys (10.5 per cent) and girls (11.2 per cent). However, a few states have higher percentage of dropout rate than the average of 15 states (11.1 per cent). About 26.4 per cent children in Bihar and Rajasthan dropped out from a primary grade without completion. Uttaranchal (11.6

about 8.3 per cent children repeated a primary grade. Chhattisgarh (17.7 per cent) and Bihar (12.4 per cent) has a very high repetition rate compared to 1.6 per cent in Uttaranchal and 2.8 in Uttar Pradesh. Himachal Pradesh (3.4 per cent) and Kerala (3.7 per cent) too have a low repetition rate across primary grades. The grade-specific repetition rate further reveals that the repetition rate in Grade I is observed to be a bit higher than the repetition rate in subsequent grades which is also true for rural areas. The high repetition rate in Grade I may be because of the over-age and under-age children which are noticed to be high. 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. It has been also noticed that repetition rate in Grade I in the urban areas is almost half of the same in the rural areas; however the

Table D17
Grade-Specific Repetition Rate : 2003

(In Percentage)

Grade	All Areas	Rural Areas	Urban Areas	All Government Schools	All Private Schools
I	13	14	8	15	4
II	8	8	7	9	3
III	8	8	7	8	4
IV	6	6	6	7	3
V	9	9	10	9	11
VI	10	10	10	10	10
VII	9	9	9	8	10
VIII	13	13	11	13	12

per cent) and West Bengal (11.0 per cent) too had a high average dropout rate across primary grades. In rest of the states, the average dropout rate is much lower than the average of 15 states (11.1 per cent) (Table D16).

It has also been observed that the average repetition rate is a bit lower than the corresponding dropout rate. On an average

same is not true for other grades. A marked difference is noticed in the repetition rate in case of all Government and Private managements together. As against 15 per cent in schools managed by the Government, the repetition rate in Grade I is as low as 4 per cent in case of the Private managed schools. However, Private schools too have a high repetition rate in all Upper

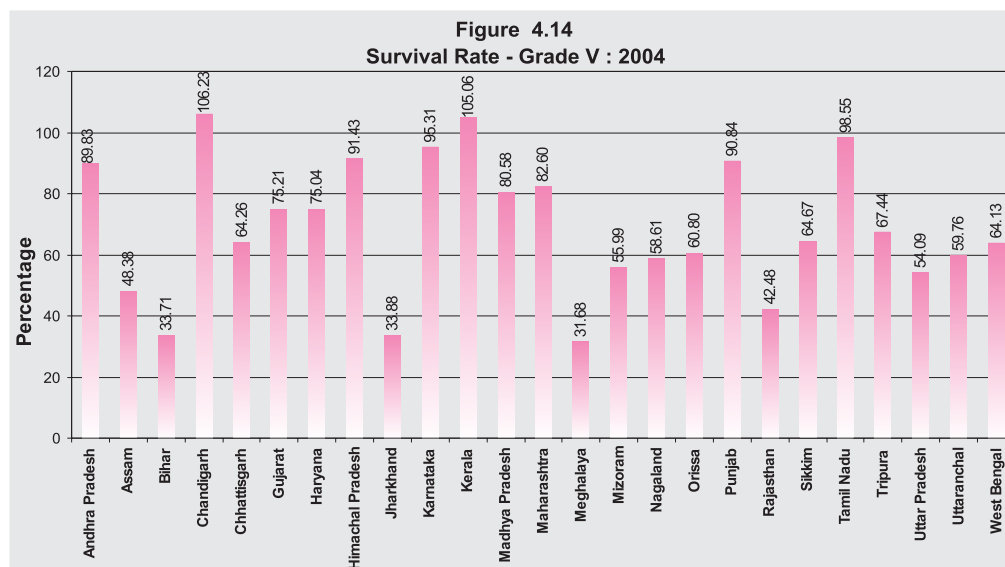
Primary Grades. No significant difference is noticed in the repetition rate in Upper Primary grades in schools run by the Government as well as Private managements (Table D17).

In addition to the repetition rate, reasons of repetition have also been presented. As many as 12.22 million students

Average of 539 districts reveals that a large number of children drop out from the system before reaching Grade V which is true both for boys and girls and rural and urban areas

30.74 per cent. As many as 3.76 million children repeated Grade I in 2004, of which 52 per cent were boys and 48 per cent girls.

Further, the distribution of repeaters reveals that the majority of repeaters across Grades I to VIII repeated because of the failures (59.86 per cent) and the rest of the



repeated Grades I-VIII during the year 2004, of which 53.66 per cent (6.56 million) were the boys and remaining 46.34 per cent (5.66 million) were girls.

repeaters repeated because of long absenteeism (26.22 per cent) and re-admissions (13.92 per cent). In Grade I, a

Table D18

Distribution of Repeaters by Grade and Reasons of Repetition: 2004

Grade	Reasons of Repetition												% to Total Repeaters
	Failures			Long Absentees			Re-Admissions			Total Repeaters			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	49.51	48.80	49.17	34.07	34.95	34.49	16.42	16.25	16.34	1956781	1798806	3755587	30.74
II	52.13	51.65	51.90	33.58	34.43	33.99	14.29	13.92	14.11	864954	798594	1663548	13.62
III	59.42	59.13	59.29	27.66	28.35	27.99	12.92	12.52	12.73	785526	695559	1481085	12.12
IV	60.91	60.52	60.73	25.64	26.48	26.03	13.45	12.99	13.24	613925	532102	1146027	9.38
V	68.70	68.95	68.82	17.46	17.81	17.62	13.84	13.24	13.56	793715	679740	1473455	12.06
VI	73.73	73.61	73.68	14.90	15.28	15.07	11.36	11.11	11.25	646407	490142	1136549	9.30
VII	73.27	72.66	73.01	14.79	15.65	15.16	11.95	11.69	11.84	500861	378813	879674	7.20
VIII	78.34	79.14	78.68	9.54	9.63	9.58	12.12	11.23	11.74	393229	287595	680824	5.57
Total	60.37	59.28	59.86	25.60	26.93	26.22	14.03	13.79	13.92	6555398	5661351	12216749	100.00

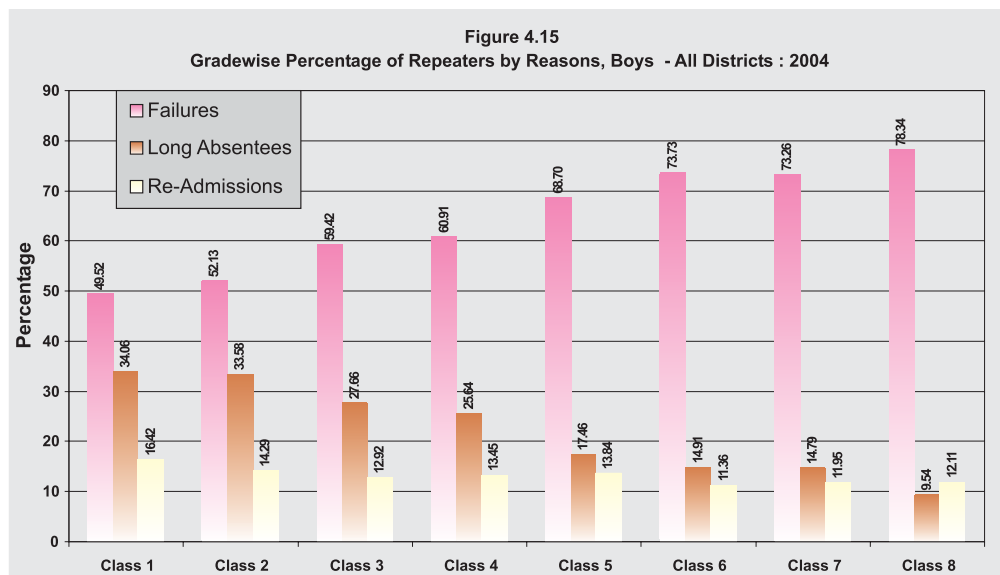
million) were girls. One in very three repeaters repeated Grade I as the percentage of repeaters in Grade I to total repeaters stands

little less than 50 per cent of the total repeaters repeated because of failures; it is despite the policy of no detention in primary

grades. The repetition on account of failures is even higher in the remaining primary grades compared to the same in Grade I. No difference is observed in boys and girls repeating on account of failure. As mentioned above repetition on account of long absenteeism is another major reason. More than 34 per cent children repeated Grade I on account of long absenteeism and

child. On the other hand, every successful completer of a particular cycle is termed as the output, which is also known as the 'graduate'.

By using the following assumptions, the Reconstructed Cohort method is used to obtain indicators of internal efficiency of education system. Input-Output Ratio, Coefficient of Efficiency and Input per



another 16 per cent on account of re-admissions. The large number of repeaters across elementary grades affects severely the efficiency of education system (Table D18).

INDICATORS OF INTERNAL EFFICIENCY

The flow rates presented above fails to produce any information about the internal efficiency of the educational system. In simple terms, efficiency can be defined as an optimal relationship between the input and the output. The best system is one which has both the input and output exactly the same, which is known as a perfect efficient system. If a child remains in the system for two years then it is considered that the system has invested two student years on that

Graduate (in terms of years), have been presented in case of all the 15 states. Coefficient of Efficiency is defined as the ratio of actual number of pupil years to the ideal number of pupil-years. Ratio closer to one means the better internal efficiency. The input-output ratio is simply the inverse of coefficient of efficiency, and is equal to years input per graduate divided by five which is length of the primary cycle. The assumptions used are as follows:

- ◆ The promotion, repetition and dropout rates presented above would remain constant throughout the evolution of the cohort;
- ◆ A student would not be allowed to continue in the system after he/she has

Unless both the boys and girls survive in the rural areas, the goal of universal retention cannot even be dream of

repeated for three times; thereafter, he/she will either leave the system or would be promoted to the next higher grade; and

- ◆ No student other than the original ones would be allowed to enter the cycle in between the system.

The coefficient of efficiency presented above reveals that primary education system (15

On an average about 80.5 per cent children were promoted to the next grade and no significant difference is noticed between boys and girls

in Kerala is inconsistent, but, as it seems, the primary education system is an efficient one. On an average a primary graduate is taking 6.5 years to become graduate compared to ideal 5 years. Students in Bihar are taking 10.3 years compared to 11.6 years in Rajasthan which clearly shows that the primary education systems in these states are highly inefficient ones. This is also reflected in the input-output ratio which comes out to be more than 2.

Table D19

Indicators of Internal Efficiency: Cohort 2003

State	Years Input per						Input-Output Ratio		
	Co-efficient of Efficiency			Graduate					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Andhra	67.6	67.5	67.6	7.4	7.4	7.4	1.48	1.48	1.48
Assam	82.1	83.7	82.9	6.1	6.0	6.0	1.22	1.20	1.20
Bihar	48.9	48.5	48.8	10.2	10.3	10.3	2.01	2.06	2.06
Chhattisgarh*	80.8	74.3	77.6	6.2	6.7	6.4	1.24	1.34	1.28
Himachal Pradesh	89.1	88.7	88.9	5.6	5.6	5.6	1.12	1.12	1.12
Jharkhand*	-	-	-	4.9	4.9	4.9	0.98	0.98	0.98
Karnataka	93.9	93.5	93.7	5.3	5.3	5.3	1.06	1.06	1.06
Kerala*	-	-	-	5.0	4.9	4.9	1.0	0.98	0.98
Madhya Pradesh	77.6	74.7	76.3	6.4	6.7	6.6	1.28	1.34	1.32
Orissa*	92.2	91.8	92.0	5.4	5.4	5.4	1.08	1.08	1.08
Rajasthan	46.6	43.2	45.1	10.7	11.6	11.1	2.14	2.32	2.22
Tamil Nadu	88.9	89.3	89.1	5.6	5.6	5.6	1.12	1.12	1.12
Uttar Pradesh*	97.1	94.9	96.1	5.1	5.3	5.2	1.02	1.06	1.04
Uttaranchal	82.3	80.1	81.2	6.1	6.2	6.2	1.22	1.24	1.24
West Bengal	68.6	67.9	68.3	7.3	7.4	7.3	1.46	1.48	1.46
15 States Together	77.2	76.6	76.9	6.5	6.5	6.5	1.30	1.30	1.30

* Inconsistent grade-specific enrolment data.

states together) is efficient to the tune of only 76.9 per cent. There is good scope of further improvement as 23.1 per cent of the total resources have gone waste. In Bihar (0.49) and Rajasthan (0.45), the coefficient of efficiency obtained is much lower than the average of 15 states. Much of the resources in these states are going waste. Though data

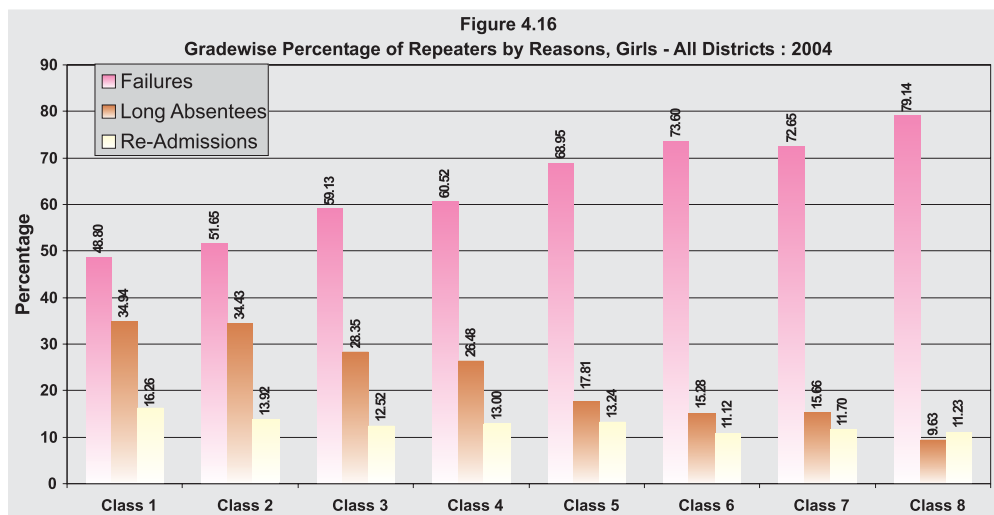
Had there been no wastage in the system, a ratio of one is considered to be the ideal one. Most of the states have the ratio well above one. Unless the efficiency of education system is improved, the goal of UPE in these states may not be realized in the near future. Clearer picture of efficiency will emerge next

year when enrolment data of other states over a two-year period will be available and consistency of data also improved (Table D19).

RETENTION RATE

Repetition rate in Grade-I in the urban areas is almost half of the same in the rural areas

number of repeaters are subtracted from enrolment in Grade IV or V (as the case may be) in 2004 which is then divided by enrolment in Grade I in 2000 or 2001. This is then multiplied by 100



As has already been pointed out that apparent survival rate presented above is a crude indicator since it is based on the enrolment data of only one year. Needless to mention that children in Grades I, II, III, IV and V are not the members of the present cohort but they have entered into the system one, two, three, four, five or more years back. The retaining capacity of the system can thus be best known if grade-specific data is analysed over a period of at least five years. Since the state-specific enrolment data is available only for two years, the retention rate based on the entire state data couldn't be worked out. However, in about 123 of 539 districts, enrolment data is available over a period of five years all of which are spread over 14 DPEP states. This set of district-specific data is used to calculate retention rate in a state which gives enough indication about the retaining capacity of the system.

While calculating retention rate, first

to obtain retention rate at the Primary level of education. Because of the unavailability of data at the Upper Primary level of education, it is not possible to compute retention rate at that level.

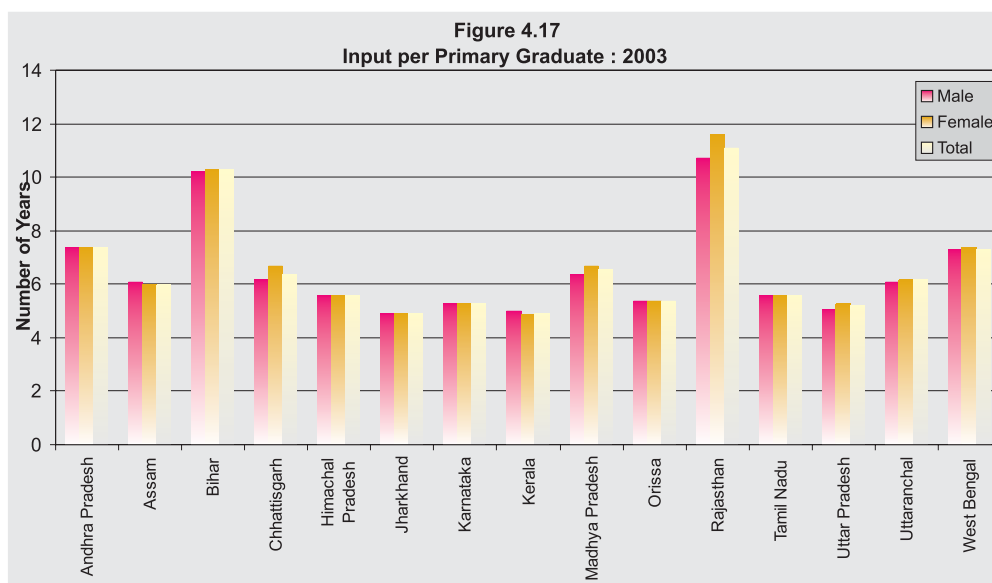
The average retention rate shows that it may not be possible for these 123 districts spread over 14 states to achieve the goal of universal retention in the near future. The average retention rate is as low as 53.43 per cent. However, there are a few states which can easily achieve goal of universal retention in case of Primary level in the near future. Himachal Pradesh (87.69 per cent), Kerala (98.66 per cent) and Tamil Nadu (90.05 per cent) are such states. Kerala has almost achieved the goal of universal retention in at least 6 of its 14 districts of data which have been considered in calculating

retention rate. On the one hand, a little more efforts in the states of Karnataka (63.10 per cent), Haryana (64.30 per cent),

As many as 12.22 million students repeated Grades I-VIII of which 53.66 per cent were the boys and remaining 46.34 per cent were girls

Maharashtra (67.22 per cent) and Madhya Pradesh (68.51 per cent) may result into achieving goal of universal retention at

in 2004. In case of Uttar Pradesh, the retention rate is based on the data of 14 districts incidentally all of which are the DPEP



Primary level. On the other hand, in Uttar Pradesh and Orissa, a little less than 50 per

cent children who entered into the system in 2000, dropped out before reaching Grade V

Table D20

Retention Rate (%) at the Primary Level: 2004

State	Number of Districts	Education Cycle	Retention Rate
Bihar	8	I-V	35.33
Assam	9	I-IV	35.73
Jharkhand	5	I-V	40.86
Gujarat	3	I-IV	42.89
West Bengal	10	I-IV	47.47
Uttar Pradesh	14	I-V	51.12
Orissa	8	I-V	53.99
Karnataka	11	I-IV	63.10
Haryana	7	I-V	64.30
Maharashtra	7	I-IV	67.22
Madhya Pradesh	27	I-V	68.51
Himachal Pradesh	4	I-V	87.69
Tamil Nadu	4	I-V	90.05
Kerala	6	I-IV	98.66
Average of All Districts	123	-	53.43

cent children who entered into the system in 2000, dropped out before reaching Grade V

to be below 50 per cent. These states are Bihar, Assam, Jharkhand, Gujarat and West

Bengal. Bihar and Assam have retention rate as low as 35.33 and 35.73 per cent respectively.

About 6 out of 10 children who enrolled in these states dropped out from the system before reaching Grade V. In Jharkhand and Gujarat, the retention rate is also low at 40.86 and 42.89 per cent. The state of West Bengal (47.47 per cent) too has below 50 per cent retention rate. All these states need initiating special efforts to improve retention rate at the Primary level. Though data of all districts have not been utilized in calculating retention rate but they give enough indication about the status of retention in these states. Unless special efforts are made beyond doubt, it can be concluded that it will not be possible at least for Bihar and Jharkhand to achieve the goal of universal retention in the near future (Table D20).

The retention rate presented above gives information only about the retaining capacity of the system but it is silent on the possible causes of low retention. The states having low retention rate should therefore first analyze district & block-specific retention rates which should be analysed separately in case of boys and girls. Through this exercise, districts and blocks in a district having low retention rate can easily be identified. This should be followed by in-depth analysis of block, district and grade-specific flow rates (promotion, dropout and repetition rate) separately in case of boys and girls. The exercise will be useful in identifying grades that have a high dropout rate. This should be followed by knowing reasons of high dropout that vary from block to block. The Annual Work Plan should then take care of all such problematic blocks and within a block, grades in formulating and adopting appropriate strategies.

On an average about 8.3 per cent children repeated a primary grade

TRANSITION RATE

One of the important indicators on which the expansion of Upper Primary education depends is transition rate from Primary to Upper Primary level of education. Two years' grade-specific enrolment data is required to work out transition rate but the same is not available through DISE in case of all the 25 States & UTs covered in 2004. However, the data along with grade-specific repeaters is available for two years in 461 districts across 18 states all of which supplied DISE data also for the year 2003 too. Because of these limitations, transition rate presented in case of Haryana, Gujarat and Maharashtra, is based on partial state data and not based on all the districts in these states. In case of seven new states, i.e. Chandigarh, Meghalaya, Mizoram, Nagaland, Punjab, Sikkim and Tripura, since the data is available only for one year, it was not possible to compute transition rate in these states this year. The results presented below should, therefore, be understood in the light of these limitations. Repeaters subtracted from enrolment in Grade VI or V, as the case may be, in 2004, is divided by enrolment in Grade V or IV in the previous year and is then multiplied by 100 to obtain the transition rate. This has been obtained separately in case of boys, girls and all children together (Table D21).

Table D21

Area	Transition Rate from Primary (IV/V) to Upper Primary (V/VI) Level of Education: 2003 (In Percentage)		
	Boys	Girls	Total
Rural	72.92	68.02	70.68
Urban	93.88	92.18	93.06
All Areas	76.01	71.98	74.15

The average of 461 districts suggests that more than 74 per cent children in 2003 transitioned from Primary to Upper Primary

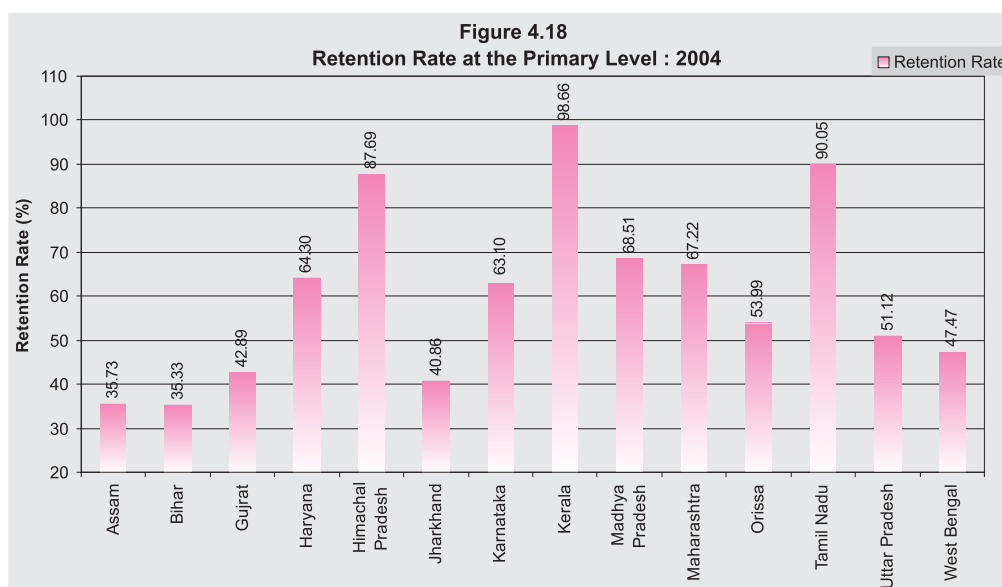
level of education. A significant difference in transition rate is noticed in rural and urban areas. More than 93 per cent children in the urban areas transitioned from Primary to Upper Primary level of education, compared to only 71 per cent in the rural areas; thus showing a difference of about 12 percentage points. Irrespective of the area, no significant difference is noticed in transition rate in case of boys and girls. However, transition rate in case of boys is a bit higher than their girl's counterpart. In the urban areas, the difference is in the tune of below two per cent.

Majority of repeaters across Grades I to VIII repeated because of failures

compared to only 50.56 per cent in Bihar and 62.12 per cent in Uttar Pradesh. Bihar has a low transition rate of 48.71 per cent in

the rural areas compared to 76.21 per cent in the urban areas. Only 43.73 per cent girls in Bihar transit from Primary to Upper Primary level in the rural areas which may have serious implications for UEE. Assam (95.93 per cent), Karnataka (89.68 per cent), Maharashtra (94.69 per cent), Tamil Nadu (89.31 per cent) and Uttaranchal (86.19 per cent) too have comparatively a high transition rate.

Without improving transition rate in Bihar (59.63 per cent), Jharkhand (54.00 per cent), Madhya Pradesh (55.54 per cent), Andhra Pradesh (62.91 per cent), Rajasthan (67.87 pr



Further, a significant deviation is noticed when state-specific transition rates are analysed. Himachal Pradesh reported the highest 98.69 per cent transition rate; more than 96 per cent girls in the state transitioned from Primary to Upper Primary level in 2003. In Kerala, about 96 per cent children (both boys & girls) transitioned from Primary to Upper Primary level of education,

In Bihar and Rajasthan, the coefficient of efficiency obtained is much lower than the average of 15 states

cent), Haryana (77.37 per cent) and West Bengal (77.61 per cent), 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-specific strategies in the 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 transition from Primary to Upper Primary level of education.

PERCENTAGE OF OVER-AGE & UNDER-AGE CHILDREN

One of the important variables on which information is generally not available from other regular sources is the age and grade matrix which has got serious implications for planning UPE and UEE. However, data on age & grade matrix is being collected regularly ever since the inception of DISE. The data is presented separately in case of Primary and Upper Primary levels of education and also for boys and girls. In addition, age & grade matrix at the all-India level is also presented. Total grossness is divided into two parts, namely under-age

On an average a primary graduate is taking 6.5 years to become graduate compared to ideal 5 years. Students in Bihar are taking 10.3 years compared to 11.6 years in Rajasthan

than in case of the Primary level of education (15.82 per cent). However, no significant deviation is noticed between boys and girls in these levels. This is generally also true for rural and urban areas and between boys and girls in these areas. This otherwise also suggests that of the total enrolment in Primary classes only 84.18 per cent belong to 6-11 years age group and the rest of the children are either below 6 or above 11 years old. Further, it is noticed that the number of under-age children (9.49 per cent) in overall grossness in primary classes is more than the number of over-age children (6.33 per cent), which is true for both the boys and the girls. Almost similar trend is noticed in the case of primary enrolment in the rural areas. However, the percentage of under-age children in the urban areas is a bit higher than the same in the rural areas. Compared to 10.94 per cent under-age children, the percentage of over-age children is 6.39. Altogether the percentage of over-age and under-age

Table D22
Under-Age and Over-Age Children: 2004

Educational Level	All Areas			Rural Areas			Urban Areas		
	Under-Age	Over-Age	Total Grossness	Under-Age	Over-Age	Total Grossness	Under-Age	Over-Age	Total Grossness
Primary Level									
Boys	9.47	6.39	15.86	9.15	6.38	15.53	10.98	6.42	17.40
Girls	9.52	6.26	15.78	9.22	6.22	15.44	10.89	6.36	17.25
Total	9.49	6.33	15.82	9.18	6.31	15.49	10.94	6.39	17.33
Upper Primary Level									
Boys	11.96	11.36	23.32	11.45	11.90	23.35	13.63	9.51	23.14
Girls	12.46	10.12	22.58	12.06	10.45	22.20	13.60	9.16	22.76
Total	12.18	10.80	22.98	11.72	11.26	22.97	13.62	9.34	22.96

and over-age children in the total enrolment.

It is found that the percentage of over-age and under-age children in case of Upper Primary level (22.98 per cent) is much higher

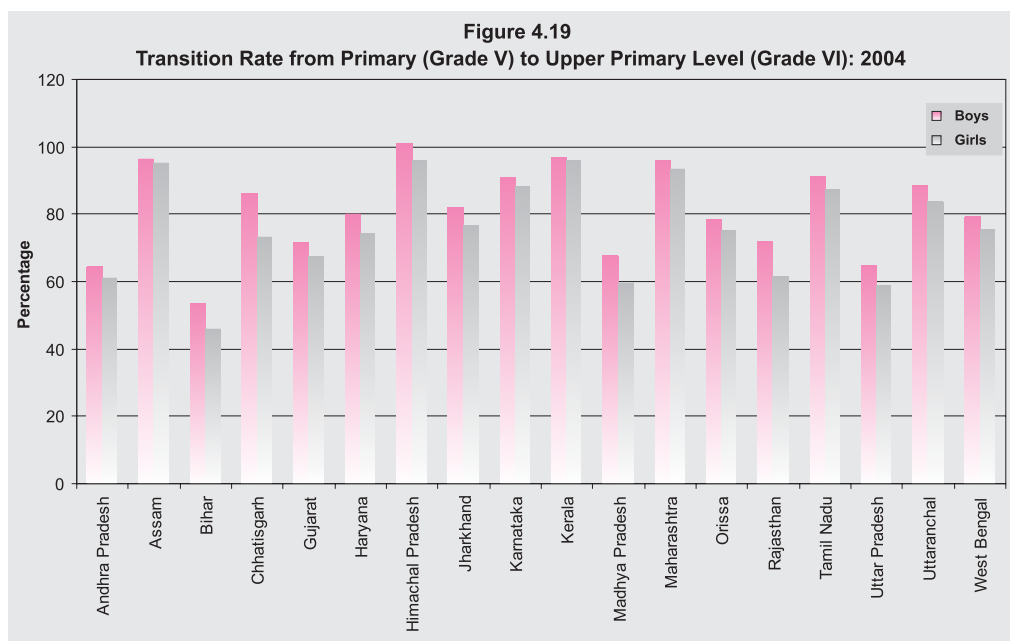
children in primary classes located in the urban areas is 17.33, and in the rural areas 15.49.

Comparative percentage of over-age and

under-age children at the Upper Primary level is much higher at 22.98 per cent. This means that only 77 per cent enrolment in Upper Primary classes is confined to 11-14 year age group. The total grossness in case of boys (23.32 per cent) is slightly higher than the same in case of girls (22.58 per cent). In upper primary enrolment too, the percentage of under-age children (12.18 per cent) is higher than the under-age

There are a few states which can easily achieve goal of universal retention in case of Primary level in the near future

(58.51 per cent) and Assam the lowest (10.99 per cent). Rajasthan (26.43 per cent), Andhra Pradesh (20.03 per cent), Himachal Pradesh (22.35 per cent), Meghalaya (31.41 per cent), Orissa (21.35 per cent), Tamil Nadu (18.97 per cent), and Kerala (16.47 per cent), also have high percentage of over-age and under-age children in Primary classes. Most of these states have even



children (10.80 per cent); it is also true both for rural and urban areas and for boys and girls. However, the percentage of under-age children in the urban areas (13.62 per cent) is higher than the same in the rural areas (11.72 per cent) (Table D22).

The state-specific percentage of total grossness (over-age & under-age) reveals that Sikkim (39.00 per cent) has the highest and Uttar Pradesh (8.25 per cent) the lowest percentage of over-age and under-age children. Sikkim has the highest percentage in case of Upper Primary enrolment

Unless special efforts are made beyond doubt, it can be concluded that it will not be possible at least for Bihar and Jharkhand to achieve the goal of universal retention in the near future

higher percentage in case of Upper Primary enrolment. While planning for UPE and UEE due attention should be given to both over-age and under-age children and school locations and facilities in schools should be planned accordingly.

ENROLMENT RATIO

One of the crucial indicators through which the goal of universal enrolment is assessed is enrolment ratio. It has been presented at the Primary level in case of all the 25 States and UTs as well as the average of 539 districts. The same in case of the

Upper Primary level is presented only in states that have submitted data for Grades VI-VIII. Assam, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram and Orissa could supply data only up to Grade VII. Since the coverage in Punjab is confined

irrespective of the school structure, the enrolment ratio at the Primary level is computed by considering enrolment in Grades I-V and corresponding age-specific population, i.e. 6-11 years. While computing enrolment ratio at the Upper Primary level,

Table D23
Enrolment Ratio: 2004

State/UT	Primary		Upper Primary	
	% Enrolled in Formal I-V Grades in Recognized Schools (Covered under DISE) to Total 6-11 Year Population (GER)	% Enrolled in Formal I-V Grades of 6-11 Year Age in Recognized Schools (Covered under DISE) to Total 6-11 Year Population (NER)	% Enrolled in Formal VI-VIII Grades in Recognized Schools (Covered under DISE) to Total 11-14 Year Population (GER)	% Enrolled in Formal VI-VIII Grades of 11-14 Year Age in Recognized Schools (Covered under DISE) to Total 11-14 Year Population (NER)
Andhra Pradesh	86.63	68.70	48.40	35.11
Assam	85.51	73.82	-	-
Bihar	76.20	68.01	20.23	17.33
Chandigarh	74.51	59.30	70.29	51.76
Chhattisgarh	107.56	89.54	65.92	43.76
Gujarat	91.35	68.85	-	-
Haryana*	51.81	41.68	29.35	21.31
Himachal Pradesh	111.32	86.44	101.83	68.71
Jharkhand	75.68	61.62	21.40	16.62
Karnataka	106.23	83.47	-	-
Kerala	89.08	72.44	-	-
Madhya Pradesh	93.84	72.51	55.69	37.62
Maharashtra	102.41	83.54	-	-
Meghalaya	97.70	66.92	-	-
Mizoram**	128.01	102.68	-	-
Nagaland	104.43	92.91	54.48	45.48
Orissa	109.16	86.03	-	-
Punjab*	-	-	-	-
Rajasthan	87.50	61.86	36.89	25.03
Sikkim	128.31	80.69	62.96	26.85
Tamil Nadu	106.25	85.92	92.63	69.71
Tripura**	132.29	118.34	74.13	55.19
Uttar Pradesh	85.68	78.60	28.92	23.63
Uttaranchal	89.54	76.34	51.30	39.16
West Bengal	103.43	81.85	55.20	40.79
Average of All Districts	89.83	73.99	-	-

+ Partial data

* Data not fully reported

** NER above hundred may be because of the in-migration of 6-11 year children from the surrounding areas.

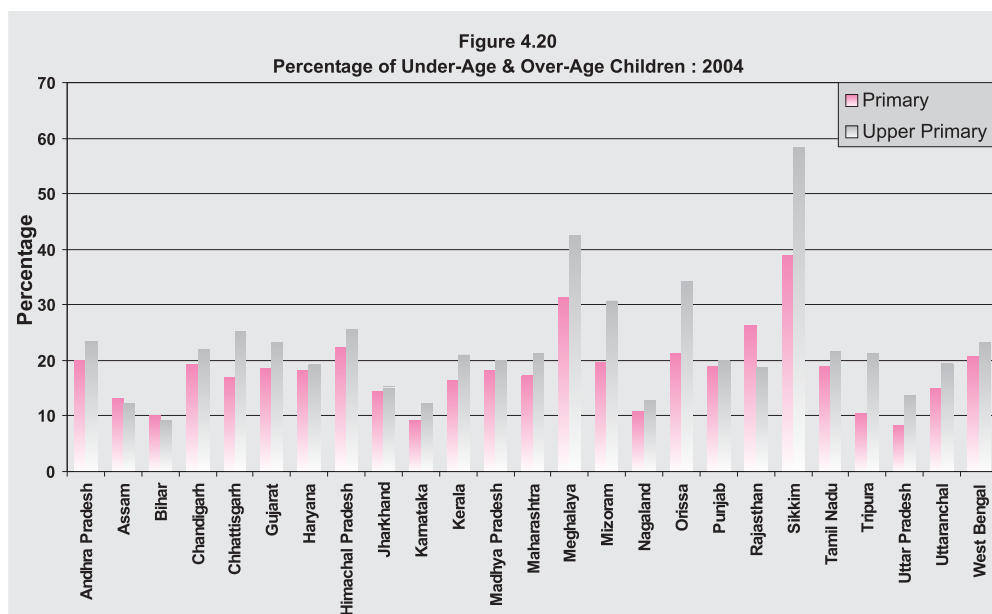
to Government schools only, enrolment ratio both at the Primary and Upper Primary level is not computed.

enrolment in Grades VI-VIII and corresponding 11-14 year population are used.

As has already been mentioned, the age group population obtained through the Village DCF is incomplete. Hence the same cannot be used in calculating enrolment ratio. The Standing Committee Population Projections are also not yet available, in the absence of which 2001 Census age group population in a state is used to project 6-11 and 11-14 year population. For this purpose, Sprague Multipliers are used to obtain single-age population in 2001 which is then used to obtain single-age population in 2004. GER and NER presented should therefore be analyzed in the light of these limitations. The percentage of enrolment in the formal I-V Grades in the recognized schools to total 6-11 year projected population in 2004 (GER) comes out to be about 90 compared to 74 in case of the enrolment of age group 6-11 year in I-V Grades (NER). This otherwise also

Average of 461 districts suggests that more than 74 per cent children in 2003 transited from Primary to Upper Primary level of education

Further, it has also been observed that NER in a good number of states is much higher than the average of all districts (73.99 per cent). A few states have almost achieved the goal of universal primary enrolment. Chhattisgarh (90 per cent), Himachal Pradesh (86 per cent), Karnataka (84 per cent), Maharashtra (84 per cent), Nagaland (93 per cent), Orissa (86 per cent), Sikkim (81 per cent), Tamil Nadu (86 per cent) and West Bengal (82 per cent) have above 80 per cent children of age group 6-11 years enrolled in the formal recognized schools that reported DISE data. Contrary to general belief, the NER at the Primary level in Kerala is low at 72.44 per cent. On the other hand, a few states from the north-eastern region, such as Mizoram and Tripura, reported above hundred per cent coverage of children at the Primary level. This may be because of the



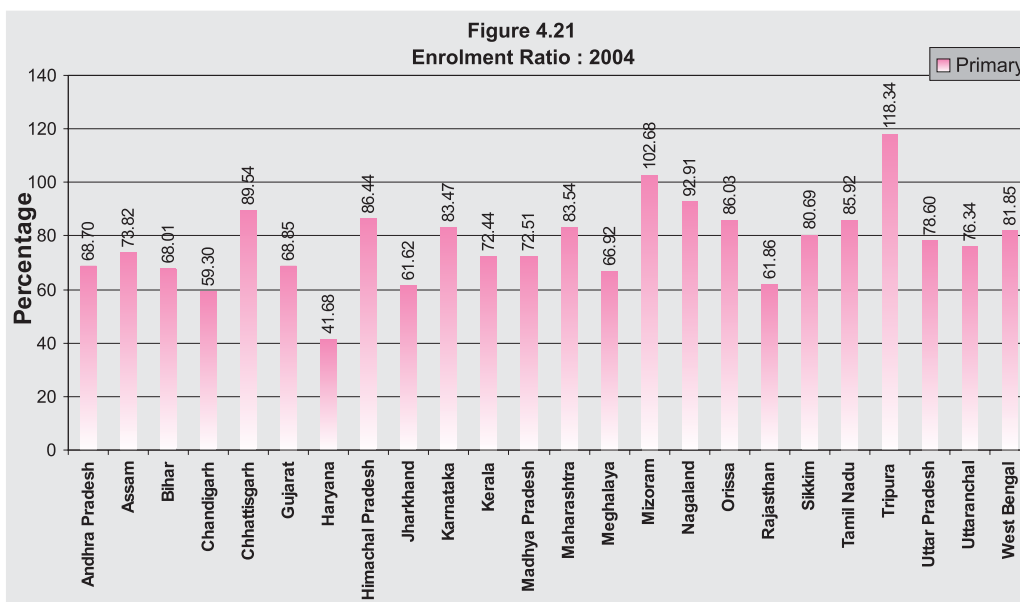
indicates that about 26 per cent children of age 6-11 years are not enrolled in the formal schools that reported DISE data in 2004. The projected population of age group 6-11 years in 2004 is 122.89 million, compared to 75.78 million of the age group 11-14 years.

heavy in-migration from the surrounding areas into these states. The 2001 Census also reported steep jump in total population in the north-eastern states from its 1991 level. Despite significant achievement in the above states, a few other states are far behind as they have reported a low NER.

Either the coverage in these states is not complete or a few children are enrolled in unrecognized schools, EGS and other alternative schools or they are never enrolled, or are out of school and dropped out children. Unless all these children are enrolled, the goal of UPE is not likely to be realized in the near future. The lowest NER at the Primary level is noticed in case of Haryana (42 per cent, partial data), followed by 59.30 per cent in Chandigarh. Bihar (68 per cent), Rajasthan (62 per cent) and Jharkhand (62 per cent) too have a low net enrolment ratio in case of

Percentage of over-age and under-age children in case of Upper Primary level is much higher than in case of the Primary level of education

states and also the all-India average. The state-specific analysis of enrolment in the formal VI-VIII Grades of 11-14 years age in the recognized schools to total 11-14 year population reveals that in most of these states the majority of children are not enrolled in schools that reported DISE data in 2004. However, both Himachal Pradesh (69 per cent) and Tamil Nadu (70 per cent) reported a high net enrolment ratio at the Upper Primary level of education. On the other hand, the ratio is reported to be as low as 17 per cent in Bihar, 21 per cent in



Primary level. A little less than 80 per cent of the total 6-11 year children are reported to be enrolled in formal schools in Uttar Pradesh (79 per cent), and in Uttaranchal (76 per cent). On the other hand, Andhra Pradesh (69 per cent) and Madhya Pradesh (73 per cent) too reported a low enrolment ratio.

As has already been reported that a few states have not submitted data for the Grade VIII because of which enrolment ratio is not computed at the Upper Primary level in case of those

A few states have almost achieved the goal of universal primary enrolment

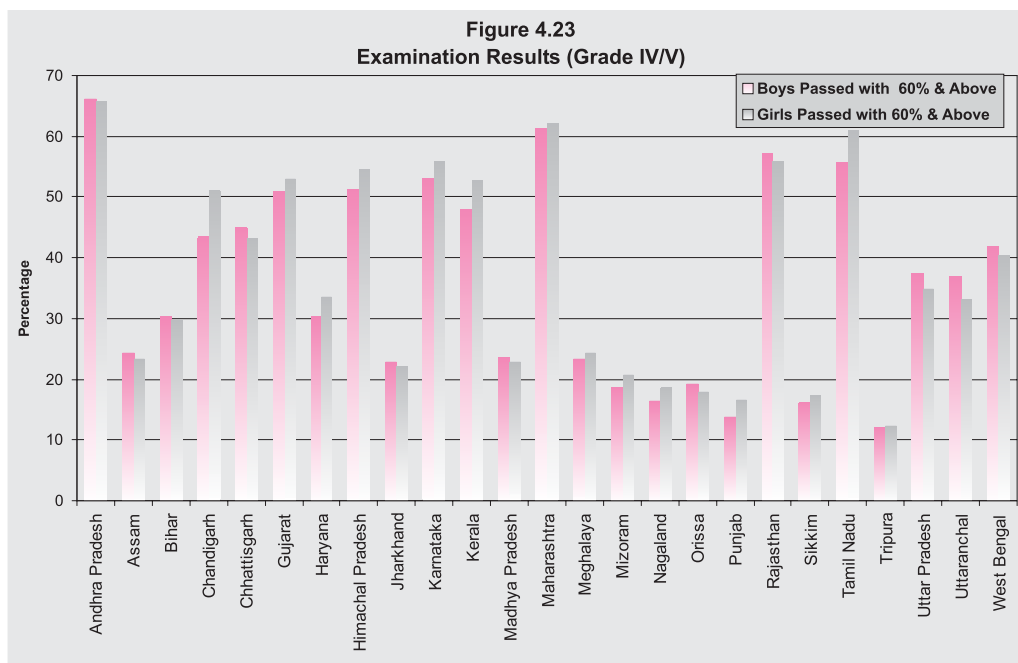
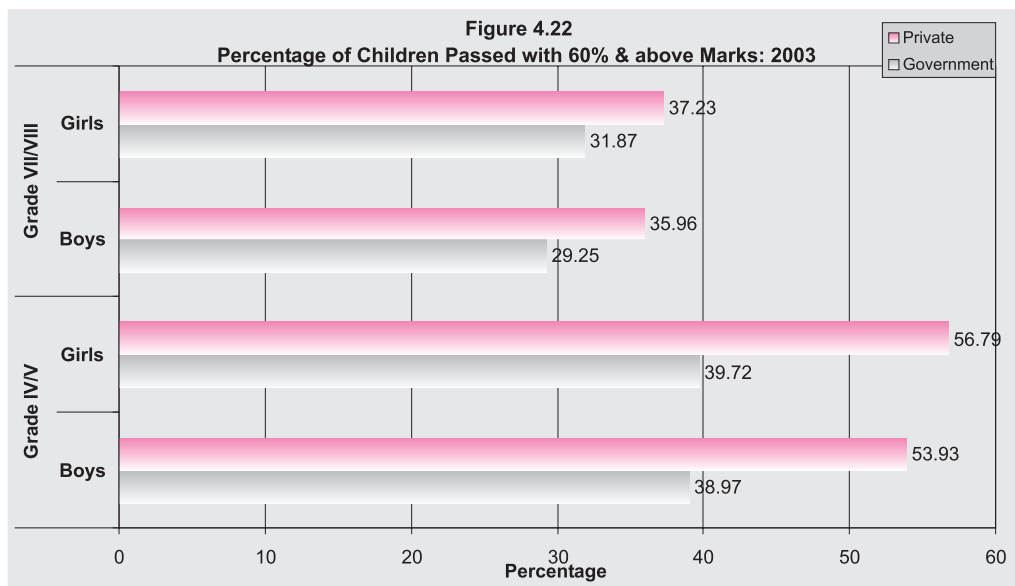
Haryana, 17 per cent in Jharkhand, 25 per cent in Rajasthan, 24 per cent in Uttar Pradesh, 39 per cent in Uttaranchal and 41 per cent in West Bengal. The majority of children of age group 11-14 years are not enrolled in schools that reported DISE data. Unless all these children are brought under the education system, the goal of universal enrolment is not likely to be realized in the near future.

The enrolment ratio calculated at the Elementary level also reveals that the goal of UEE is not yet in

sight. However, Chhattisgarh (72 per cent), Himachal Pradesh (79 per cent), Nagaland (74 per cent), Tamil Nadu (80 per cent), and Tripura (92 per cent) reported a high net

EXAMINATION RESULTS

The last, though the most important component of Universal Elementary Education, is Universal Quality of Education.



enrolment at the Elementary level. A little push in these states may result into achieving goal of universal elementary enrolment in these states. However, the situation in other states is dismal.

Himachal Pradesh and Tamil Nadu reported a high net enrolment ratio at the Upper Primary level 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

Examination results shows that barring a few small states, above 80 per cent children passed the terminal Grades V and VIII

small states, above 80 per cent children passed the terminal Grades V and VIII. The pass percentage in case of Grades V is as high as 94 per cent both in case of boys and girls.

Except Madhya Pradesh (boys, 81.04 per

Table D24

Examination Results in the Terminal Grade: 2003

Terminal Grade	Pass Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Grade IV/V					
Boys	94.47	94.54	94.18	94.20	95.63
Girls	94.56	94.53	94.69	94.35	95.62
Grade VII/VIII					
Boys	88.53	88.44	88.88	87.91	89.70
Girls	89.14	88.95	89.71	88.66	90.07

1994 in seven DPEP phase-one states. Thereafter, the same was extended to DPEP phase-two and three-districts also, but the coverage was limited only to Primary grades. Subsequently, the mid-term and terminal assessment studies were also conducted in these states. Under the SSA, conducting baseline learner's assessment studies is also mandatory for all the States and UTs. The coverage under the SSA is extended to Upper Primary grades also. A number of states have conducted the learners' assessment studies for Primary grades; others are yet to conduct the same in case of the Upper Primary grades.

In the absence of Learners' Achievement data, alternatively the examination results conducted by schools are 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 barring a few

cent, and girls 80.10 per cent), Meghalaya, Nagaland, Sikkim and Tripura, 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, Rajasthan, 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. Moreover, it is noticed that almost an equal percentage of children pass terminal Grade V and VIII, both in the rural and urban areas;

it is also true for All Government and Private management schools for Primary grade only. However, at the Upper Primary level, the pass percentage in schools run by the Private managements is a bit higher than the same in the Government run schools (Table D24).

Majority of children of age group 11-14 years are not enrolled in schools that reported DISE data. Unless all these children are brought under the education system, the goal of universal enrolment is not likely to be realized in the near future

Percentage of children passed with 60 per cent & above marks 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 marks. This clearly indicates that the

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 marks

Table D25
Percentage of Students Passed with 60% & Above Marks: 2003

Terminal Grade	Pass Percentage					
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements	
Grade IV/V	Boys	44.22	42.29	52.77	38.97	53.93
	Girls	44.83	42.22	55.41	39.72	56.79
Grade VII/VIII	Boys	35.65	33.97	41.31	29.25	35.96
	Girls	37.80	35.35	44.28	31.87	37.23

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 45 per cent girls passed Grade V with a score of 60 per cent & above, compared to about 36 per cent boys and 38 per cent girls scoring 60 per cent & above marks in Grade VIII (Table D25). In many states, the percentage of such girls is much higher than their counterpart boys, which is more true in the case of Grade VIII. In Bihar, only 22 per cent boys passed Grade VIII with scoring 60 per cent & above against 23 per cent girls. Even in a state like Kerala, the percentage of students who passed with 60 per cent & above marks both in Grade V (Boys, 47.91 & Girls, 52.66 per cent) and Grade VIII (Boys, 33.45 & Girls, 38.21 per cent) is low. All the states from the north-eastern region have below 20 per cent of students having passed with 60 per cent and above marks, which is true for both the terminal grades. Further, a significant difference is noticed in student passed with 60 and above marks in the rural and urban areas. Rural areas have much lower percentage