



ELEMENTARY EDUCATION IN INDIA
analytical report

NIEPA

7he data presented and indicators constructed in the document are entirely based upon the data as received from the states as on 30th September 2003. The views expressed and conclusions reached are that of the author and should not be attributed to the Government of India or NIEPA.

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FOREWORD

Development of a sound information system is critical for successful monitoring and implementation of any programme, particularly in social sectors. Design of a school information system was, therefore, accorded priority from the very beginning of the District Primary Education Programme (DPEP) in 1994, as a result of which the District Information System for Education (DISE) was developed by the National Institute of Educational Planning and Administration (NIEPA).

Importance of an Educational Management Information System (EMIS) was reiterated when *Sarva Shiksha Abhiyan* (SSA) was launched in 2001. SSA guidelines envisage development of a community-owned and transparent EMIS, and preparatory activities of the programme included substantial strengthening of MIS infrastructure in the States.

Twenty-five States & UTs have now adopted DISE and it is proposed to cover all the States and completely replace the existing manual system of collection of educational statistics, insofar as elementary education is concerned, in a year or so. Information generated through DISE will then acquire status of official statistics.

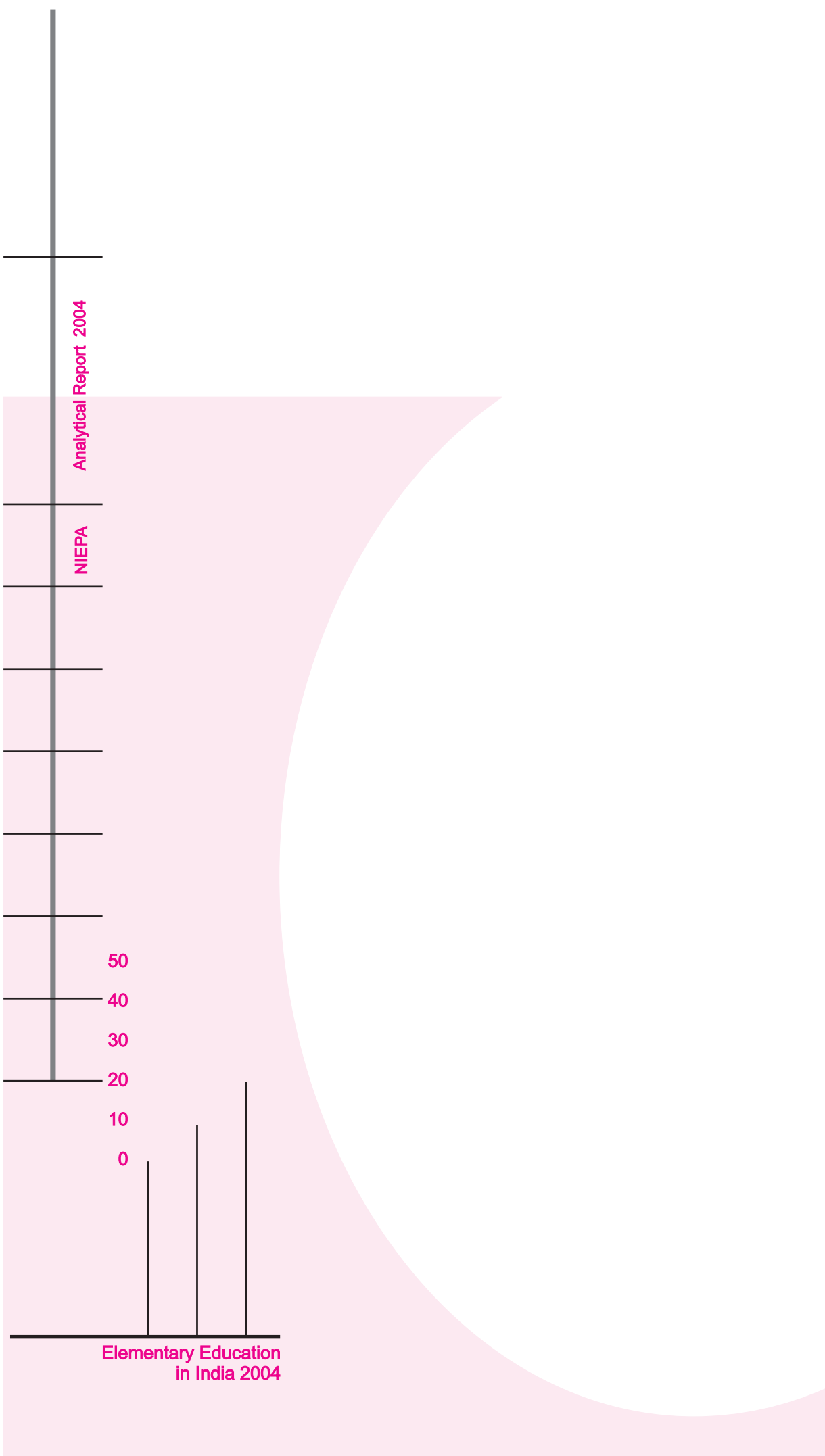
The present volume presents *Elementary Education in India: Analytical Report* for the year 2004. Information presented in the volume is particularly valuable for implementing educational programmes like SSA in the decentralized context. Transition, Graduation, Survival and Grade-to-Grade Repetition rates based on the DISE data are being made available at the state level for the first time. I am confident that this data will be used in planning for good quality elementary education at different levels, and that data users, researchers and development planners interested in the Indian education system will find the volume useful.

I must take this opportunity to thank UNICEF, Delhi, for consistently supporting EMIS activities since 1994, as well as NIEPA, especially Dr Arun C. Mehta, Fellow, and his team, for bringing out the present publication.



Kumud Bansal

Secretary, Elementary Education & Literacy, MHRD, Government of India



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Elementary Education
in India 2004

I am happy to present *Elementary Education in India: Where Do We Stand: Analytical Report*, which is based upon the DISE 2004 data. Recently, NIEPA brought out *Elementary Education in India: Where Do We Stand: District Report Cards 2004*, and *State Report Cards 2004* which contain large number of indicators spread over different aspects of universalisation of education. The amount of data that is being disseminated through the present publication is enormous and very rich in contents. The *Analytical Report 2004* presents a variety of state-specific indicators, many of which are being made available for the first time.

NIEPA is committed to provide professional and technical support to all the States and UTs of the country, and thus have been conducting workshops on DISE across the country. This has helped in improving the capabilities of both the state and district level MIS officers to a great extent. We plan to further intensify our capacity building activities in the years to come.

I am confident that all the remaining states that could not be covered till now, would be covered under DISE in a year or two. This is important in the light of the Government's decision to gradually replace the existing manual system of data collection by the DISE.

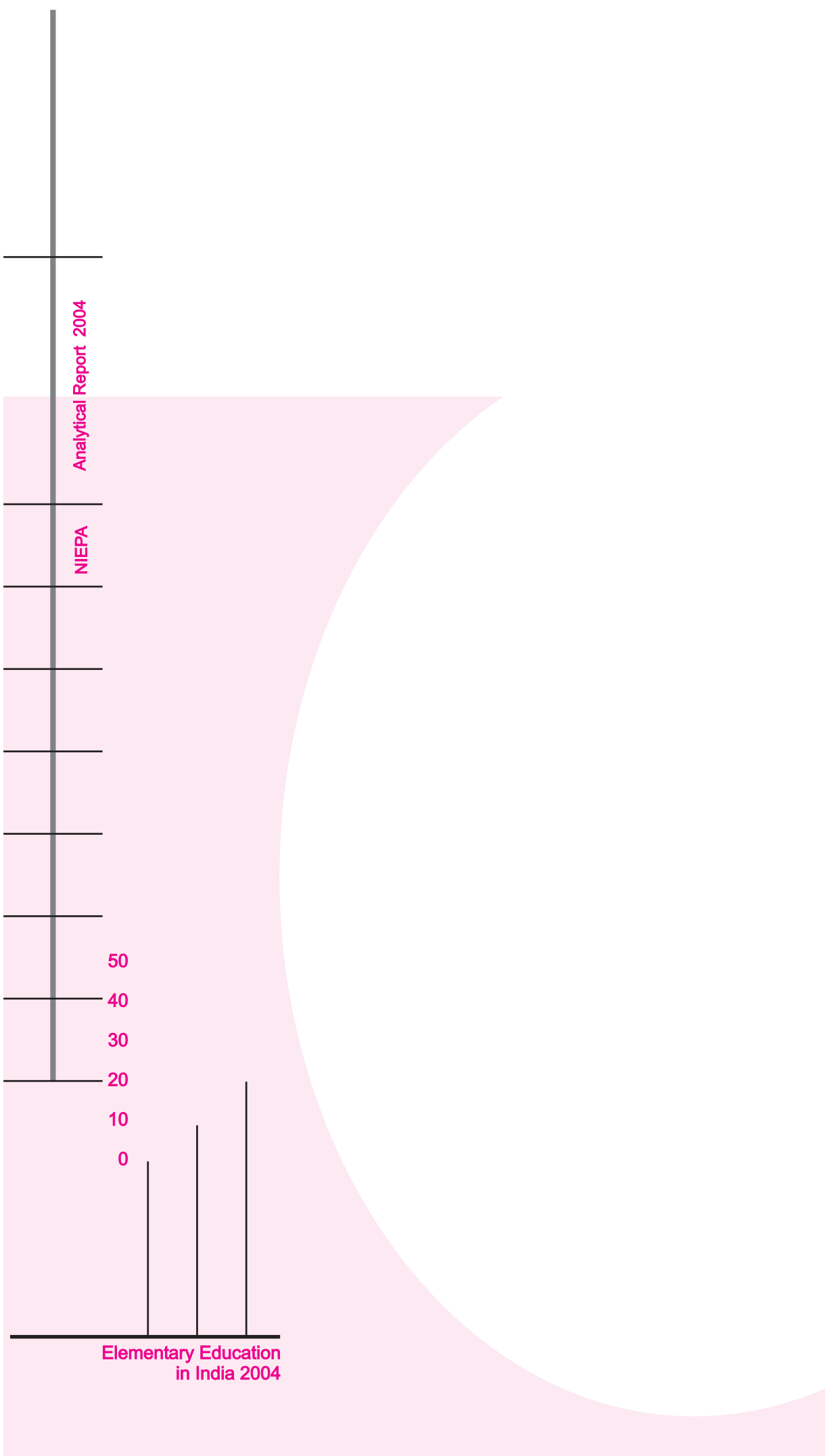
I thank the DISE team led by Dr Arun C. Mehta for bringing out the publication, which is of great significance. I hope that the researchers, policy makers, administrators and planners will find the publication informative and useful.



Marmar Mukhopadhyay

Director, National Institute of Educational Planning and Administration

From the
DIRECTOR'S
Desk



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For the last several years, NIEPA has been actively involved in strengthening the Educational Management Information System (EMIS) in the country. The *Analytical Report 2004* is based on the data received from twenty-five states. The publication presents not only the data up to elementary level but also brings in many new dimensions of elementary education into focus, including data on teachers in terms of their age, academic and professional qualifications, experience and type of in-service training received by them. It also incorporates data on children with disabilities, examination results, medium of instruction, students' flow including transition and retention rates, utilization of school development and TLM grants, and many other parameters on which not much information was available so far.

The *Analytical Report* is based on the data received from as many as 9,31,471 schools spread over 539 districts across 25 States & UTs. The study of this magnitude cannot be completed without the active involvement and participation of the EMIS professionals at the national and sub-national levels. I am extremely thankful to all the State Project Directors, the state level EMIS coordinators and district level programmers and data entry operators for timely supply of data.

I take this opportunity to thank UNICEF, Delhi, for consistently supporting EMIS activities ever since the inception of DISE and Ms Vrinda Sarup, Joint Secretary, Department of Elementary Education & Literacy, Government of India, who played a crucial role in facilitating the implementation of DISE in various states.

I am thankful to Prof Marmar Mukhopadhyay, Director NIEPA, for his encouragement. I am confident that I will continue to receive support from my faculty colleagues from time to time.

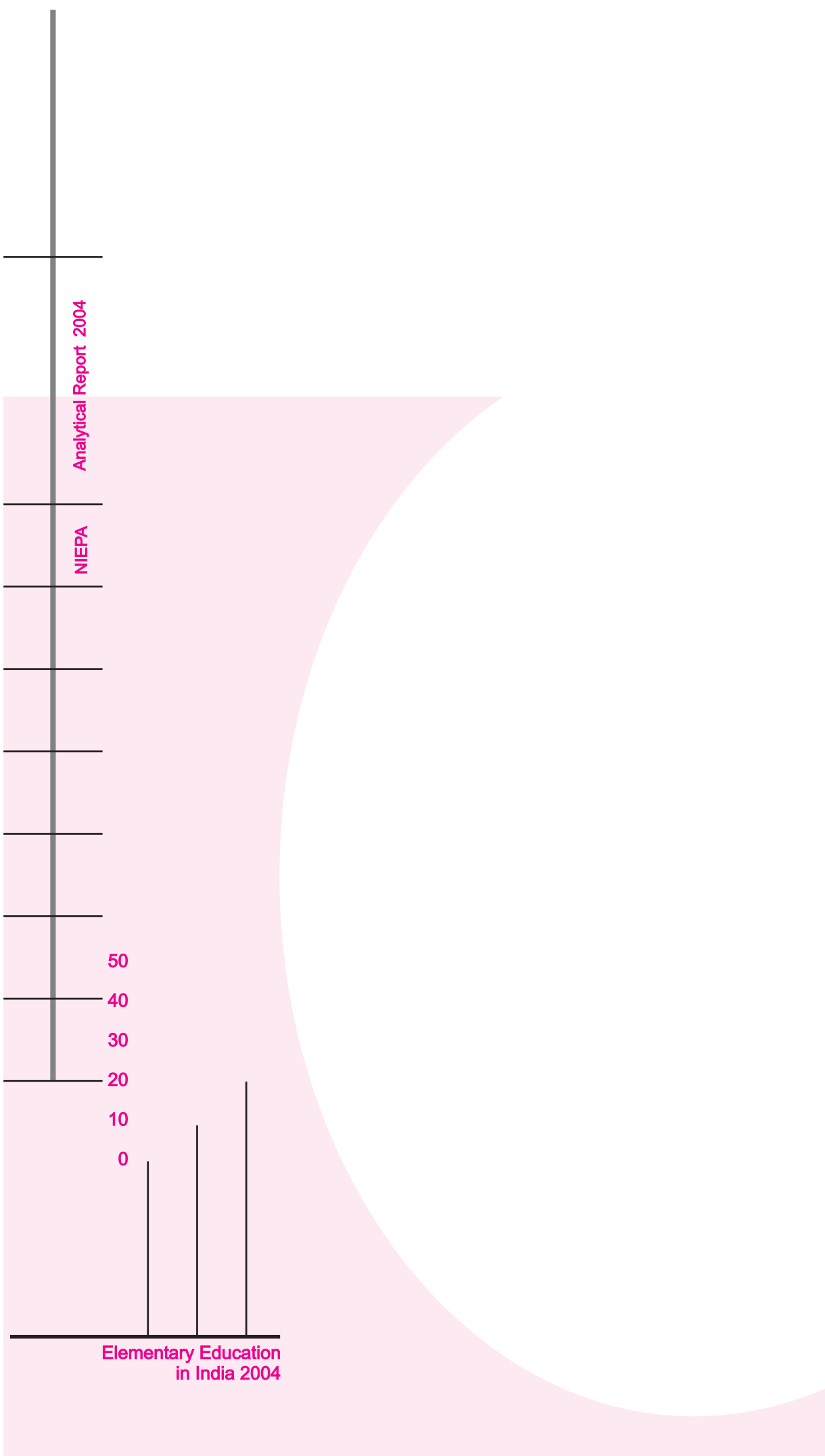
I am also thankful to Shri M. K. Talukdar, Chief Consultant (MIS), TSG, for providing professional support to states. The contribution of Shri Naveen Bhatia, Computer Programmer, and Shri Shalender Sharma, Project Associate Fellow, in database management and Dr R. S. Thakur, Consultant in data scrutiny, is gratefully acknowledged. I am also thankful to other members of DISE Project Team at NIEPA, for their able assistance.

I hope that this publication will be of value to education planners, policy formulators and researchers. Any suggestions for improvement are most welcome.

New Delhi
September 2005

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Acknowledgements



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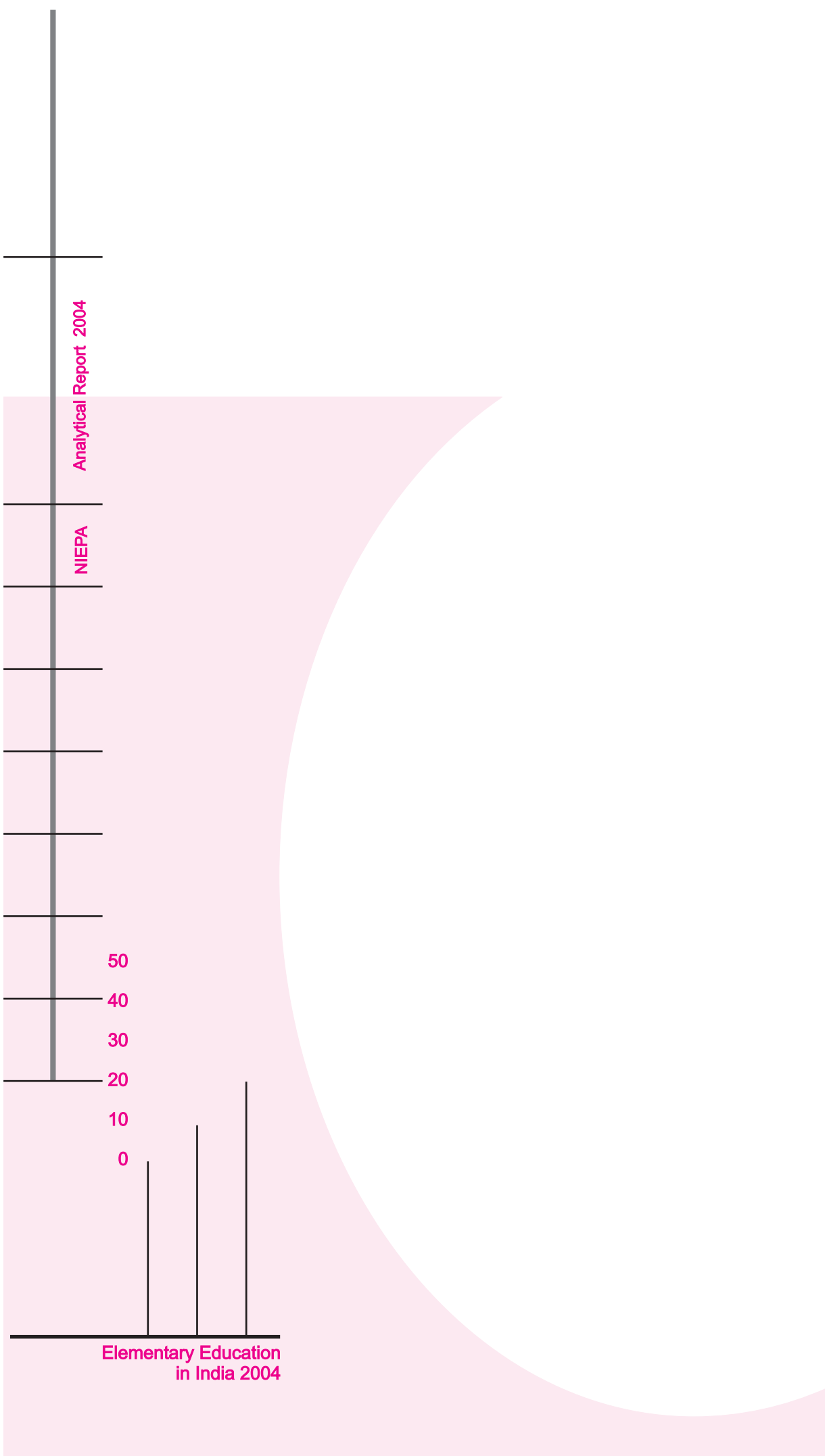
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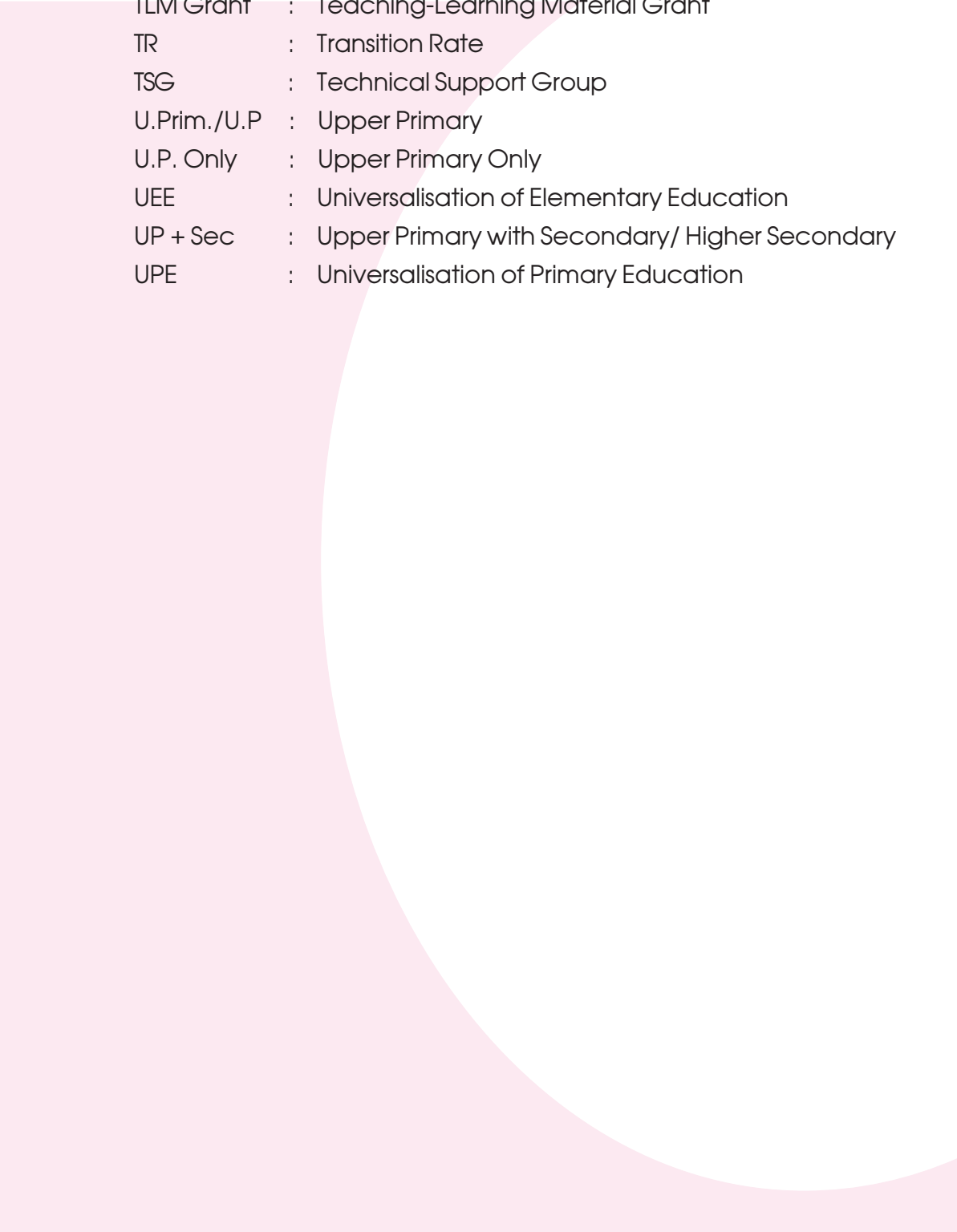
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Percentage Distribution of Primary Teachers Received In-Service Training: 2003	5.15
Percentage of <i>Para</i> -Teachers to Total Teachers	5.16
Percentage of <i>Para</i> -Teachers by Education Qualifications	5.17
Percentage of SC & ST Teachers in Government & Private Managed Schools	5.18
Average Number of Working Days Spent on Non-Teaching Assignments: 2003	5.19
Average Number of Working Days Spent (Primary School Teachers) on Non-Teaching Assignments: 2003	5.20

AS	: Alternative Schooling
Avg	: Average
BAS	: Baseline Assessment Studies
BRC	: Block Resource Centre
CR	: Completion Rate
CRC	: Cluster Resource Centre
DIET	: District Institute of Education and Training
DISE	: District Information System for Education
DOR	: Dropout Rate
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 Res	: No Response
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	: Promotion Rate
Pr.	: Primary
Pr./Prim.	: Primary
PTR	: Pupil-Teacher Ratio
Pvt.	: Private
Recd	: Received
RR	: Repetition Rate
SC	: Scheduled Castes

Abbreviations



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 Tribes
Tch	: Teachers
TLM	: Teaching-Learning Material
TLM Grant	: Teaching-Learning Material Grant
TR	: Transition Rate
TSG	: Technical Support Group
U.Prim./U.P	: Upper Primary
U.P. Only	: Upper Primary Only
UEE	: Universalisation of Elementary Education
UP + Sec	: Upper Primary with Secondary/ Higher Secondary
UPE	: Universalisation of Primary Education

Evolving DISE

INTRODUCTION

Free and compulsory education to all children up to the age of 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 separately, sincere 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 and school being the unit of collection. 'Education in India', is the main publication of MHRD in this regard. The latest available

PART I

volumes of this publication covering various aspects are: 1997-98 - Volume I: Numeric Information; 1996-97 - Volume II: Financial Data; and 1999-2000 - Volume III: Examination Results. However, 'Selected Educational Statistics', a provisional publication is latest available for the year 2002-03. On the other hand, the National Council of Educational Research and Training (NCERT) also collects information on special variables through its All India Educational Survey, once in every five to eight years with habitation as its unit of collection. Full results of the Seventh Survey, with September 30, 2002 as its date of reference, are still awaited. The basic purpose of collecting information on special variables through the all-India survey was to provide inputs so as to formulate five-year plans. The 10th Plan has already been developed much before the survey data could be disseminated. Neither the MHRD nor NCERT disseminates full set of district-specific data.

On the other hand, a number of semi-governmental agencies, like the National Sample Survey Organization (NSSO), Census of India, and the International Institute for Population Studies (National Family Health Survey) also from time to time collect information on a few educational variables as part of their household sample surveys. In addition, recently the Government of India has also initiated a nation-wide survey for estimating the out-of-school children of age group 6-14 years.

Indian education system is one of the largest education systems in the World; it caters to the needs of more than 1,028 million people. Keeping in view its size, the information system has a few limitations, which can be classified

Indian education system is one of the largest education systems in the World; it caters to the needs of more than 1,028 million people

as 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

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 aspects 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) are apparently one of the sincerest ones. Most of the earlier attempts at the Central and State Governments level failed to sustain and as such the overall situation remained a matter of concern.

Sporadic attempts have been made in the past to develop a computerized EMIS in India. Among these, efforts made under the DPEP are one of the sincerest ones

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 was needed. It was expressed that DPEP, with a focus on decentralized planning, required up-to-date and reliable school level information soon after it was collected. It reiterated further, in the context of decentralization of primary education, the imperativeness of more efficient and effective school and community databases so that the signals relating to the trends in critical indicators could be tracked at various levels of decision making. The MHRD, 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 identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. Such a comprehensive and integrated approach was necessitated by the fact that the then existing system could not provide the school level data in time and that it was highly limited in scope and coverage. Similarly, the use of educational statistics for planning and monitoring in the decentralized framework was also minimal. There were no systematic checks on the internal consistency of data. Data on many critical variables was either not collected at all or was not processed to facilitate decision-making.

MHRD, as a part of DPEP national endeavour, decided to design and develop a school based computerized information system, the responsibility for which was entrusted to NIEPA

NIEPA designed software for implementation at the district level and provided necessary technical and professional support to DPEP districts

In tune with the spirit of DPEP, 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 the 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. In view of the state-specific requirements, recently NIEPA conducted a workshop to seek suggestions about DISE formats and software. It is hoped that by next year, revised formats as well as software will be made available to DISE users.

DISE 2001: MAIN FEATURES

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

- The system 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 uniformly

followed by all districts and states.

- Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- It provides time series data at school, village, cluster, block and district levels.
- It 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/EGS 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.
- The system defines core data on school location, management, rural-urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.
- Detailed data on individual teachers, *para*-teachers and community teachers and their profile, including data on in-service training received, is collected and made available.
- It eliminates the chances of data manipulation at various

It is hoped that by next year, revised formats as well as software will be made available to DISE users

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 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.
- DISE ensures two-way flow of information. School summary report for each school is generated for sharing with the school and members of Village Education Committee. 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.
- It provides an easy-to-use dynamic graphics facility to enhance the presentation of various types of graphs and data.

DISE has completely eliminated time lag in educational statistics. Time lag within the state is reduced to few months

- DISE presents multi-user and modular system of software design for better management and security of databases.

- It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools without building, schools with high PTR, etc.
- It helps user defined dynamic query on hundreds of variables.
- It 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 analyses by users etc.

DISE software is now operational in 539 Districts in 25 States & UTs of the country

- DISE has also eliminated data gaps as comprehensive information is now available on different aspects of universal elementary education across the country.

- It is for the first time that 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. The present publication is second in the series which disseminates comprehensive state-specific data on different aspects of universal elementary education.

- For the first time, a District Report Card on elementary education is being released annually as part of DISE dissemination activities, which contain time-series and cross-sectional data on more than four hundred and fifty variables at the district level. State Report Cards have also been developed and are being disseminated for the last three years. The Analytical Report is also being published annually. Efforts will be made to develop Country Report Card once all the States & UTs get covered under DISE.

MAJOR OUTCOMES OF DISE EFFORTS

- Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and softwares.
- The DISE software is now operational in 539 districts in 25 States & UTs of the country and is providing vital information for policy formulation and preparation of district elementary education plans.
- DISE has completely eliminated time lag in educational statistics. At the national level, 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. Time lag within the state is reduced to few months. Data (as on September 30, 2004) for 2005 is available in many states in ready-to-use form.

Efforts will be made to develop Country Report Card once all the States & UTs get covered under DISE

- DISE helps develop a national level system, which integrates district and state systems into a hierarchical database. Every effort is made to promote the use of DISE data for planning, management and monitoring of SSA through case studies, orientation and training workshops of educational planners and administrators. It has now become a regular feature to share the DISE data at different levels every year. A number of states have recently conducted

data sharing workshops. At the national level, major findings of DISE data are being shared every year with planners, administrators, policy makers, educationists and other data users.

Despite significant achievements, inadequate utilization of DISE data remains the major area of concern

makers and other data users across the country. This will be further intensified during the current year.

DISE 2004: COVERAGE

- Official website of DISE (<http://dpepmis.org>) has been developed 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. Analytical Reports are also made available on the Internet. Efforts will be made soon to make DISE a web enable software.
- District Report Cards and Analytical Repots have also been made available to users in a Compact Disk.
- As an online help to users, DISE group of users is formed on the Internet, which is very active. Users can now post problems of common interest to group for their solutions.

Initially, 42 districts across seven DPEP phase-one states, namely Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu, were covered under DISE. The number of districts covered has gradually increased with the expansion of the DPEP as the districts covered under phase-two and-three have also been covered. At the end of 2001, more than 270 districts spread over 18 states of the country adopted DISE. Information on key indicators in these districts was generated through the DISE, which has been extensively utilized in formulating district elementary education plans.

Despite all these significant achievements, inadequate utilization of DISE data remains the major area of concern. Though over time, data utilization has improved which is reflected in the District Elementary Education Plans developed recently under the aegis of *Sarva Shiksha Abhiyan*, yet there is still scope for further improvement. States have been encouraged to organize sharing workshops at block, district and state levels. During the previous years, efforts have been made to create demand for the DISE data. District Report Cards and Analytical Report have been made available to a large number of university libraries, research and resource institutions, educationists, planners, administrators, policy

At the time when the *Sarva Shiksha Abhiyan* was launched in 2001, the scope of DISE was extended to the entire elementary level of education and coverage was also spread to all the districts of the country. 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. The Government of India too decided to gradually replace the manual system of data collection in case of elementary education

At the time when SSA was launched in 2001, the scope of DISE was extended to the entire elementary level of education

by the DISE and to accord the statistics generated through it the status of the Official Statistics. In 2002-03, the coverage was further expanded to 461 districts across 18 states. However, the coverage was confined only to DPEP states. During 2003-04, the coverage was

further widened to cover as many as 539 districts (including bifurcated districts) across 25 States & UTs of the country (Table A1). These states have more than 97 per cent of the total population of the

It was for the first time that seven non-DPEP states adopted DISE during 2003-04

its 19 districts. On the other hand, Punjab submitted data only in case of government schools.

It was for the first time that seven non-DPEP states adopted DISE during 2003-

Table A1
DISE 2004: Coverage

S. No	State/UT	Education Cycle		Number of Districts, 2001 Census	Number of Districts Reported Data	
		Primary	Upper Primary		2003	2004
1	Andhra Pradesh	I-V	VI-VIII	23	23	23
2	Assam	I-IV	V-VII	23	23	23
3	Bihar	I-V	VI-VIII	37	37	37
4	Chandigarh	I-V	VI-VIII	1	-	1
5	Chhattisgarh	I-V	VI-VIII	16	16	16
6	Gujarat	I-IV	V-VII	25	9	25
7	Haryana ⁺	I-V	VI-VIII	19	9	17
8	Himachal Pradesh	I-V	VI-VIII	12	12	12
9	Jharkhand	I-V	VI-VIII	18	22*	22*
10	Karnataka	I-IV	V-VII	27	27	27
11	Kerala	I-IV	V-VII	14	14	14
12	Madhya Pradesh	I-V	VI-VIII	45	45	45
13	Maharashtra	I-IV	V-VII	35	30	35
14	Meghalaya	I-IV	V-VII	7	-	7
15	Mizoram	I-IV	V-VII	8	-	8
16	Nagaland	I-V	VI-VIII	8	-	8
17	Orissa	I-V	VI-VII	30	30	30
18	Punjab	I-V	VI-VIII	17	-	17
19	Rajasthan	I-V	VI-VIII	32	32	32
20	Sikkim	I-V	VI-VIII	4	-	4
21	Tamil Nadu	I-V	VI-VIII	30	29**	29**
22	Tripura	I-V	VI-VIII	4	-	4
23	Uttar Pradesh	I-V	VI-VIII	70	70	70
24	Uttaranchal	I-V	VI-VIII	13	13	13
25	West Bengal	I-IV	V-VIII	18	20*	20*
	Total Districts	-	-	535	461	539*

* Including bifurcated districts.

+ Data for all districts not reported.

** One district was later merged with another district.

country. Except Haryana, the coverage in all other states in terms of districts is complete. Haryana could supply data of only 17 out of

04. These states are Chandigarh, Manipur, Meghalaya, Mizoram, Nagaland, Punjab and Tripura. The system is yet to be adopted

India : States/UTs covered under DISE 2004

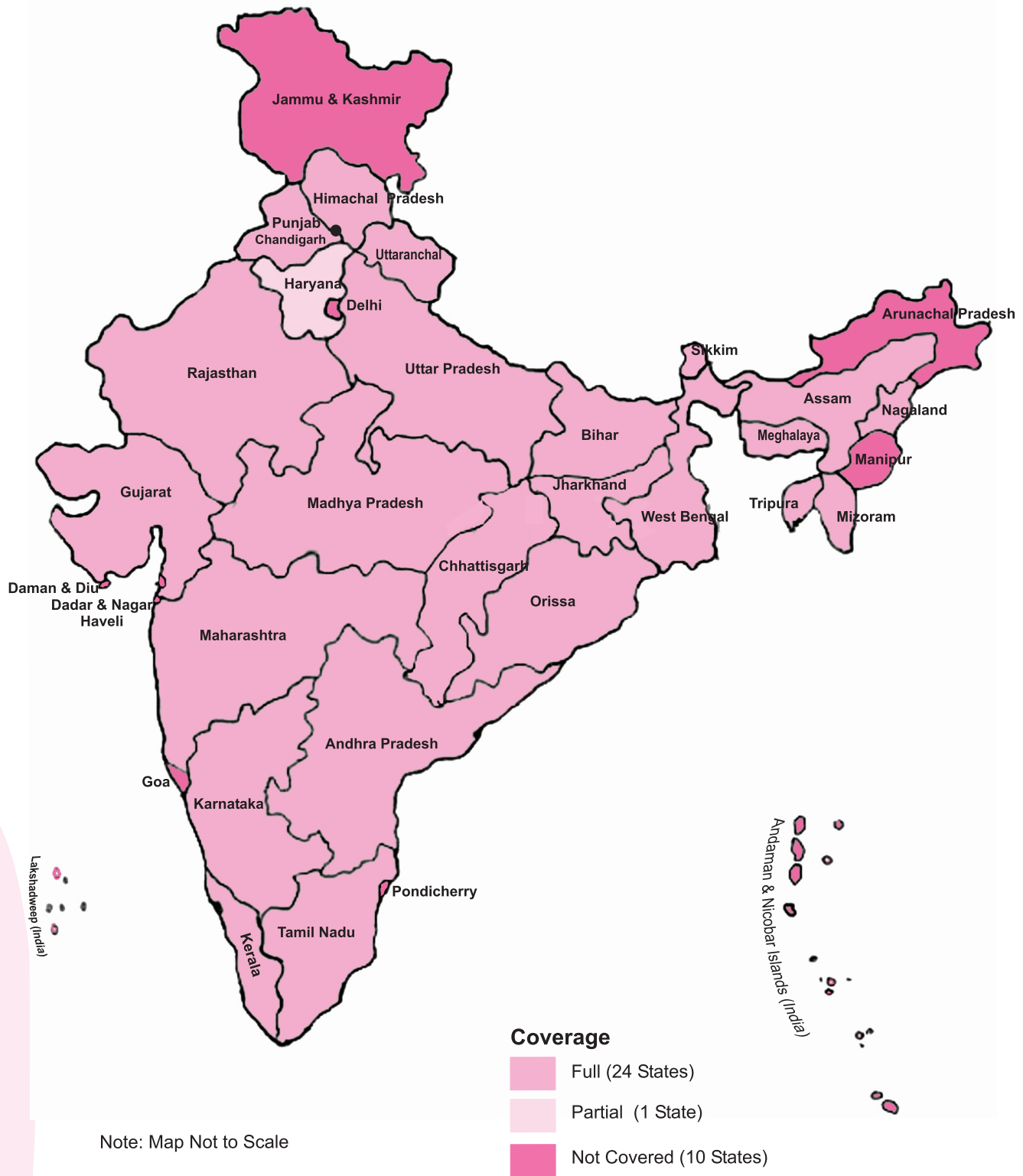


Figure 1.1

by ten other non-DPEP States & UTs which together have 57 districts (Table A2). These States & UTs are Andaman & Nicobar Islands, Arunachal Pradesh, Daman & Diu, Dadra & Nagar Haveli, Delhi, Goa, Jammu & Kashmir, Lakshadweep, Manipur and Pondicherry. Many of these uncovered states are small in size both in terms of population and number of districts. NIEPA is committed to provide professional and software support to all the States and UTs. Accordingly, it has organized a number of Capacity Building Workshops, both in the new and old states. It is expected that all the remaining states and districts will adopt DISE in the year that follows.

Table A2

States & UTs Yet to be Covered Under DISE

S. No	State/UT	Education Cycle		Number of Districts 2001 Census
		Primary	Upper Primary	
1	A & N Islands	I-V	VI-VIII	2
2	Arunachal Pradesh	I-V	VI-VIII	13
3	Daman & Diu	I-IV	V-VII	2
4	D & N Haveli	I-IV	V-VII	1
5	Delhi	I-V	VI-VIII	9
6	Goa	I-IV	V-VII	2
7	Jammu & Kashmir	I-V	VI-VIII	14
8	Lakshadweep	I-IV	V-VII	1
9	Manipur	I-V	VI-VIII	9
10	Pondicherry	I-V	VI-VIII	4
	Total Districts	-	-	57

District Report Cards (2004) in case of 539 districts and State Report Cards (2004) in case of 25 States & UTs have already been published separately (Elementary Education in India: Where do We Stand: District Report Cards: 2004, Volume I & II; and Elementary Education in India: Where do We Stand - State Report Cards: 2004, NIEPA and Government of India, New Delhi, 2005). These are also available on <http://dpepmis.org>.

NIEPA is committed to provide professional and software support to all the States and UTs

THE PRESENT PUBLICATION

The previous year's Analytical Report (2003) was based on the data received from 461 districts across 18 States. This year's Analytical Report (2004) presents data from as many as 539 districts across 25 States & UTs of the country. While comparing the state-specific indicators and average of all the districts, it may be noted that in case of Gujarat, Haryana and Maharashtra, only partial data was reported in 2003. The 2004 Analytical Report is based on complete data of 24 States and partial data of one State, i.e. Haryana. In case of Gujarat and Maharashtra, complete data is reported for the year 2004.

The present publication contains brief analysis and analytical tables in respect of each of the 25 States & UTs as per data recorded as on September 30, 2003, i.e. for the year 2003-04. Number of blocks, villages, schools etc, from which data is received is presented in the Table A3.

All the indicators/tables presented in the document are divided into the following four parts:

- School-Related Indicators;
- Facilities in Schools;
- Enrolment-Related Indicators; 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 Category. Practically, all such indicators on which information is required in formulating elementary education plans are presented 'in ready-to-use form'. Many of these indicators are being provided for the first time. Except on universal quality

of education, comprehensive information is presented on access, enrolment and retention. Examination results (previous year) in the terminal Grade IV or V and VII or VIII are considered as proxy of achievement levels and the same are presented

DISE 2004. For the first time an attempt has also been made to compute indicators of internal efficiency of education system.

The State Tables contain information on all the four aspects of UEE at a single place on

Table A3
DISE 2004: State Summary

S. No	State/UT	Data Reported from					
		Districts	Blocks	Villages	Schools	Enrolment	Teachers
1	Andhra Pradesh	23	1129	25833	84579	10238006	317560
2	Assam	23	150	21429	39459	3731663	165415
3	Bihar	37	530	31958	52202	11214817	158944
4	Chandigarh	1	20	20	164	105051	3315
5	Chhattisgarh	16	145	20650	35448	3819067	101168
6	Gujarat	25	228	19476	34786	6601031	181006
7	Haryana ⁺	17	110	7308	11342	1811844	46411
8	Himachal Pradesh	12	115	9816	14964	1086819	50931
9	Jharkhand	22 [*]	226	17991	22010	3417412	59740
10	Karnataka	27	184	27344	51546	7932229	237684
11	Kerala	14	157	1607	11988	3656101	121725
12	Madhya Pradesh	45	315	48063	86327	10268008	313881
13	Maharashtra	35	375	42135	77382	13720587	477077
14	Meghalaya	7	41	3971	6229	387589	19120
15	Mizoram	8	34	798	2274	169830	11897
16	Nagaland	8	52	1249	2271	349398	18289
17	Orissa	30	381	36108	49063	5726035	142054
18	Punjab	17	182	7118	9949	1243055	42808
19	Rajasthan	32	349	35637	78158	8734439	260060
20	Sikkim	4	21	498	984	107138	6793
21	Tamil Nadu	29 ^{**}	412	18946	45952	9108995	228748
22	Tripura	4	45	967	3143	641201	27371
23	Uttar Pradesh	70	965	84743	134225	25348837	399813
24	Uttaranchal	13	102	11293	17471	1281984	48621
25	West Bengal	20 [*]	482	37625	59556	12834925	225242
	Total Districts	539 [*]	6750	512583	931471	143536061	3665673

* : Including bifurcated districts.

+ : Data from all districts not reported.

separately in the case of boys and girls. The percentage of students passed with 60 per cent and above marks is also presented in case of all the 25 States & UTs covered under

one sheet. The Tables are based on the school level data provided by the State Project/Mission Directors of the Elementary Education Bureau of the MHRD. The data is

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 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 present 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, decadal growth rate of population, percentage of 0-6 year population, literacy rate (male, female and total), percentage of urbanization, percentage of SC & ST population, and sex ratio.
- (b) Data on number of blocks, CRC's, villages and schools in case of all the States.
- (c) Key data on elementary education in terms of the number of schools, enrolment, and teachers, classified by school category and school management, also in respect of rural areas.
- (d) Grade-wise and level-wise enrolment in each State.
- (e) Examination results for the previous academic session for the terminal classes at primary and upper primary levels of education.
- (f) Classrooms, categorized into good condition, requiring minor and major repairs by school category.
- (g) Number of schools by category and by type of buildings.
- (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 during the previous year.
- (j) Distribution of regular and *para-teachers* by educational and professional qualifications and by school category.
- (k) Enrolment by medium of instruction and by school category.
- (l) Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.
- (m) Performance indicators in terms of school category; ratio of primary to upper primary schools/sections; enrolment distribution: total, Scheduled Castes and Scheduled Tribes, percentage female enrolment; gender-parity index; classrooms; single-teacher schools; schools with attached pre-primary classes; percentage of under-age & over-age children in primary and upper primary classes; apparent survival rate (up to Grade V), retention rate, and transition rate from primary to upper primary level.
- (n) Quality indicators according to category of schools, teacher-pupil ratio; availability of female teachers; schools without female teacher; blackboard and building; percentage schools received school development and TLM grant; students-classroom ratio; availability of drinking water, common toilet and girl's toilet in school, etc.

The main indicators presented in the present publication have been derived by using the following illustrative formulae. The derivations are given for schools in primary category only. The same method is applied for other categories and classificatory groups.

State Report Cards contain information on all the four aspects of UEE at a single place on one sheet

Evolving DISE

Analytical Report 2004

NIEPA

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

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

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

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

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

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

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

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

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

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

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

$$12. \text{ \% Underage \& overage children} = \frac{\text{Enrolment in Grades I-V below '6' \& above '11' years}}{\text{Total enrolment in Grades I-V}} \times 100$$

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

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

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

$$16. \text{ \% ST girls to ST enrolment} = \frac{\text{Enrolment of ST girls in primary schools}}{\text{ST enrolment in primary schools}} \times 100$$

$$17. \text{ Pupil Teacher Ratio (PTR)} = \frac{\text{Total enrolment in schools of primary category}}{\text{Total teachers in primary schools category}}$$

(Para-teachers have been included while calculating PTR)

$$18. \text{ Student Classroom Ratio (SCR)} = \frac{\text{Total enrolment in primary schools}}{\text{Total classrooms in primary schools}}$$

$$19. \text{ \% Schools with } \leq 50 \text{ students in Grades I - IV/V} = \frac{\text{Number of primary schools having enrolment } \leq 50 \text{ in Grades I - IV/V}}{\text{Total primary schools}} \times 100$$

$$20. \text{ \% Schools with PTR } \geq 100 = \frac{\text{Total primary schools having PTR } \geq 100}{\text{Total primary schools}} \times 100$$

$$21. \text{ \% Female Teachers} = \frac{\text{Total female teachers in primary schools}}{\text{Total teachers in primary schools}} \times 100$$

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

$$22. \% \text{ of Primary schools established since 1994} = \frac{\text{Total primary schools established since 1994}}{\text{Total primary schools}} \times 100$$

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

23. Flow Rates

(a) Promotion Rate

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

where

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

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

(b) Repetition Rate

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

where

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

(c) Dropout Rate

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

where

d_g^t = Number of student's dropping out from grade 'g' in year 't'

(d) Transition Rate

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

where

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

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

(e) Retention Rate

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

(f) Survival Rate (SR)

Enrolment in Grade II and subsequent primary grades in year 't' is divided by enrolment in Grade I in the same year 't' is multiply by 100 to obtain survival rate in primary grades.

24. Average number of days spent on non-teaching assignments

Presents average number of days spent on non-teaching assignments during the previous academic year in case of teachers imparting elementary education irrespective of the school type

$$25. \text{ Gender Parity Index (GPI)} = \frac{\text{Girl's enrolment in Primary Grades in year 't'}}{\text{Boy's enrolment in Primary Grades in year 't'}}$$

26. Ratio of Primary to Upper Primary Schools/Sections

$$= \frac{\text{Total number of Primary Schools/Sections in year 't'}}{\text{Total number of Upper Primary Schools/Sections in year 't'}}$$

$$27. \text{ Gross Enrolment Ratio (GER)} = \frac{\text{Total enrolment in Grades I-V}}{\text{Population of age 6-11 years}} \times 100$$

$$28. \text{ Net Enrolment Ratio (NER)} = \frac{\text{Enrolment I-V/6-11 age group}}{\text{Population of age 6-11 years}} \times 100$$

MAJOR LIMITATIONS OF THE DATA

Because of DISE interventions, the quality of educational data has started showing improvements. However, despite all significant achievements, DISE data may not necessary be absolutely free from limitations, obviously in view of its large-scale operations. This is largely because of the ad-hoc arrangements that the States have made for the DISE and the MIS Units. Because of the frequent changes in MIS staff, the recently initiated Capacity Building exercises at different levels are of little use. Out-sourcing of data feeding is another major area of concern which has affected quality of data to a large extent.

During 2004, data was collected from more than 931 thousand schools, with a comprehensive profile of more than 3.68 million teachers also being maintained by DISE. However, it may be noted

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*, *KBGB Vidyalayas*, *Project Schools*, *Kendriya Vidyalayas*, *Tibetan Schools* and other private managed schools are supposed to be covered under DISE but their coverage varies from state to state. A few states have collected data from these schools while others might not have covered all such schools. Similarly, field level functionaries

reported that data from a few private recognized schools couldn't be obtained for one or the other reason. We are trying to reach all such schools through the highest level, and are hopeful that these efforts will be reflected in the year that follows. The data presented and indicators

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

constructed in the document are entirely based upon the data as received from the States.

On the other hand, a few schools have not responded to all the classificatory variables like management, year of establishment, rural/urban classification, school category, building status, academic and professional qualifications of teachers, and caste and sex code for teachers. Wherever possible, efforts were made to analyze the data by excluding the no-response values. In some tables, the no-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.

For the first time, an attempt has been made to present flow rates in case of States having DISE data for more than two years. While analyzing flow rates, it was noticed that in a few States the same was incorrect, largely because of the inconsistent data. Flow rates in case of such States have not been reported. Feedback on data quality was provided at the national level to the majority of States covered under DISE 2004. States are advised to use consistency module of DISE software to identify and remove inconsistencies in the data. In addition, CRC coordinators are being made accountable to ensure that data is consistent and there are no missing values.

A few schools did not report age and 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,

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enrolment in upper primary classes does not present the complete enrolment in Grades VI-VIII. Enrolment presented in this publication, if used in estimating GER and NER, may not present the true picture of universalisation.

One of the other important limitations of the data is incomplete reporting of the school age population, which is very crucial in assessing the progress towards universal elementary education. It has been observed that information received on this aspect through the Village Data Capture Format, in most of the cases, is either incomplete or simply not reported. In the absence of reliable information on school-age population, it is not possible to construct dependable crucial indicators, such as GER and NER, both at the primary and upper primary levels of education. An attempt is made to project age specific population and the same is used to construct enrolment ratio. The enrolment ratio presented should therefore be analyzed in the light of these limitations.

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 2004 and enrolment reported may not match well with data from the other sources. The limitations are applicable to all indicators, especially enrolment-based indicators and tables presented in the document. However, despite all these limitations, the indicators presented give enough inference about different aspects of UEE in a particular State and also the country as a whole, as it presents the average of 539 of the 593 districts.