

Enrolment-Based Indicators

Introduction

Like school-related indicators, a variety of enrolment-based indicators have also been covered under DISE 2005 in case of each of the 29 States & UTs as also the average of 581 districts. Most of the indicators are presented by school category and wherever necessary, separately for boys and girls. While analysing enrolment-based indicators, limitations presented in Part I with respect to coverage and no-responses be kept in mind, because these limitations require crucial indicators such as enrolment ratio to be analysed carefully. As already reported, the DISE mandate is to collect data only from recognized schools that impart elementary education irrespective of the school type. This applies both to Government run as well as Private managed schools. Within these managements, the field level functionaries maintained that coverage in case of recognized private institutions is not complete even though the number of private schools covered under DISE over a period of time has been on the rise. Among Government managements, schools like *Kendriya Vidhyalayas* are yet to be covered under DISE. It may be noted that Education Guarantee and similar other types of schools are not part of the DISE coverage. Coverage in respect of recognized schools is not complete, as also of the unrecognized schools which are quite large in number. The recently conducted Punjab study on unrecognized schools by NIEPA also reveals that both unrecognized schools as well as enrolment in such schools has been very large. Unless these schools are considered, true picture of universalisation cannot be known and hence planning exercises based upon the data of only recognized schools would serve only a limited purpose.

In view of the above limitations, enrolment ratio can at best be treated presenting data on 6-11/11-14 year group children enrolled in formal Classes I-V/VI-VIII in recognized schools only. The rest of the children may either be in 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 dropout children. Because of these reasons, it may not be possible to correctly estimate the number of out-of-school children based on the data collected only from recognised schools. For that purpose, conducting household surveys may be the only alternative. Recently, the Government of India commissioned a nation-wide household survey to estimate the number of out-of-school children. On the other hand, states like Punjab extended the coverage of DISE to its unrecognized schools also. It is hoped that other states would follow Punjab.

Since the state-specific DISE data for the year 2003 has been only a year old, retention and other indicators of internal efficiency of education system in that year could not be worked out. With the availability of 2004 data, the DISE data of 15 states was available for two years and an attempt was, therefore, made for the first time to compute a variety of internal efficiency and other indicators in 2004 which are crucial in knowing the status of universalisation of education. With the availability of 2005 data, an attempt has been made to compute all such indicators in the present document in case of 25 States and UTs. A detailed section is presented on the status of drop-out rate based on the DISE data for the years 2004 and 2005.

Further, with data available for only three years' enrolment, it may not be possible to work out retention rate which needs enrolment data at least over a period

of five years. Since, 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 the state as a whole though it gives a fairly good amount of information about retaining capacity of the education system in the state. Alternatively, the Apparent Survival Rate worked out in case of Primary level also 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. It, however, reveals interesting and useful information about 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 enrolment of boys and girls
- ◆ Share of enrolment in rural areas
- ◆ Percentage of enrolment in government schools to total enrolment
- ◆ Percentage of SC & ST enrolment to total enrolment
- ◆ Percentage of enrolment of children with disability and its share to total enrolment in Primary and Upper Primary classes
- ◆ Per cent share of Pre-primary enrolment to total enrolment
- ◆ Percentage of enrolment in single-teacher schools
- ◆ Percentage of enrolment in schools having 60 and above students in the classroom
- ◆ 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

“Retention rate gives a fairly good amount of information about retaining capacity of education system”

- ◆ Percentage of enrolment in schools without building and blackboard
- ◆ Grade-specific percentage of repetition, promotion and drop-out rates
- ◆ Retention rate at the Primary level
- ◆ Transition rate from Primary to Upper 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.

Wherever necessary and possible, an indicator at the all-India level is presented over a period of time for which DISE data is available. In view of the nature of an indicator, the same is also presented separately for rural and urban areas as well as for Government and Private managements.

GENDER PARITY INDEX AND GIRLS' ENROLMENT

Gender Parity Index

Gender Parity Index (GPI) and percentage of girls' enrolment in Primary and Upper Primary classes, computed for the period 2003 to 2005 (Tables D1 and D2), reveal that average of all districts made consistent improvement both in GPI and girls' share in enrolment. The average of 581 districts indicates a GPI of 0.91 in Primary classes and 0.83 in case of enrolment in Upper Primary classes compared to 0.90 and 0.82 in 2004. In 2003, GPI respectively in Primary and Upper Primary enrolment was 0.89 and 0.89.

All elementary classes together had a GPI of 0.89 in 2005 compared to 0.88 in 2004 and 0.79 in 2003. A significant difference is noticed in GPI in Primary enrolment in case of rural areas (0.90) and in urban areas (0.92), and also in case of all Government (0.93) and all Private managements (0.72) together, the corresponding figures in case of Upper Primary enrolment being 0.80 in rural areas and 0.91 in urban areas. However, a significant difference is noticed in case of all Government

“Average of 581 districts indicates a GPI of 0.91 in Primary classes and 0.83 in case of enrolment in Upper Primary classes”

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(0.85) and all Private (0.70) managements together. GPI in case of total Elementary enrolment in rural areas (0.88) has been lower than that in urban areas (0.92). All Government managements (0.91) together have much higher GPI as compared to GPI in case of all Private managements (0.71) together (Table D1).

The analysis presented above clearly indicates that boys outnumber girls both at the Primary and Upper

“All Government managements (0.91) together have much higher GPI as compared to GPI in case of all Private managements (0.71) together”

(0.98) GPI and Bihar the lowest (0.78). No significant improvement is noticed in Bihar as GPI in Primary enrolment in 2005 was 0.76. In Andhra Pradesh, Kerala 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. The national capital Delhi reported a GPI of 0.87 in Primary and 0.90 in Upper Primary enrolment against an overall GPI of 0.88 in Elementary enrolment. Kerala too has a very high

Table D1
Gender Parity Index (GPI) in Enrolment: 2003 to 2005

Classes	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
2003					
I-V	0.89	0.89	0.94	0.91	0.82
VI-VII/VIII	0.79	0.76	0.92	0.80	0.80
I-VII/VIII	0.87	0.86	0.93	0.88	0.82
2004					
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
2005					
I-V	0.91	0.90	0.92	0.93	0.72
VI-VII/VIII	0.83	0.80	0.91	0.85	0.70
I-VII/VIII	0.89	0.88	0.92	0.91	0.71

Primary levels of education, which is also reflected in the share of girls enrolment. This also indicates less number of girls in Upper Primary classes than in Primary classes which reflects serious implications for UEE.

Further analysis of state-specific GPI in Primary enrolment indicates that the index remained above 0.90 in many states. Meghalaya had the highest GPI of 1.01. Among the rest of the states, Andhra Pradesh, Sikkim and West Bengal had the highest

GPI in case of Upper Primary enrolment (0.94). Pondicherry, the newly inducted state under DISE had a GPI of above 0.94 both in case of Primary (0.96) and Upper Primary (0.94) and nearly also in case of Elementary (0.95) enrolment.

It is observed that GPI in Primary enrolment in the states of Assam (0.96), Chhattisgarh (0.94), Haryana (0.91), Himachal Pradesh (0.91), Karnataka (0.94), Maharashtra (0.90), Madhya Pradesh (0.90), Orissa (0.92), Tamil Nadu (0.93) and Uttar Pradesh (0.92)

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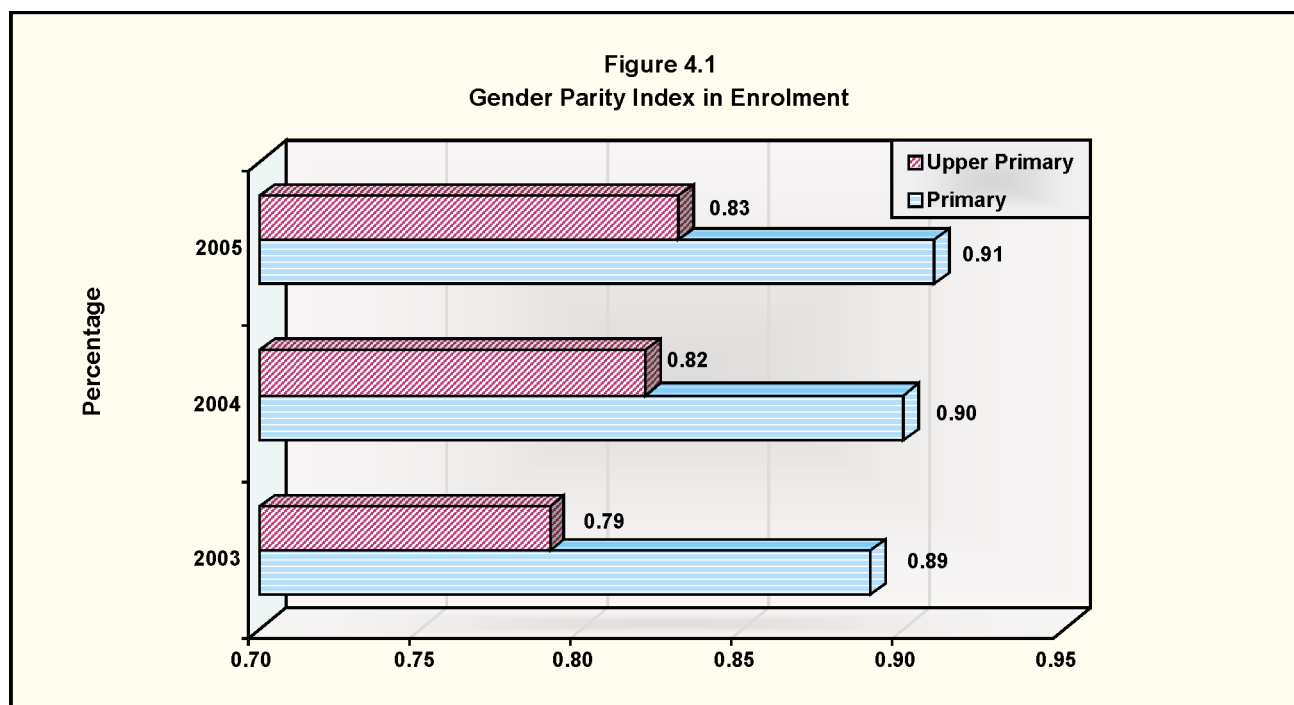
has also been very high. All states in the north-eastern region also had a very high GPI in case of enrolment in Primary classes.

On the other hand, states such as Bihar (0.78), Chandigarh (0.81), Jammu and Kashmir (0.85), Gujarat (0.87), Jharkhand (0.86), Punjab (0.85) and Rajasthan (0.87) had a little low GPI in Primary enrolment, indicating that the goal of UPE in these states may not be realized unless and until all girls are brought under the education system which is also true for

“The goal of UPE may not be realised unless and until all girls are brought under the education system”

girls in Upper Primary classes (GPI, 1.08) than their counterpart boys. In fact, in a number of states, improvement in GPI in Primary enrolment has been more impressive than the same in the Upper Primary enrolment during the period 2003 to 2005.

On the other hand, GPI in Elementary enrolment in 2005 comes out to be 0.89 compared to 0.88 in 2004. A few states revealed lower value of GPI in Elementary enrolment than the all-India average of



Upper Primary enrolment. The same may also be true for Upper Primary enrolment. Rajasthan has the lowest GPI (0.58) in Upper Primary enrolment, which indicates that only 58 girls are enrolled against 100 boys. Bihar (0.61), Gujarat (0.77), Jammu and Kashmir (0.79), Jharkhand (0.72), Madhya Pradesh (0.74) and Uttar Pradesh (0.80) 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 showed a high GPI also in case of Upper Primary enrolment. Meghalaya had more

0.89. Bihar (0.75) and Rajasthan (0.80) are amongst the states that have a lower GPI than the all-India average (0.89) besides other states like Arunachal Pradesh (0.87), Chandigarh (0.75), Delhi (0.88), Gujarat (0.85), Karnataka (0.88), Madhya Pradesh (0.86) and Punjab (0.86). In case of 19 states, GPI in Elementary enrolment has been above 0.90. Meghalaya (1.03) had more girls in Elementary classes than boys while Sikkim had almost equal number of boys and girls in these classes. Delhi had a GPI of 0.88 in Elementary enrolment in 2005.

Share of Girls' Enrolment

The share of girls' enrolment also indicates that it is much lower than the share of boys' enrolment, both at Primary (47.52 per cent) and Upper Primary (45.32 per cent) levels of education. No much significant improvement in girls' share in total enrolment in Primary and Upper Primary classes is observed during 2004 and 2005 (Tables D2 and D3). In Primary classes, the share of girls' enrolment in 2005 is 47.52 per cent compared to 47.47 per cent

urban 47.84 per cent). The percentage of girls' enrolment in Government managed schools was found to be higher than the same in case of Private managed schools; it is true for Primary (48.27 per cent and 44.37 per cent), Upper Primary (45.82 per cent and 44.31 per cent) and Elementary (47.76 per cent and 44.35 per cent) enrolment (Table D4).

Further, it is observed that except in Bihar and Chandigarh, in all other states the share of girls' enrolment at the Primary level has been above 45

Table D2
Percentage of Girls' Enrolment: 2003 to 2005

Classes	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
2003					
I-V	47.18	46.98	48.41	47.55	45.14
VI-VII/VIII	44.20	43.08	47.97	44.44	44.57
I-VII/VIII	46.56	46.15	48.28	46.94	44.94
2004					
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
2005					
I-V	47.52	47.45	47.87	48.27	44.37
VI-VII/VIII	45.32	44.54	47.78	45.82	44.31
I-VII/VIII	46.99	46.79	47.84	47.76	44.35

indicating an improvement of only 0.05 per cent over the previous year. Girls share to total enrolment at Upper Primary has been only 45.32 per cent; it was 45.02 per cent in the previous year and 44.20 per cent in 2003. Girls' share both in Primary and Upper Primary enrolment was found to be lower in rural areas (47.45 and 44.54 per cent respectively) than the same in urban areas (47.87 and 47.78 per cent). The same is also applicable in case of the enrolment in Elementary classes, that is, Classes I-VII/VIII (rural 46.79 and

per cent. In Bihar, it was only 43.79 per cent and it was 37.72 per cent at the Upper Primary level. The corresponding figures for Chandigarh are 44.67 per cent in Primary and 45.50 per cent in Upper Primary classes. Like national capital Delhi (46.51 per cent), Jharkhand (46.22 per cent) and Rajasthan (46.50 per cent) too had a lower percentage of girls' enrolment at Primary level.

The highest share of girls' enrolment at Primary level is noticed in case of Meghalaya (50.36 per cent), followed

“Girls' enrolment in Government managed schools is found to be higher than Private managed schools; it is true for Primary, Upper Primary and Elementary enrolment”

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by West Bengal (49.47 per cent), Uttaranchal (49.23 per cent), Andhra Pradesh (49.37 per cent), Sikkim (49.45 per cent), Kerala (49.30 per cent), Assam (48.91 per cent) etc. The share of girls' enrolment at Primary level in case of Jharkhand (46.22 per cent), Jammu and Kashmir (45.94 per cent) and Rajasthan

cent; Jharkhand 45.57 per cent; and Rajasthan 44.29 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

Table D3

Percentage of Girl's Enrolment by School Category: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	47.60	47.86	48.07	47.41	47.73	48.00	49.24	48.76	48.59
Primary with Upper Primary	45.30	45.88	45.78	48.83	45.30	45.34	47.56	47.76	47.31
Primary with Upper Primary & Secondary/ Hr. Secondary	44.50	45.18	44.76	42.39	43.94	43.21	46.38	46.49	46.16
Upper Primary only	44.50	45.45	46.28	45.45	45.03	45.95	49.37	48.84	48.93
Upper Primary with Secondary/Hr. Secondary	45.80	46.20	46.29	44.58	45.03	45.39	49.31	48.95	48.52
All Schools	46.56	46.90	46.99	46.15	46.61	46.79	48.28	48.19	47.84

Table D4

Percentage of Girl's Enrolment by School Management: 2005

School Category	2005		
	All Managements	Government Managements	Private Managements
Primary only	48.07	48.60	44.44
Primary with Upper Primary	45.78	46.65	42.98
Primary with Upper Primary & Secondary/ Hr. Secondary	44.76	46.46	43.88
Upper Primary only	46.28	46.26	46.33
Upper Primary with Secondary/ Hr. Secondary	46.29	46.60	45.92
All Schools	46.99	47.76	44.35

(46.50 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 enrolment (Bihar 42.88 per

independent Primary schools (48.07 per cent in 2005 and 47.86 per cent in 2004) and the lowest (44.76 per cent) in the case of integrated Higher Secondary schools. Significant difference is noticed in the percentage of girl's enrolment in rural and urban areas

which is true of all school types. Schools located in urban areas have significantly high percentage of girls' enrolment than those located in rural areas.

respect to share of the total number of schools in these areas. Of the total 1.04 million schools that impart elementary education in the country, 86.90

Figure 4.2

Percentage of Girls Enrolment to Total Enrolment : All District

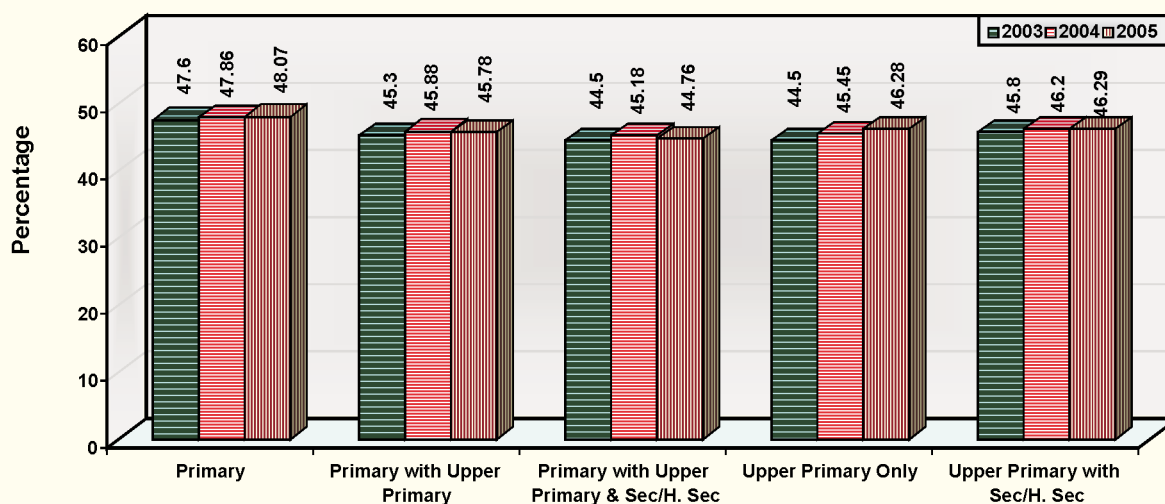
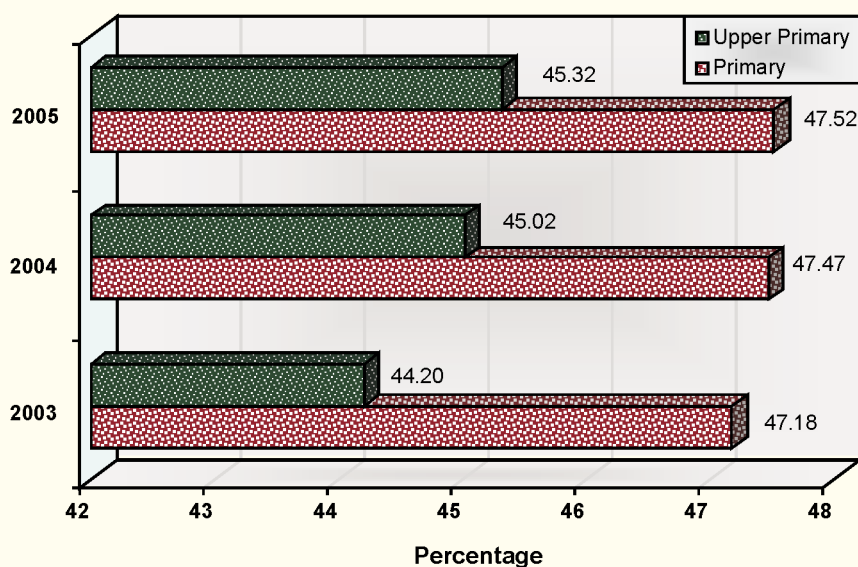


Figure 4.3

Percentage of Girls Enrolment in Primary & Upper Primary : All Districts



Enrolment in Rural Areas

The percentage of enrolment in rural areas reveals that it is significantly lower when considered with

per cent are located in rural areas whereas percentage of enrolment in elementary classes that is, Classes I-VII/VIII was found to be only 83.15. The percentage of such schools and enrolment in these

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schools in the previous year 2004 was 87.12 and 82.46 respectively. All Government schools together had enrolment percentage as high as 90.19 compared to only 57.88 in case of Private managements schools (Table D5).

In a few states, the percentage of elementary enrolment in rural areas to total enrolment has been even higher than 90 per cent. Assam (90.90 per cent), Bihar (93.10 per cent), Himachal Pradesh

“Percentage of elementary enrolment in rural areas to total enrolment has been even higher than 90 per cent”

schools in Himachal Pradesh, Sikkim and Uttar Pradesh was in rural areas as compared to only 22 per cent in Delhi and Chandigarh. On the other hand, about 95.62 per cent elementary enrolment in Assam were located in rural areas in case of

Private managements compared to only 6.10 per cent in Chandigarh and 10.08 per cent in Delhi.

It is observed further, that 91 per cent of the total 6,93,030 Primary schools are located in rural areas.

Table D5

Percentage of Enrolment in Rural Areas to Total Enrolment: 2003 to 2005

Classes	All Category Schools			All Government Managements	All Private Managements
	Boys	Girls	Total		
2003					
I-V	83.38	83.69	84.05	88.79	47.00
VI-VII/VIII	77.81	74.33	76.28	88.36	52.08
I-VII/VIII	81.17	79.69	80.49	87.74	48.25
2004					
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
2005					
I-V	84.69	84.50	84.60	91.08	55.97
VI-VII/VIII	79.14	76.67	78.03	86.34	61.57
I-VII/VIII	83.41	82.84	83.15	90.19	57.88

(91.88 per cent), Jharkhand (91.44 per cent), Sikkim (90.64 per cent), and Uttar Pradesh (90.59 per cent) are such states. On the other hand, Chandigarh (16.88 per cent), Delhi (17.90 per cent), Karnataka (68.95 per cent), Maharashtra (62.88 per cent), Mizoram (58.91 per cent), Nagaland (69.64 per cent), Pondicherry (44.95 per cent) and Tamil Nadu (66.66 per cent) showed lower percentages of enrolment in rural areas. This percentage in Kerala was about 83. More than 95 per cent enrolment in case of all Government management

However, of total enrolment in Primary classes, only 84.60 per cent (83.94 per cent in 2004) was found to be in schools located in rural areas. The percentage of boys and girls enrolment in rural areas to total boys and girls enrolment in Primary classes has been

“Percentage of enrolment in Government schools was as high as 91 compared to only 53 in schools located in rural areas under Private managements”

84.69 and 84.50 per cent. The percentage of enrolment in Government schools was as high as 91 compared to only 53 in schools located in rural areas under Private managements.

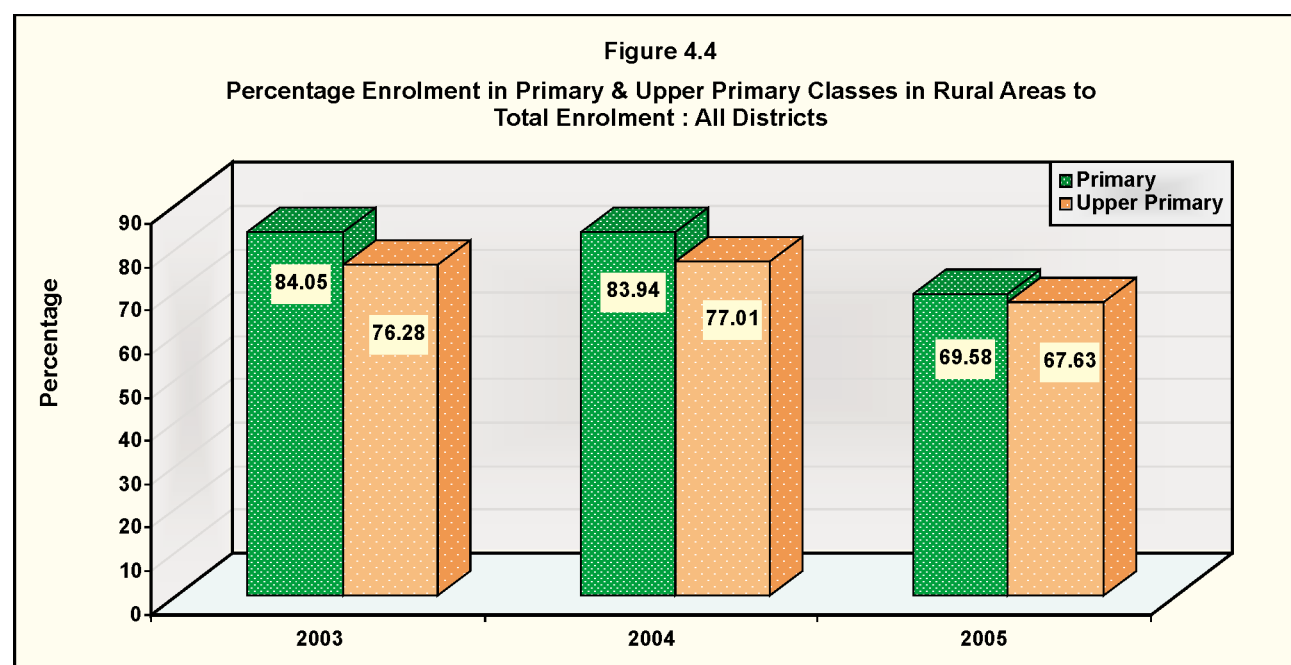
Further, about 94 per cent of total

enrolment in Primary classes in Bihar is located in the rural areas followed by Assam (91.86 per cent), Himachal Pradesh (92.69 per cent), Jharkhand (92.62 per cent), Sikkim (91.65 per cent) and Uttar Pradesh (91.05 per cent) also had above 90 per cent Primary enrolment located in rural areas. The lowest enrolment in rural areas was observed to be in case of Delhi (17.66 per cent) followed by Chandigarh (19.29 per cent), Pondicherry (45.44 per cent), Mizoram (60.31 per cent), Tamil Nadu (68.33 per cent), Nagaland (72.32 per cent), Andhra Pradesh (73.61 per cent), and Madhya Pradesh (81.89 per cent). Not much

Nagaland, 63.41 in Maharashtra, 68.75 in Andhra Pradesh and 72.77 in Arunachal Pradesh. Kerala has 81.26 per cent Upper Primary enrolment located in the rural areas. All Government schools together have 86.37 per cent (85.48 per cent in 2004) of the total Upper Primary enrolment located in rural areas in 2005 compared to 61.57 per cent (61.04 per cent in 2004) in case of all Private schools.

Enrolment In Government Schools

As already mentioned, majority of schools imparting elementary education (84.85 per cent in 2005 against



difference is noticed in share of boys' and girls' enrolment in rural areas to total enrolment in Primary classes.

Percentage share of Upper Primary enrolment in rural areas (78.03 per cent) has been much lower than the share of enrolment in Primary classes (84.60 per cent). The highest percentage is observed to be in case of Himachal Pradesh (90.83) and the lowest, 14.52, in Chandigarh, followed by 20.10 in Delhi, 44.17 in Pondicherry, 63.73 in Tamil Nadu, 62.30 in

85.27 per cent in 2004) were government owned schools. Government management includes schools run by the Department of Education, Local Bodies and Tribal and Social Welfare Departments. Further, irrespective of the type of school, the percentage

“All Government schools together have 86.37 per cent of the total Upper Primary enrolment located in rural areas compared to 61.57 per cent in case of all Private schools”

share of enrolment in government run schools has been lower than their share in the number of schools. This indicates that enrolment in schools run by private managements has been 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

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schools. However, integrated Higher Secondary (26.38 per cent) and Upper Primary attached to Secondary & Higher Secondary (50.03 per cent) schools have fewer students in Government schools. All Government schools together had 76.30 per cent of the total elementary enrolment. The analysis also reveals significant difference in elementary enrolment under Government managements in rural (83.16 per cent) and urban areas (41.48 per cent) (Table D6). In urban areas it seems that majority of elementary enrolment come

“Share of integrated Higher Secondary schools having Government managements has been only 36.57 per cent compared to 26.38 per cent enrolment”

Elementary schools in which significant difference is noticed in percentage share of schools (76.90 per cent) and enrolment (72.83 per cent). On the other hand, the share of integrated Higher Secondary schools having Government managements has been only 36.57

per cent compared to 26.38 per cent enrolment. The difference between the share of schools and enrolment is also noticed in the case of Government-run Upper Primary schools attached to Secondary & Higher Secondary schools.

Table D6

Percentage of Enrolment in Government Schools to Total Enrolment: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	89.90	85.35	85.03	94.44	89.91	89.29	63.68	50.40	51.48
Primary with Upper Primary	77.60	72.67	72.83	86.65	81.30	81.66	45.36	44.34	41.74
Primary with Upper Primary & Secondary/ Hr. Secondary	34.90	30.15	26.38	51.15	46.25	39.75	14.24	13.41	12.32
Upper Primary only	80.00	72.96	72.81	86.82	75.42	75.29	72.13	49.57	49.49
Upper Primary with Secondary/ Hr. Secondary	60.10	46.53	50.03	64.45	52.98	56.49	41.68	31.66	33.34
All Schools	80.37	76.60	76.30	87.82	83.66	83.16	46.84	42.12	41.48

from the Private managed schools. In Assam and Bihar, more than 95 per cent enrolment comes from Government managed schools. On the other hand, the percentage of elementary enrolment under Private managed schools in Tamil Nadu has been as low as 26.24 and 29.87 in Kerala compared to 59.89 per cent in Delhi and 53.93 per cent in Pondicherry.

About 91 per cent Primary schools in 2005 were under Government managements with an enrolment of only 85.03 per cent (85.35 per cent in 2004). About 81.26 per cent of the total independent Upper Primary schools had been under Government managements with only 72.81 per cent of the total enrolment in such schools. This is also true for

“About 91 per cent Primary schools in 2005 were under Government managements with an enrolment of only 85 per cent”

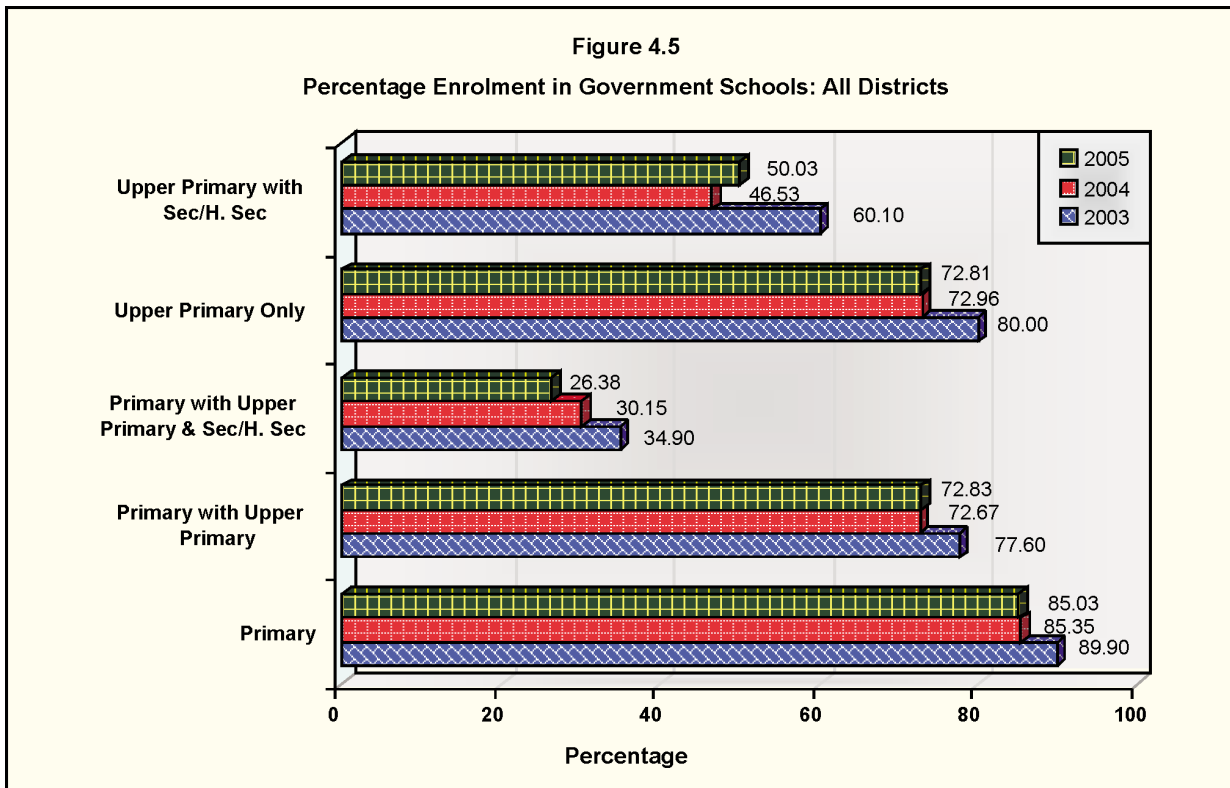
The state-specific share of Primary enrolment in Government managed schools further reveals that majority of states had the percentage share of above 90. However, Kerala (35.51 per cent), Maharashtra (65.04 per cent), Meghalaya (62.51 per cent), Tamil Nadu (63.12 per cent) and Uttaranchal (77.35 per cent) had much lower percentage than the all-India average of 85.03 per cent. The four new States and UTs covered under DISE for the first time had a percentage of 95.45 (Arunachal Pradesh), 88.87 (Delhi), 78.42 (Jammu and Kashmir) and 90.35 (Pondicherry) as percentage of Primary enrolment under Government managements to total Primary enrolment in 2005.

In 2003, DISE data was reported

from 461 districts. During 2004, as many as 189 out of 461 districts, reported a declining trend in enrolment while in 2005, all the 581 districts reported data of which 189 districts reported decline in Primary (Grades I to V) enrolment. If all Government managements are considered together, as many as 236 districts saw a decline in Primary enrolment during the same period compared to 153 districts in case of all Private managed schools together. A detailed study on declining enrolment in

“During 2004, 189 out of 461 districts, reported a declining trend in enrolment while in 2005, 189 districts reported decline in Primary enrolment”

enrolment in 2005 works out to be 20.73 per cent and 10.69 per cent (21.30 and 10.20 per cent in 2004), 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 per cent and 8.20 per cent respectively. The corresponding percentages at the Upper Primary level are 20.10 (19.33 per cent in 2004) and 8.59 (8.08 per cent in 2004) which is slightly lower than the same in case of Primary



selected districts may reveal reasons of decline as well as quantum of decline and transfer of enrolment from Government to Private schools and vice-versa.

Share of SC and ST Enrolment

The share of SC and ST enrolment in the total enrolment in Primary, Upper Primary and Elementary classes as presented and analysed reveals no significant change during the period 2004 and 2005 (Tables D7 and D8). At the Primary level, the share of SC and ST enrolment with respect to total

enrolment. All Elementary classes together have 20.58 per cent (against 20.84 per cent in 2004) SC and 10.18 per cent (against 9.71 per cent in 2004) ST enrolment (Table D7).

Three states from the north-eastern region, namely Meghalaya (92.32 per cent), Mizoram (98.19 per cent) and Nagaland (94.43 per cent) have above 90 per cent ST enrolment which matches well with the percentage share of ST to the total population. Chhattisgarh and Jharkhand also had about 30 per cent ST enrolment in 2005 compared to about 35.38



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per cent in Sikkim and 38.65 per cent in Tripura. All the 29 States and UTs reported tribal enrolment. Its share to total elementary enrolment varies from 0.10 per cent in Chandigarh to 98.19 per cent in Mizoram. Delhi too reported 0.39 per cent tribal enrolment in its elementary classes. Arunachal Pradesh with 74.16 per cent, Haryana with 31.06 per cent, Himachal Pradesh with 28.69 per cent, Orissa with 20.18 per cent, Pondicherry with 20.76 per cent etc. also reported high percentage of tribal enrolment in Elementary classes in 2005.

“Detailed study on declining enrolment in selected districts may reveal reasons of decline as well as quantum of decline and transfer of enrolment from Government to Private schools and vice-versa”

Pradesh. The share of SC girls to total SC enrolment in case of Bihar has been only 39.82 per cent which is also the lowest in the country. However, Meghalaya and Sikkim had a very high percentage of SC girl's enrolment (49 per cent) which is also true for ST girl's enrolment (51 per cent) in the state. Sikkim too had high percentage of girls both in case of SC (49.52 per cent) and ST (50.49 per cent) enrolment. The lowest ST girls' enrolment is observed to be in case of Bihar (39.53 per cent).

Among the major states, the highest SC enrolment

Table D7

Percentage of SC & ST Enrolment to Total Enrolment: 2003 to 2005

Classes	SC Enrolment		ST Enrolment	
	%	% SC Girls to Total SC Enrolment	%	% ST Girls to Total ST Enrolment
Share as per 2001 Census	16.20	-	8.20	-
2003				
I-V	19.52	46.88	11.78	45.97
VI-VII/VIII	18.20	43.49	8.55	39.80
I-VII/VIII	19.22	46.15	11.04	44.88
2004				
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
2005				
I-V	20.73	47.43	10.69	46.76
VI-VII/VIII	20.10	44.73	8.59	42.58
I-VII/VIII	20.58	46.79	10.18	45.91

So far as the per cent share of SC enrolment to total elementary enrolment is concerned, it has been the highest in the state of Punjab (43.97 per cent), followed by Haryana (31.06 per cent), Uttar Pradesh (28.51 per cent), Himachal Pradesh (28.69 per cent), Uttaranchal (25.41 per cent) and West Bengal (24.12 per cent); the lowest 0.81 per cent being in Arunachal

at Primary level is observed to be in case of Punjab (47.22 per cent), followed by Haryana (33.02 per cent), Himachal Pradesh (29.94 per cent), Uttar Pradesh (28.53 per cent) and Tamil Nadu (25.81 per cent) and that of ST enrolment (32.84 per cent) in Chhattisgarh. Jharkhand too had high percentage of ST enrolment in Primary classes (29.94). Four north-

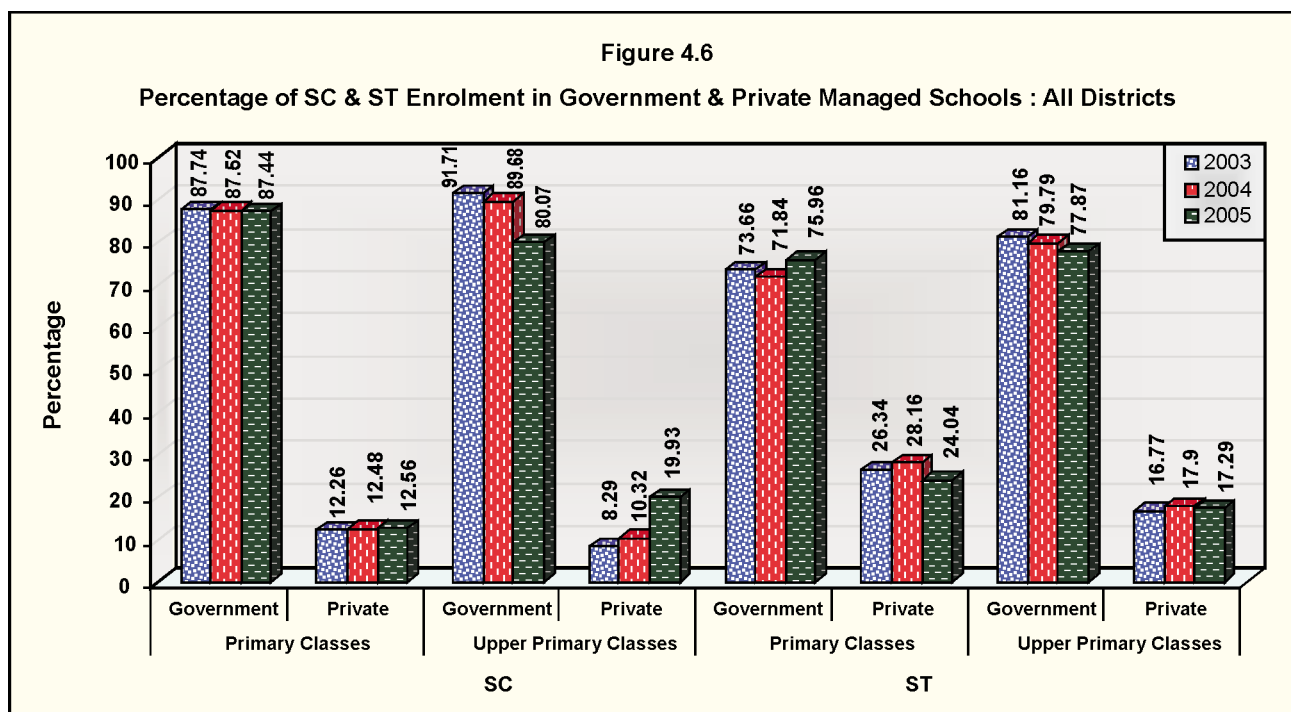
eastern states, namely Arunachal Pradesh (75.31 per cent), Meghalaya (92.77 per cent), Mizoram (98.35 per cent), and Nagaland (94.50 per cent) also had a very high percentage of ST enrolment which is in

enrolment. However, the share of ST girls' enrolment in case of Upper Primary levels has been low at 42.58 per cent. The national capital Delhi has reported 12.20 and 11.81 per cent SC and 0.41 and 0.36 per

Table D8

Share of SC & ST Enrolment in Schools Managed by Government and Private Managements: 2003 to 2005

Classes	SC Enrolment		ST Enrolment		SC & ST Enrolment	
	Government Managements	Private Managements	Government Managements	Private Managements	Government Managements	Private Managements
2003						
I-V	87.74	12.26	73.66	26.34	84.71	15.29
VI-VII/VIII	91.71	8.29	81.16	16.77	89.86	10.14
2004						
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
2005						
I-V	86.58	13.42	71.15	28.85	82.94	17.06
VI-VII/VIII	89.96	10.04	77.83	19.76	87.49	12.51



tune with the share of ST population to total population. While analysing the share of girls' enrolment in the total SC & ST enrolment at Primary level, it is observed to be in tune with the general

cent ST enrolment respectively at Primary and Upper Primary levels of education.

Notably, at all levels (Primary, Upper Primary and

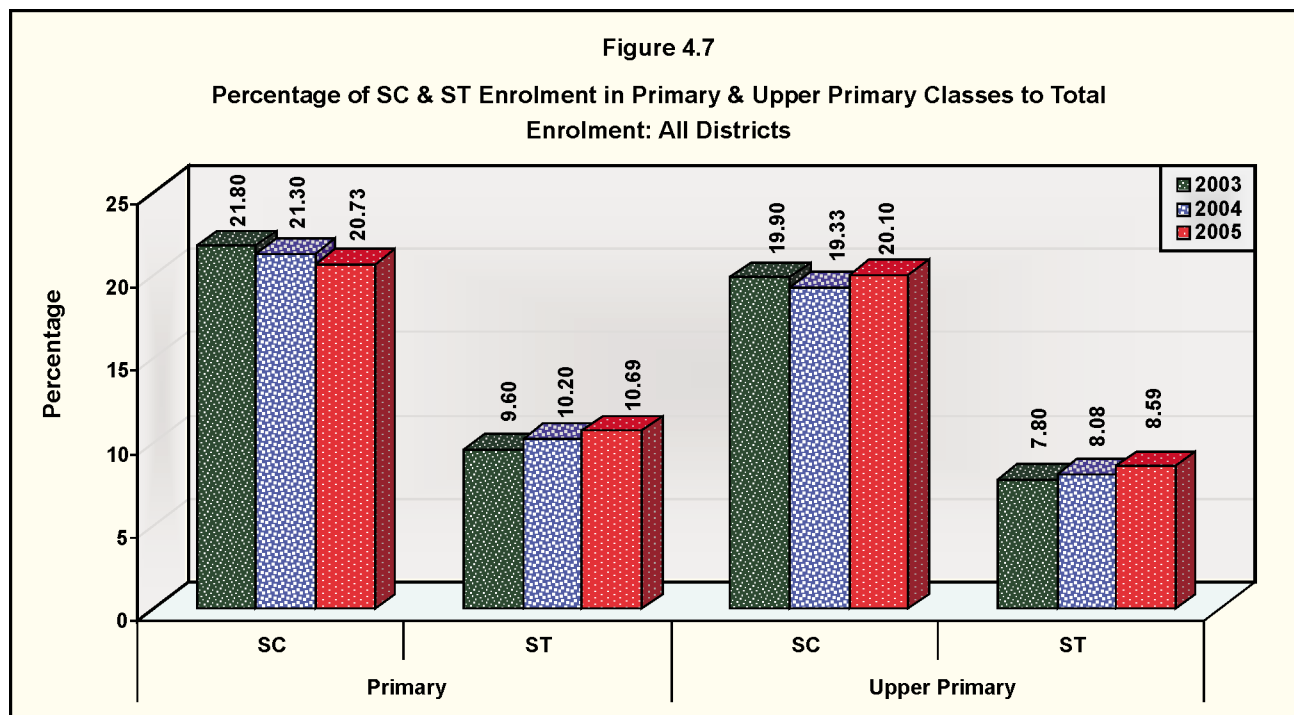
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Elementary) Government has been the main provider and caterer of the educational needs of both the SC and ST children (Table D8). Percentage in case of SC enrolment in Primary classes in 2005 was as high as 86.58 (against 87.52 in 2004). Schools under Private management had only 13.42 per cent (12.48 per cent in 2004) of the total SC Primary enrolment, and only 10.04 per cent (10.32 per cent in 2004) in

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

Number of Disabled Children

About 1.40 million disabled children are enrolled



case of Upper Primary enrolment. However, the percentage of ST enrolment under Private managements has been much higher both in case of Primary (28.85 per cent) and Upper Primary (19.76 per cent) enrolment. In 2005, both SC and ST enrolment together had a share of 82.94 and 87.49 per cent respectively in case of Primary and Upper Primary levels of education under Government managements. This otherwise also reveals that only 17 out of 100 SC & ST children are enrolled in Primary schools managed by Private managements compared to 13 out of 100 in case of Upper Primary enrolment.

Share of Disabled Children in Enrolment

DISE data on children with disability

in elementary classes across the country, of which 1.02 million are in Primary and 0.38 million in Upper Primary classes. The percentage of children with disability, both in Primary (0.86 per cent) and Upper Primary classes (1.01 per cent) is around 1 per cent of total enrolment in these classes. The corresponding percentage at the Elementary level is 0.96 per cent. A marked decline in disabled enrolment over the previous year 2004 is noticed which needs further investigation. In 2004, the figures were 1.76 million in elementary (1.23 per cent); 1.35 million in Primary (1.22 per cent) and 0.41 million in Upper Primary (1.24 per cent) classes. Not only did disabled enrolment in absolute form decline but the same in percentage form to total enrolment also declined significantly over its previous level.

“Only 17 out of 100 SC & ST children are enrolled in Primary schools managed by Private managements compared to 13 out of 100 in case of Upper Primary enrolment”

The share of girls with disability to total such enrolment in Primary, Upper Primary and Elementary classes in 2005 was 40.38, 41.52 and 40.69 per cent respectively compared to 41.49, 39.21 and 40.95 per cent in 2004. 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

“About 1.40 million disabled children are enrolled in elementary classes across the country, of which 1.02 million are in Primary and 0.38 million in Upper Primary classes”

Elementary classes has been found to be having some problem in moving (35.73 per cent) while about 18 per cent students are visually handicapped, 10 per cent hard of hearing, 13 per cent disabled in speech, about 15 per cent students are mentally retarded and 8 per cent have other types of disability. Much difference is noticed in the nature of disability in Primary and Upper Primary classes (Table D10).

Table D9
Enrolment of Children with Disability: 2003 to 2005

Classes	All Areas			Rural Areas			Urban Areas		
	Girls	Total	GPI	Girls	Total	GPI	Girls	Total	GPI
2003									
I-V	311024	781314	0.66	270569	684054	0.65	36786	88868	0.71
VI-VII/VIII	75554	199850	0.61	58396	158366	0.58	16164	39028	0.71
I-VII/VIII	386578	981164	0.65	328965	842420	0.64	52950	127896	0.71
2004									
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
2005									
I-V	410860	1017392	0.68	357482	892191	0.67	52766	123612	0.74
VI-VII/VIII	158600	381951	0.71	102314	260260	0.65	56044	121144	0.86
I-VII/VIII	569460	1399343	0.69	459796	1152451	0.66	108810	244756	0.80

as 0.68 in Primary, 0.71 in Upper Primary and 0.69 in case of Elementary enrolment. Urban areas have a slightly higher GPI compared to the same in 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 in 2005 has been as high as 87.69, 68.14 and 82.36 per cent compared to 88.23, 82.85 and 86.96 per cent in 2004.

Enrolment by Nature of Disability

Almost one in every three disabled students in

Compared to 15.39 per cent visually handicapped children in Primary classes, the percentage in case of Upper Primary classes is as high as 24.78. On the other hand, 18.44 per cent disabled children in Primary classes are mentally retarded, the corresponding percentage in Upper Primary classes is much low at 6.25. It is observed that more than 38 per cent disabled children in Upper Primary classes have problem in moving. Not much difference is observed in other disable types.

DISE data also provides nature of disability by grades which, if analysed properly, can be of great

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help in developing inclusive education programmes at different levels. Schools having disabled children, could be identified by nature of disability.

in 2004) and 17.04 (16.22 per cent in 2004) respectively in the case of Elementary and Higher Secondary schools, percentage being a bit higher in

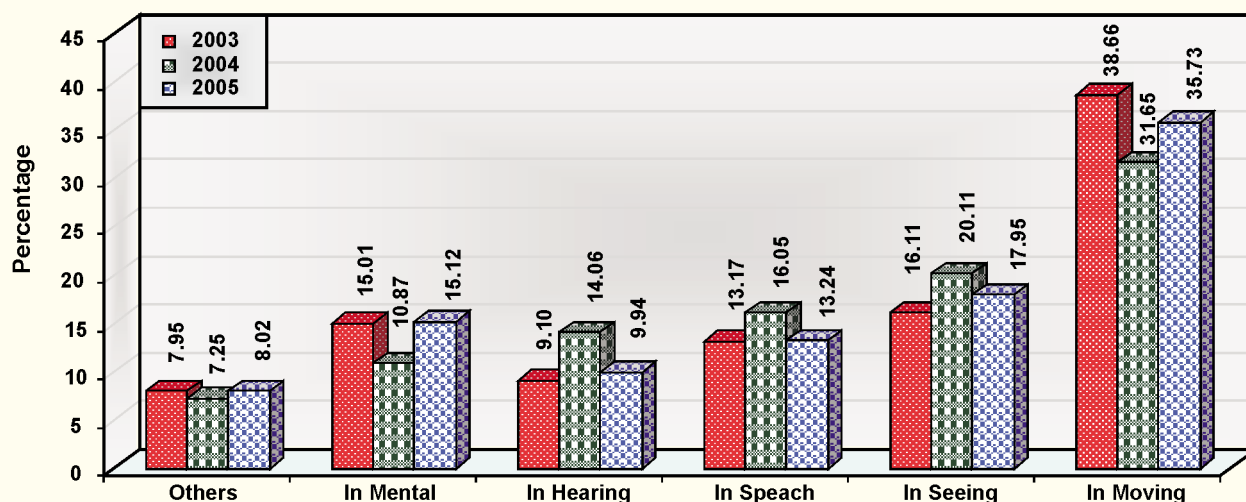
Table D10

Enrolment by Nature of Disability: 2005

Disability in	Grades		
	I-V	VI-VIII	I-VIII
Seeing	15.39	24.78	17.95
Hearing	9.11	12.14	9.94
Speech	13.82	11.71	13.24
Moving	34.85	38.08	35.73
Mentally Retarded	18.44	6.25	15.12
Others	8.39	7.04	8.02
% to Total Enrolment	0.86	1.01	0.90

Figure 4.8

Percentage of Disabled Students with Nature of Disability : All Districts



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. A slight increase in percentage share was noticed in 2005 from its previous level in 2004. In Primary schools, the percentage of enrolment in Pre-primary classes in 2005 was as low as 7.69 (7.16 per cent

case of urban areas (10.02 per cent in 2005 and 8.68 per cent in 2004), compared to 7.38 per cent (5.44 per cent in 2004) in the rural areas. The same is also comparatively low in case of schools managed by Government (7.32 per cent) against 10.06 per cent in Private managed schools (Tables D11 and D12).

Amongst the major states, the highest percentage of Pre-primary enrolment in Primary schools is noticed

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in the case of Madhya Pradesh (23.59 per cent) and the lowest 1.79 per cent in Bihar. Chandigarh too has 10.39 per cent enrolment in its Primary schools compared to 12.26 per cent in Chhattisgarh, 12.08 per cent in Haryana, 23.64 per cent in Jammu and Kashmir, 17.69 per cent in Karnataka, 17.54 per cent in Maharashtra, 33.36 per

“Except Mizoram and Tripura all other states from north-eastern region reported a very high percentage of Pre-primary sections attached to Primary schools”

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. On the other hand, in Kerala, enrolment is 4.81 per cent. Madhya Pradesh (19.30 per cent)

Table D11

Share of Enrolment in Pre-Primary Classes to Total Enrolment: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	9.31	5.82	7.69	9.04	5.44	7.38	11.12	8.68	10.02
Primary with Upper Primary	8.89	7.16	7.70	7.98	6.45	6.77	12.45	9.37	10.81
Primary with Upper Primary & Secondary/ Hr. Secondary	18.72	16.22	17.04	15.55	13.06	15.06	21.52	19.30	18.95

Table D12

Share of Enrolment in Pre-Primary Classes to Total Enrolment by Management: 2003 to 2005

School Category	School Management		
	All Managements	Government Managements	Private Managements
Primary only			
2004	5.82	5.47	8.14
2005	7.69	7.32	10.06
Primary with Upper Primary			
2004	7.16	5.56	11.82
2005	7.70	5.60	13.91
Primary with Upper Primary & Secondary/ Hr. Secondary			
2004	16.22	10.87	18.86
2005	17.04	12.16	19.14

cent in Pondicherry and 10.06 per cent in Rajasthan. Except Mizoram (6.98 per cent) and Tripura (2.49

too has a high percentage of Pre-primary enrolment in Elementary schools compared to 5.17 per cent in

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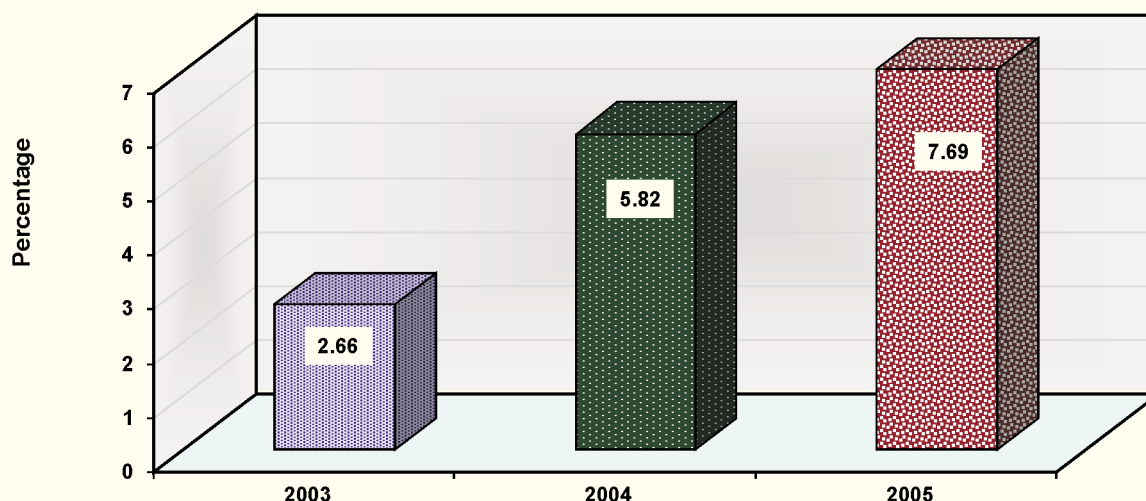
Uttar Pradesh. Chandigarh (38.10 per cent), Chhattisgarh (23.47 per cent), Himachal Pradesh (34.90 per cent), Meghalaya (40.57 per cent), Mizoram (27.00 per cent), Nagaland (26.98 per cent), Sikkim (26.20 per cent) and Uttaranchal (10.93 per cent) too have a significant percentage of enrolment in Pre-Primary sections attached to their Elementary schools. In the national capital Delhi, the percentage of Pre-primary to total enrolment in Primary and independent Elementary schools is 5.70

“Large number of schools in the country are single-teacher schools, a number of them without building and a few schools even without a blackboard”

Enrolment in Single-teacher Schools, Schools without Building and Blackboard and Schools with Student-Classroom Ratio 60 & Above

As already stated, a large number of schools in the country are single-teacher schools, a number of them without building and a few schools even without a blackboard. Though the percentage of such schools is low, yet, in view of a large number

Figure 4.9
Percent Share of Enrolment in Pre-primary Classes to Total Enrolment in Primary Schools : All Districts



and 2.01. Compared to the Pre-primary enrolment in Primary and Elementary schools, the corresponding percentage in the case of integrated Higher Secondary schools in 2005 was much higher at 17.04 per cent compared to 16.22 per cent in 2004. Such schools in Chhattisgarh and Himachal Pradesh had a very high percentage of 29.56 and 26.82. Meghalaya and Mizoram respectively too have a very high percentage of 26.87 and 22.50 as in Pondicherry (23.75 per cent), Karnataka (26.10 per cent) and Rajasthan (19.30 per cent).

“In the national capital Delhi, percentage of Pre-primary to total enrolment in Primary and independent Elementary schools is 5.70 and 2.01”

of schools in the country, their number in absolute terms is significant. Therefore, enrolment in all such schools (by category) need to be critically analysed both at the state and national (average of 581 districts) levels, besides enrolment in schools with student classroom ratio 60 and above.

Enrolment in Single-Teacher Schools

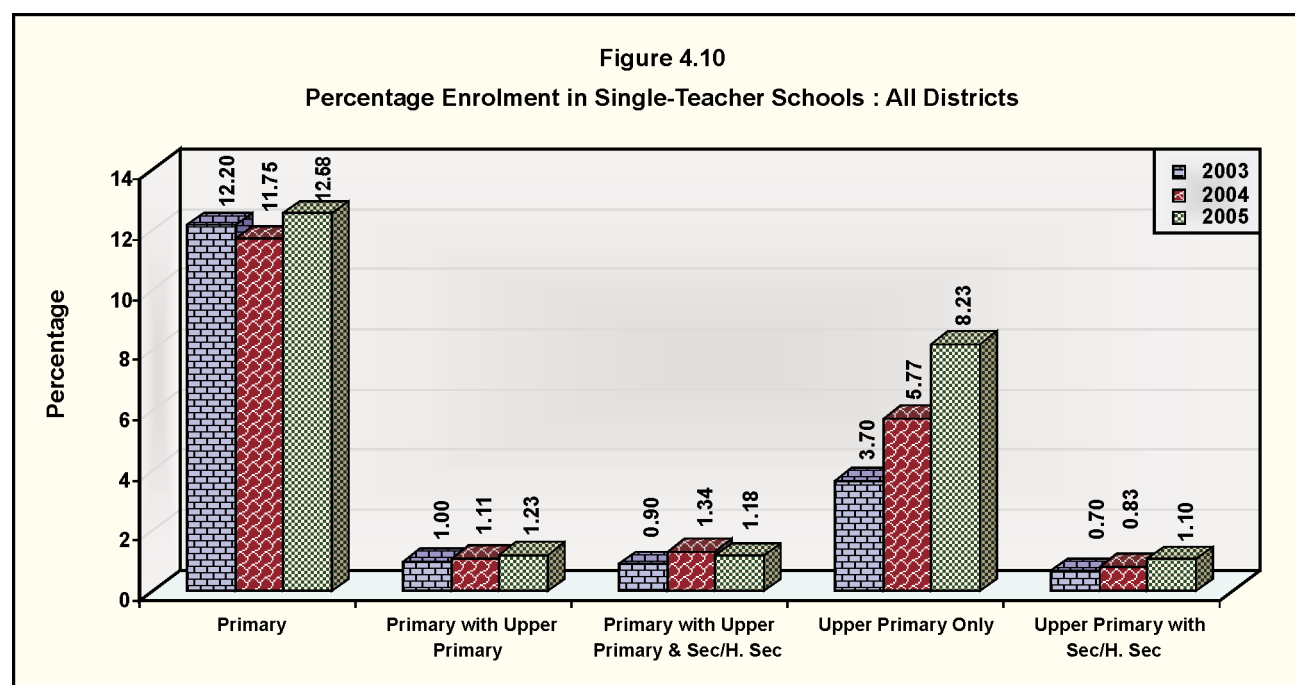
As mentioned above, 18.15 per cent (17.51 per cent in 2004) of the total Primary schools in 2005 were found to be single-teacher schools,

which have 12.58 per cent (11.75 per cent in 2004) of the total enrolment in Primary classes. A much lower percentage of enrolment in single-teacher schools is observed in schools located in urban areas (4.72 per cent), compared to 13.58 per cent in 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

“Chandigarh and Pondicherry have not reported enrolment in single-teacher Primary schools while in Kerala and Tripura, it is negligible”

per cent), Chhattisgarh (17.31 per cent), Jharkhand (17.23 per cent), Uttaranchal (16.20 per cent), Uttar Pradesh (13.40 per cent), Orissa (11.70 per cent), Bihar (11.61 per cent) and Meghalaya (10.71 per cent) and the lowest in Tripura (0.03 per cent).

In a few states like Bihar and Jharkhand, the percentage of enrolment in single-teacher Primary schools, both in case of all Government and Private managements together is



8.23. However, the same in urban areas is as low as 3.15 per cent. Of the total enrolment in Classes I-VIII, all Government schools together have 9.58 per cent (8.90 per cent in 2004) enrolment in single-teacher schools, compared to only 3.63 per cent (3.15 per cent in 2004) in Private managed schools (Tables D13 and D14).

Chandigarh and Pondicherry have not reported enrolment in single-teacher Primary schools while in Kerala (0.12 per cent) and Tripura (0.03 per cent), it is negligible. On the other hand, the highest enrolment in single-teacher Primary schools is observed to be in the case of Arunachal Pradesh (30.85 per cent), followed by Rajasthan (27.36 per cent), Assam (20.56

high. The percentage of enrolment in single-teacher schools in case of the schools managed by Private managements is as high as 15.62 in Bihar and 15.54 in Jharkhand, with corresponding percentage in Government run schools at 11.59 in Bihar and 26.23 in Jharkhand. Rajasthan too has a high percentage of enrolment (29.38) in its single-teacher schools in case of Government managed schools compared to only 4.23 per cent in Private managed schools. Arunachal Pradesh (32.15 per cent) and Assam (20.77 per cent) too have high percentage of enrolment in single teacher schools under Government managements compared to only 0.60 and 11.53 per cent enrolment under Private managed schools.

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Enrolment in Schools without Building

All types of schools have reported enrolment in

Higher Secondary schools. All schools together reported 2.22 per cent of the total elementary enrolment in schools without building in 2005

Table D13

Percentage Share of Enrolment in Single-Teacher Schools: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	12.72	11.75	12.58	14.05	12.72	13.58	8.64	4.40	4.72
Primary with Upper Primary	1.23	1.11	1.23	1.25	1.21	1.39	1.40	0.78	0.68
Primary with Upper Primary & Secondary/ Hr. Secondary	1.16	1.34	1.18	1.28	0.87	1.60	1.18	1.81	0.77
Upper Primary only	2.99	5.77	8.23	3.20	6.27	8.80	3.14	1.37	3.15
Upper Primary with Secondary/ Hr. Secondary	0.84	0.83	1.10	1.03	1.07	1.33	0.88	0.34	0.53
All Schools	7.00	7.65	8.28	8.19	8.78	9.47	5.28	2.28	2.36

Table D14

Share of Enrolment in Schools without Building, Single-Teacher and Schools without Blackboard to Total Enrolment: 2005

School Category	% Enrolment in School without Building		% Enrolment in Single-Teacher Schools		% Enrolment in Schools without Blackboard	
	All Government Managements	All Private Managements	All Government Managements	All Private Managements	All Government Managements	All Private Managements
Primary only	2.95	0.99	13.47	6.81	5.09	6.51
Primary with Upper Primary	0.88	0.65	1.20	1.30	3.89	5.21
Primary with Upper Primary & Secondary/ Hr. Secondary	1.01	0.73	1.63	0.98	6.41	5.51
Upper Primary	9.25	0.81	8.65	7.03	5.41	4.72
Upper Primary with Secondary & Higher Secondary	1.64	0.67	1.43	0.75	6.36	2.73
All Schools	2.63	0.78	9.58	3.63	4.93	5.26

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

schools without building. It varies from 7.13 per cent in case of Upper Primary to 0.83 per cent in integrated

compared to 2.2 per cent in the previous year. Barring Elementary schools, all other school types located in

Enrolment-Based Indicators

rural areas reported lower enrolment in schools without building compared to the same in urban areas. In 2005, Elementary schools without building in urban areas had been 0.93 per cent of the total

building, the share of enrolment in such schools is only 2.70 per cent of the total enrolment in Primary classes. The percentage is reasonably high in the states of Rajasthan (7.34), Andhra Pradesh (5.33),

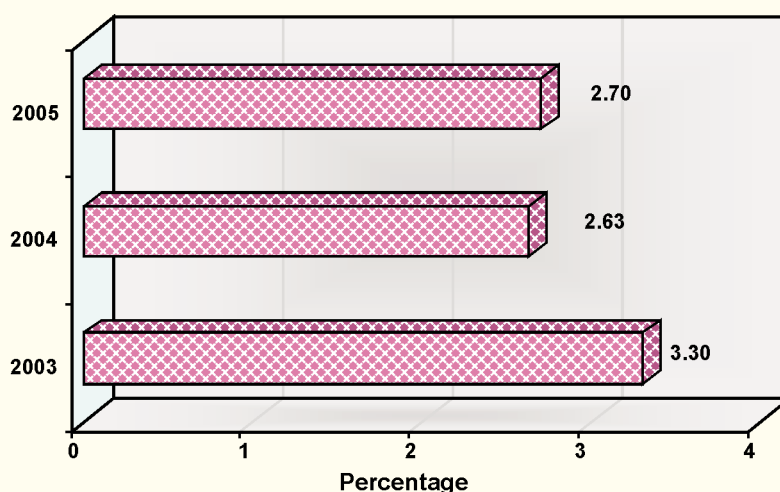
Table D15

Percentage Share of Enrolment in Schools without Building: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	3.82	2.63	2.07	3.71	2.58	2.64	4.28	2.91	2.93
Primary with Upper Primary	1.27	0.89	0.82	1.17	0.80	0.75	1.56	1.11	0.93
Primary with Upper Primary & Secondary/ Hr. Secondary	1.58	1.31	0.83	1.54	1.32	0.82	1.61	1.28	0.68
Upper Primary only	10.26	7.00	7.13	10.61	7.22	7.35	7.92	5.33	5.38
Upper Primary with Secondary/ Hr. Secondary	1.06	0.82	1.20	0.90	0.81	1.12	1.43	0.85	1.01
All Schools	2.95	2.20	2.22	2.95	2.24	2.26	2.77	1.90	1.77

Figure 4.11

Percentage of Enrolment in Primary Schools without Building : All Districts



elementary enrolment compared to 1.11 per cent in 2004 (Table D15).

Compared to 4.37 per cent Primary schools without

Arunachal Pradesh (3.37), Chhattisgarh (6.42), Bihar (5.09), Delhi (2.12), Jharkhand (2.85), Jammu and Kashmir, Madhya Pradesh (7.64), Gujarat (2.04) and Uttaranchal (1.37). Surprisingly 9.63 per cent of the

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total Primary schools in Rajasthan are without any building while only a few schools are without building (0.06 per cent) in Kerala, with enrolment low at 0.22 per cent. Mizoram has not reported enrolment in Primary schools without building. Chhattisgarh (18.08 per cent), Himachal Pradesh (8.94 per cent), Madhya Pradesh (30.77 per cent), Delhi (4.74 per cent) and Uttaranchal (4.73 per cent) have reported a very high enrolment in Upper Primary schools without building. Similarly, Haryana reported 4.24 per cent and Pondicherry 4.82

“About 7.86 per cent of the total 10,37,813 schools that impart elementary education in the country did not have blackboard in 2005”

2005. Enrolment in these schools (5.00 per cent in 2005 compared to 5.70 per cent in 2004) being a bit lower than its share to total elementary enrolment. In a few states like, Arunachal Pradesh (22.13 per cent), Bihar (9.83 per cent), Chhattisgarh (10.08 per cent), Delhi (9.99 per cent), Jharkhand (14.28 per cent), Jammu and Kashmir (10.33 per cent), Meghalaya (12.00 per cent), Mizoram (8.19 per cent), Nagaland (22.10 per cent), Punjab (11.58 per cent), Sikkim (19.55 per cent) and Pondicherry

Table D16

Share of Enrolment in Schools without Blackboard: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	8.03	5.70	5.28	8.37	5.49	5.31	5.45	7.25	4.92
Primary with Upper Primary	4.64	5.60	4.23	4.71	5.81	4.06	4.24	4.95	4.69
Primary with Upper Primary & Secondary/ Hr. Secondary	5.42	9.24	5.78	6.09	7.64	5.05	4.78	10.76	6.38
Upper Primary only	6.66	6.05	5.23	6.87	5.84	5.18	4.80	7.88	5.67
Upper Primary with Secondary/ Hr. Secondary	4.07	3.60	4.58	4.17	3.90	4.71	3.80	2.89	3.92
All Schools	6.46	5.70	5.00	6.81	5.50	4.98	4.75	6.30	4.91

per cent enrolment in its integrated Higher Secondary schools without building. Haryana too has a high percentage of 15.53 in case of its Elementary schools. DISE data could be utilized in identifying all schools without any building and for making provisions under SSA and other programmes concerning elementary education.

Enrolment in Schools without Blackboard

About 7.86 per cent (9.51 per cent in 2004) of the total 10,37,813 schools that impart elementary education in the country did not have blackboard in

(7.15 per cent), the percentage of enrolment in such schools has been surprisingly very high. The percentage of enrolment in a few privately managed such schools is also high. It is as high as 23.48 per cent in Sikkim compared to 20.21 per cent in Nagaland, 14.63 per cent in Haryana, 13.80 per cent

in Madhya Pradesh, 10.74 per cent in Bihar and 9.70 per cent in Arunachal Pradesh. No significant difference is noticed in enrolment in schools without blackboard located in rural (4.98 per cent) and urban (4.91 per cent) areas.

Nearly 7.07 per cent Primary schools in the country do not have

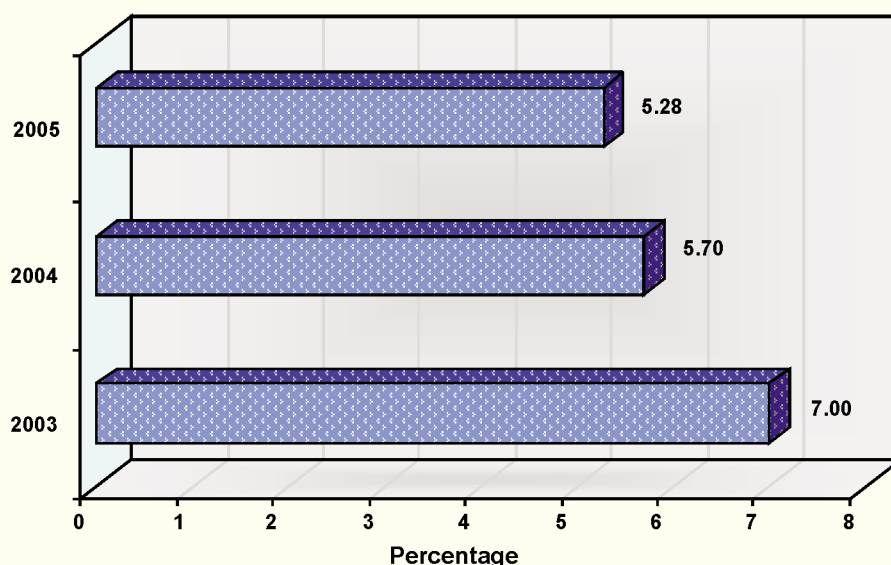
“DISE data could be utilised in identifying all schools without building and for making provisions under SSA and other programmes concerning elementary education”

access to blackboard. The percentage of enrolment in such schools has been low at 5.28 per cent. In Nagaland about 27 per cent of the total Primary enrolment is in the schools without blackboard which is also high in case of Arunachal Pradesh (24.96 per cent), Sikkim (21.28 per cent), Chandigarh (15.56 per cent), Delhi (13.20 per cent), Jammu and Kashmir (13.14 per cent), Nagaland

“Of the total schools without blackboard, 24,388 schools even did not have a teacher”

As reported above, about 81,617 schools (all categories) did not have blackboard in school in 2005. Of the total schools without blackboard, 24,388 schools (29.88 per cent) even did not have a teacher. On the other hand, about 41.08 thousand schools did not have school building, of which 2,455 schools even did not have a teacher. Though, the number of schools without

Figure 4.12
Percentage of Enrolment in Primary Schools without Blackboard : All Districts



(27.14 per cent), Jharkhand (16.28 per cent), Bihar (11.16 per cent) and Meghalaya (13.45 per cent). Notably, irrespective of the school type, the percentage of enrolment in schools without blackboard is found to be above 4.23 per cent. In case of integrated Higher Secondary schools without blackboard, the percentage has been as high as 5.78. Independent Upper Primary schools also have 5.23 per cent enrolment in such schools. The lowest 4.23 per cent enrolment in schools without blackboard being in case of independent Elementary schools. The percentage in case of integrated Higher Secondary school is also high at 5.78 per cent (Table D16).

building, teacher and blackboard, is low at 1,330, one can imagine the fate of students in such schools.

Enrolment in Schools with Student-Classroom Ratio 60 & Above

Of the total elementary enrolment in 2005, about 32 per cent is located in schools having student-classroom ratio of 60 and above, compared to 37 per cent in 2004. 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 63.09 compared to 50.58 in Jharkhand, 17.43 in Assam, 27.49 in Chhattisgarh,

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20.69 in Haryana, 19.69 in Madhya Pradesh, 23.73 in Orissa, 17.18 per cent in Rajasthan, 21.79 in Tamil Nadu, 61.94 in Uttar Pradesh, 19.06 in Uttaranchal and 54.43 in West Bengal. A few of these states reported lower percentage than in the previous year. Delhi and Pondicherry reported no enrolment in such

is much less than in schools located in rural areas (34 per cent). Percentage of enrolment in schools having student-classroom ratio 60 and above in Government managed schools (41 per cent) is quite high than the same in private managed schools (32 per cent). Notably, 21 per cent of the total enrolment

Table D17

Share of Enrolment in Schools with Student-Classroom Ratio 60 & Above: 2003 to 2005

School Category	All Areas			Rural Areas			Urban Areas		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Primary only	35	43	39	36	45	41	27	35	26
Primary with Upper Primary	32	33	21	32	32	21	31	35	19
Primary with Upper Primary & Secondary/ Hr. Secondary	17	19	20	20	24	19	14	14	20
Upper Primary only	23	30	24	24	31	25	18	23	17
Upper Primary with Secondary/ Hr. Secondary	39	29	32	43	34	35	27	18	24
All Schools	33	37	32	34	39	34	26	30	23

Table D18

Share of Enrolment in Schools with Student-Classroom Ratio 60 & Above by Management: 2005

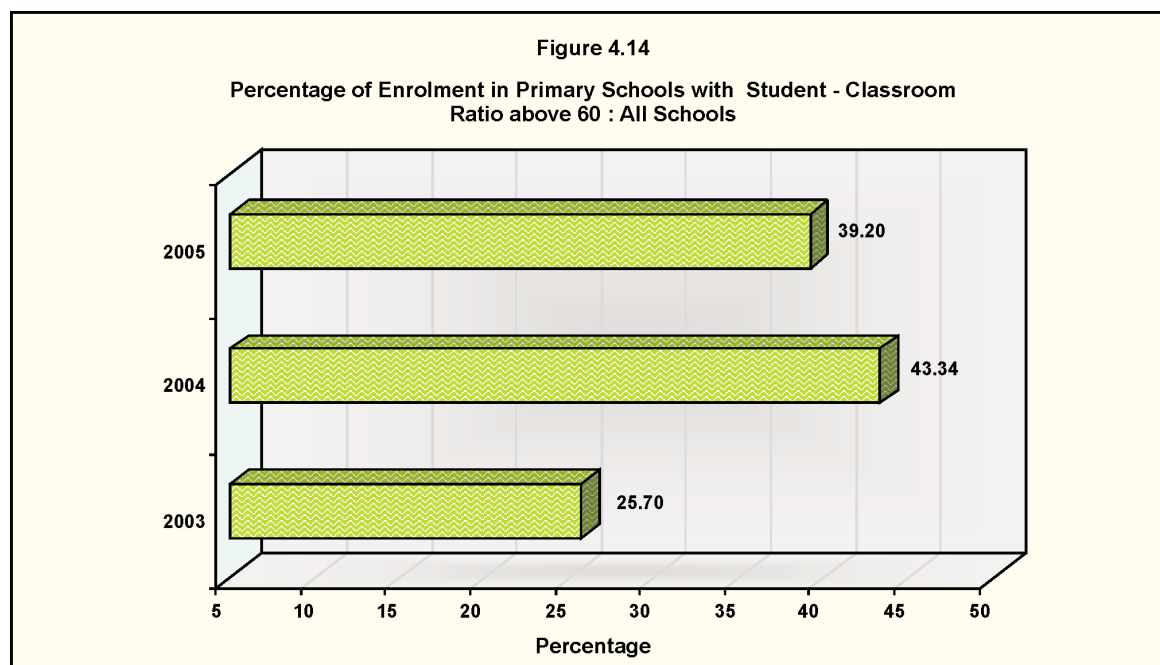
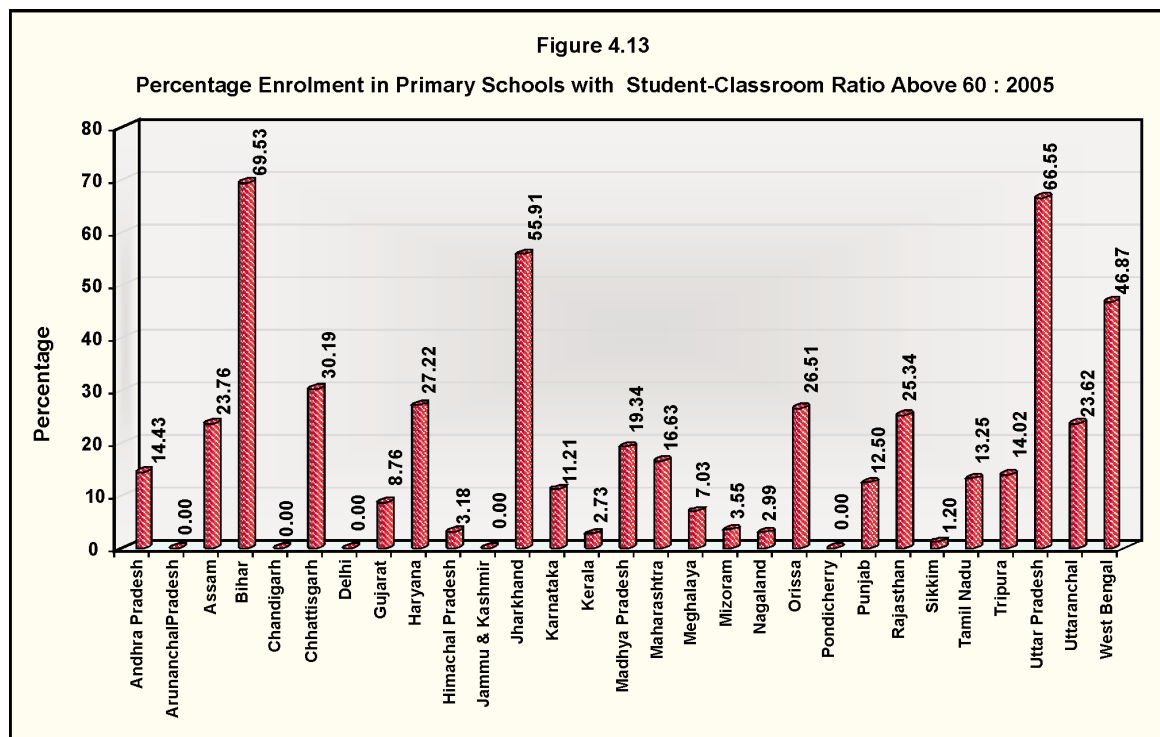
School Category	Percentage					
	All Government Managements			All Private Managements		
	2003	2004	2005	2003	2004	2005
Primary only	37	53	50	21	35	37
Primary with Upper Primary	37	37	23	22	30	28
Primary with Upper Primary & Secondary/ Hr. Secondary	26	31	27	13	13	24
Upper Primary	19	33	28	39	30	34
Upper Primary with Secondary & Higher Secondary	30	31	30	40	22	30
All Schools	36	47	41	24	28	32

schools. It seems that classrooms in these states are a bit crowded. In case of Bihar and Uttar Pradesh, it is also true for other school types. Further, enrolment in such schools located in urban areas (23 per cent)

in case of independent Elementary schools is located in schools that have the student-classroom ratio of 60 and above compared to 24 per cent in case of Upper Primary attached to Secondary and Higher

Secondary schools. The lowest percentage of 20 is noticed in case of integrated Higher Secondary schools (Tables D17 and D18).

above (Table D17). The percentage of enrolment in case of Bihar has been as high as 69.53 per cent compared to 66.55 per cent in Uttar Pradesh. Despite,



Of the total enrolment in Primary schools, 39.20 per cent (43.34 per cent in 2004) in 2005 has been in schools that have student-classroom ratio 60 and

decline in percentage over the previous year, Primary classrooms in these states are still over crowded. Assam (23.76 per cent), Chhattisgarh (30.19 per

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cent), Haryana (27.22 per cent), Jharkhand (55.91 per cent), Madhya Pradesh (19.34 per cent), Maharashtra (16.63 per cent), Orissa (26.51 per cent), Rajasthan (25.34 per cent), Tamil Nadu 913.25 per cent) and West Bengal (46.87 per cent) too had a high percentage of enrolment in such schools. This otherwise suggests that 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

Student Flow

Since the DISE state-specific data is now available over a period of time between 2003 and 2005, it is possible to compute flow rates as well as indicators of internal efficiency of the education system. In the year 2004, since the complete state data (grade-specific enrolment and repeaters) was available only in case of 25 states, it could be possible to compute efficiency indicators only in case of these 25 states even though number of states covered in 2005 is 29. Notably grade-specific enrolment in a few states has

Table D19

Apparent Survival Rate, Primary Grades: 2004 and 2005

Gender	Area	Percentage				
		I	II	III	IV	V
Boys	Rural Areas	100	82	79	71	66
	Urban Areas	100	91	88	84	83
2005	All Areas	100	83	80	73	68
2004	All Areas	100	84	76	69	65
Girls	Rural Areas	100	83	79	78	62
	Urban Areas	100	92	89	92	84
2005	All Areas	100	84	81	80	66
2004	All Areas	100	84	76	75	62
Total	Rural Areas	100	83	79	70	64
	Urban Areas	100	91	88	84	83
	All Areas, 2005	100	84	80	72	67
	All Areas, 2004	100	84	76	68	63
	All Government Managements, 2005	100	83	79	70	58
	All Government Managements, 2004	100	83	74	66	54
	All Private Managements, 2004	100	89	86	82	114*
	All Private Managements, 2005	100	88	86	82	111

Note: *More than 100 may be partially because of transfers from other managements to private managements which need to be further probed.

2.73 per cent in Kerala. Mizoram (3.55 per cent), Nagaland (2.99 per cent) and Sikkim (1.20 per cent) too have a low percentage of enrolment in schools with student-classroom 60 and above. Chandigarh, Delhi and Pondicherry reported no such schools in 2005.

been inconsistent. Therefore, flow indicators presented would be analysed in the light of this limitation. Indicators seems to present reasonably good amount of information about the unfinished task. Along with the state-specific indicators, wherever possible, average of 25 states is also presented.

Broadly the following methods have been taken into consideration:

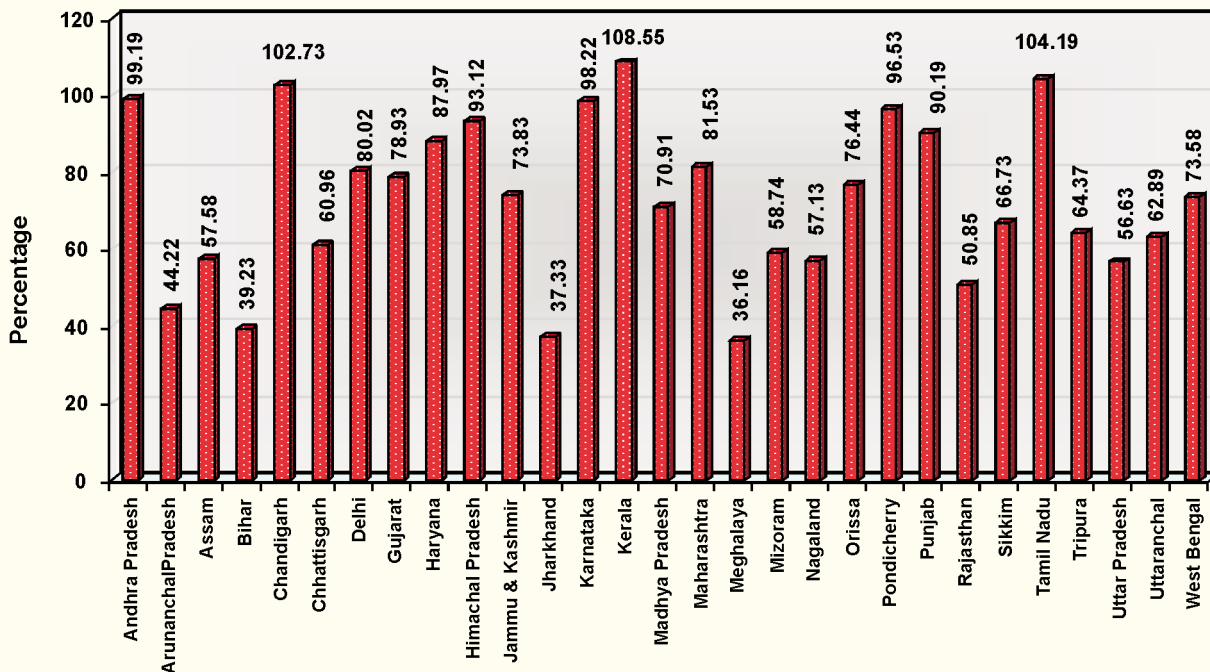
- ◆ Survival Rate
- ◆ Retention Rate
- ◆ Grade-to-Grade Transition Rate: Promotion, Repetition and Drop-out Rate
- ◆ Average (Over-all) Promotion, Repetition and Drop-out Rate
- ◆ Re-constructed Cohort Method: Cohort Drop-out and Survival Rate and indicators of Internal Efficiency of Education system; and
- ◆ Transition from Primary to Upper Primary Level of Education

“If resources are available, child-tracking is the only way through which drop-out, retention, survival and completion rates could be analysed”

Each and every enrolled child in a school is tracked over a period of five years or till a child remains in the system. The research studies undertaken in the recent past tracked every child for five years to measure completion rate thus presenting percentage of children who completed

primary level exactly in five years. This presents incomplete completion rate as a few children still remain in the system even after five years because of repetition. The system should be monitored till the last child remains in the system. If resources are available, child-tracking is the only way through which drop-out, retention, survival and completion rates

Figure 4.15
Survival Rate - Grade V : 2005



In view of availability of enrolment and repeater data, a particular method for assessing drop-out and retention is applied. The *True Cohort Method* is deemed to present true picture of retaining capacity of the system. A number of states have initiated child-tracking studies across the country, though in view of resource and time constraints the same is not an easy task to undertake *True Cohort Method* annually.

could be analysed. School registers are used to track a group of children who enter into the system together. A few states have designed formats for it and have even developed software for this purpose. If tracked for different cohorts separately for boys and girls, the same can help in monitoring progress towards retaining capacity of the system as well as assessing completion rate.

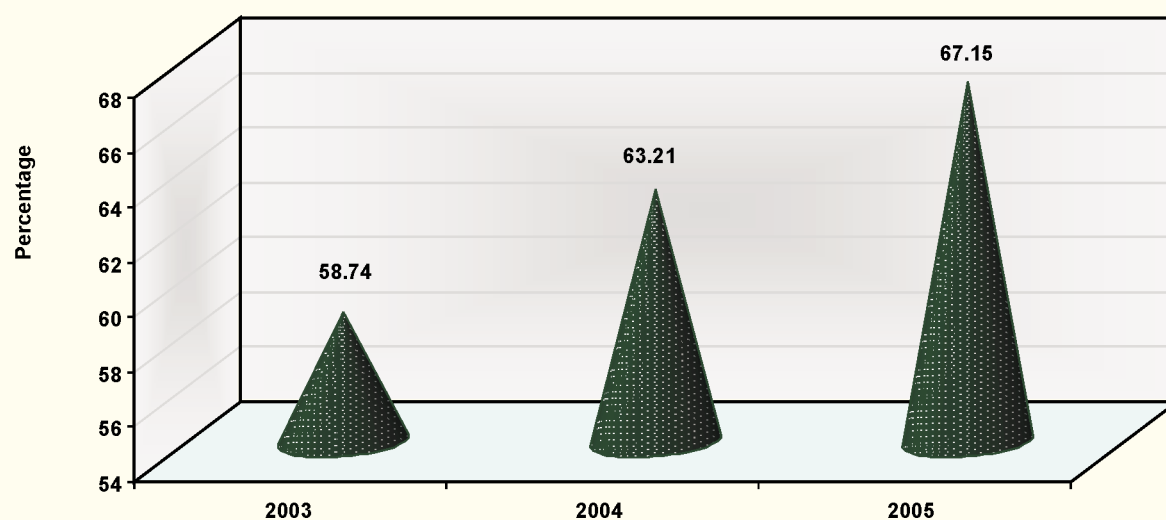
Apparent Survival Rate

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 2005 is considered as the base enrolment, and is divided by the enrolment in Grade I of the same year i.e. 2005. This is multiplied by 100 to obtain the survival rate in the Primary grades. Even though it is crude in nature, the survival rate

“A gap of 17 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”

64 and 83. More boys (68) survived up to Grade V, compared to their girl counterparts (66). A wide gap is observed in case of boys and girls both in rural and urban areas. Compared to retention of 66 boys in rural areas, the corresponding figure in the urban areas is as high as 83. Thus a gap of 17 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

Figure 4.16
Survival Rate - Grade V : All Districts



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 together (Table D19).

Despite improvement in a few indicators over its previous values, the average of 581 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. About 67 children out of 100 reached Grade V in 2005, compared to 63 out of 100 in the previous year. The corresponding figures in rural and urban areas are

22 percentage points. Only 62 girls in rural areas survived up to Grade V, compared 100 in Grade I. However, the number in urban areas has been as high as 84 out of 100 girls in Grade I. Thus unless both boys and girls survive in rural areas, the goal of universal retention cannot be dreamt of. Notably upto Grade II, only 84 per cent children survive, survival upto Grade II has been as high as 91 per cent in urban areas (Table D19).

The state-specific survival rate upto Grade V reveals that majority of children in Andhra Pradesh, Chandigarh, Himachal Pradesh, Karnataka, Kerala, Pondicherry, Punjab and Tamil Nadu survived upto

Grade V. On the other hand, the majority of children in the states of Arunachal Pradesh (survival rate, 44.22 per cent), Bihar (39.23 per cent), Jharkhand (37.33 per cent), Meghalaya (36.16 per cent) and Rajasthan (50.85 per cent) did not survive upto Grade V. Though the survival rate presented is a crude indicator, it gives reasonably good amount of information about holding capacity of the system. Uttar

“Uttar Pradesh, Uttaranchal and West Bengal too have a low survival rate, all of which suggests that unless the same is improved significantly, the goal of UPE cannot be achieved”

Retention Rate

There are a number of ways through which retention rate can be measured. Depending upon the purpose, it can be computed at Primary and/or Upper Primary level of education. The survival rate presented above has a few limitations. First, it is based on only one year enrolment data. Secondly, repeaters are not considered in calculation; and lastly, it fails to

Table D20

Retention Rate (%) at the Primary Level: 2003-04 & 2004-05

State	Education Cycle	YEAR			
		2003-04		2004-05	
		Number of Districts	Retention Rate	Number of Districts	Retention Rate
Andhra Pradesh	I-V	-	-	18	61.49
Assam	I-IV	9	35.73	9	48.98
Bihar	I-V	8	35.33	11	36.86
Gujarat	I-IV	3	42.89	3	41.13
Haryana	I-V	7	64.3	6	66.29
Himachal Pradesh	I-V	4	87.69	4	82.36
Jharkhand	I-V	5	40.86	6	36.50
Karnataka	I-IV	11	63.1	16	84.06
Kerala	I-IV	6	98.66	6	84.83
Madhya Pradesh	I-V	27	68.51	28	81.39
Maharashtra	I-IV	7	67.22	16	84.06
Orissa	I-V	8	53.99	8	58.61
Tamil Nadu	I-V	4	90.05	4	93.54
Uttar Pradesh	I-V	14	51.12	48	61.65
Uttaranchal	I-V	-	-	5	54.07
West Bengal	I-IV	10	47.47	10	49.29
Average of All Districts*	I-V	123	53.43	184	58.11

Note: * Enrolment in Grade V is considered in calculating average of all districts.

Pradesh (56.63 per cent), Uttaranchal (62.89 per cent) and West Bengal (73.58 per cent) too have a low survival rate, all of which suggests that unless the same is improved significantly, the goal of UPE cannot be achieved.

present any information about holding capacity of the education system. In this section, first the concept of retention rate is presented which is followed by state-specific analysis of retention rate at Primary level. Since the DISE state-specific data is only three

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years' old, it is not possible to compute retention rate at the Upper Primary level of education.

In the most commonly used method of assessing retaining capacity of the system, enrolment in Grade V (minus repeaters) is linked to enrolment in Grade I four years back. Hundred minus retention rate is termed as drop-out rate which can be computed both at Primary as well as Upper Primary levels of education. If repeaters are not considered, the rate obtained is known as Gross Retention Rate and corresponding drop-out rate, the Gross Drop-out Rate. Retention rate is also known as Survival Rate but it is different from the one presented above as it is based on enrolment data over a period of five years and not on one year, as the case was. This method has been used in India for assessing retaining capacity of system as well as quantum of drop-out over the last more than 40 years. However, the calculation procedure fails to take notice of enrolment in other grades i.e. Grade II, III and IV and repeaters in these grades. The following data set is required for measuring retention rate at the primary level of education:

- ◆ Enrolment in Grade I in year 't'
- ◆ Enrolment of Grade V in an year, say 't + 4'; and
- ◆ Repeaters in Grade V in year 't + 4' and

Depending upon the requirement, the retention as well as drop-out rate can be worked-out at different levels such as block, district, state and national levels. Within these levels, the same should also be analyzed separately for rural and urban areas as well separately for boys and girls.

The following formula is used for calculating retention rate at Primary level:

$$\text{Retention Rate (t+4)} = \frac{\text{Enrolment in Grade V in Year t + 4} - \text{Repeaters in Grade V in Year t + 4}}{\text{Enrolment in Grade I in Year 't'}} \times 100$$

Over a period of time, both the number of districts and schools in a district covered under the District

“Retention rate presented does not apply to the entire state or country as a whole though fairly indicates retaining capacity of Primary education system in a state”

Information System for Education (DISE) has increased significantly. Therefore, the number of districts covered under DISE varies from year to year. In the latest year i.e. 2004-05 for which DISE data is available, as many as 581 districts across 29 States and UTs are covered. In the previous year, the coverage was

limited to 539 districts across 25 States and UTs. During 2005-06, a few of the remaining States and Districts are expected to be covered under DISE. In view of the varying coverage, it is not possible to calculate retention rate at the national level based on the data of all the 581 districts. However, the same can be calculated in states which have got enrolment data available over a period of five years. But in any of the 29 States and UTs covered under DISE, enrolment data for the entire state is available over a period of five years while there are a few districts in each state which have got grade-specific enrolment data over a period of five years. Based on the data of these districts, retention rate at the primary level of education is calculated as presented in Table D20. The retention rate presented thus does not apply to the entire state or country as a whole though fairly indicates retaining capacity of the primary education system in a state. All these states are the DPEP states.

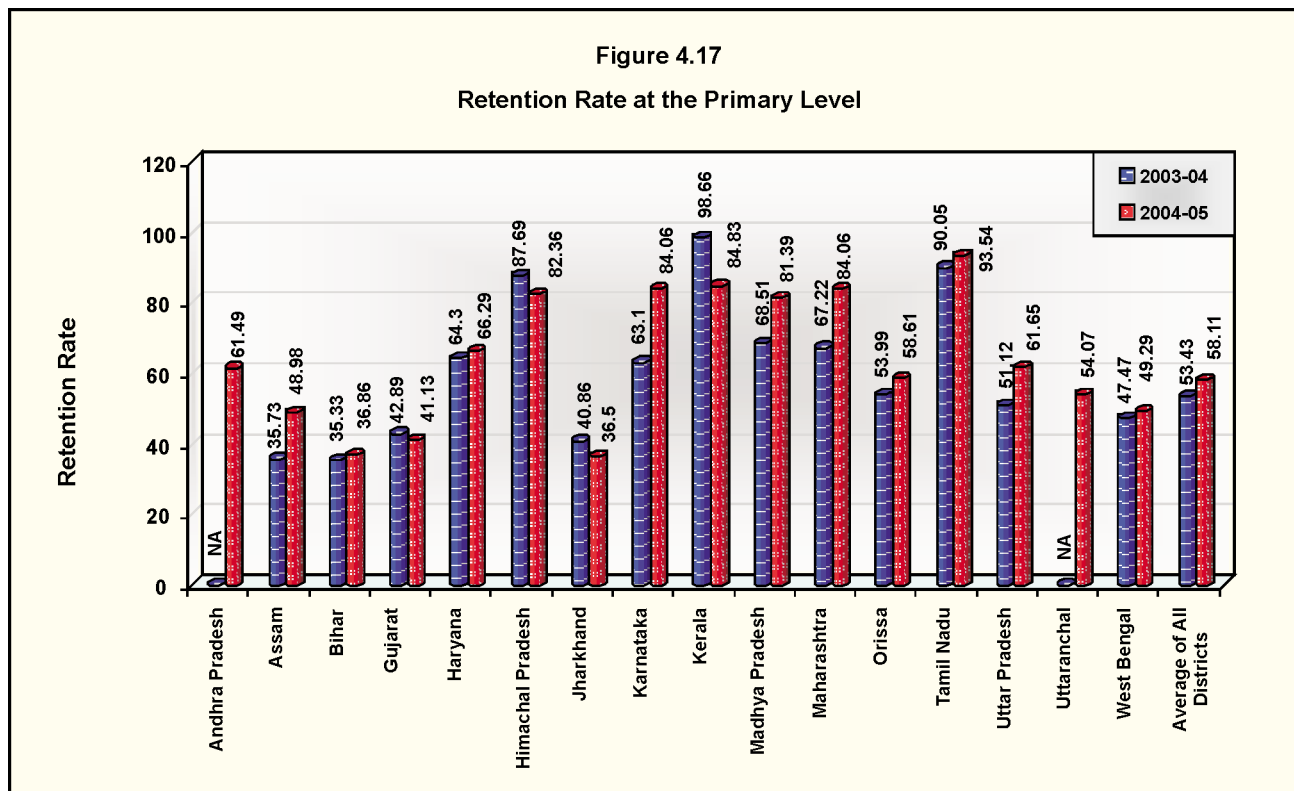
The retention rate for years 2003-04 and 2004-05 presented in Table D20 is based on enrolment data of 123 and 184 districts respectively. For 2004-05, retention rate is practically based on enrolment data of every third district of the country. The average retention rate shows improvement in 2004-05 over the previous year. During this period, it improved from 53.43 per cent in 2003-04 to 58.11 per cent in 2004-05 thus, showing an improvement of 5 percentage points. Though retention rate improved, it is still too low to help achieve the goal of universal primary education. A 58 per cent retention rate indicates that about 42 per cent children dropped out from the system before reaching Grade V. A few states, however, did have much higher retention rate

than the average (58.11 per cent) of 184 districts. Tamil Nadu (93.54 per cent), Kerala (84.83 per cent), Himachal Pradesh (82.36 per cent) and Madhya Pradesh (81.39 per cent) are a few such states. Though retention rate in these states is not based on the entire state data, it seems that with a little more push, these states can easily move towards achieving the goal of universal retention at the Primary level of education. The situation in rest of the states

“In Bihar and Jharkhand, retention rate is low at 36 per cent. Without significant improvement, neither these states nor country as a whole can achieve goal of universal retention”

Grade-to-Grade Flow Rates

The retention rate presents retaining capacity of the system but fails to identify problems in the system. Therefore, it would be better to analyse grade-to-grade flow rates between Primary grades. If calculated separately for boys and girls at disaggregated levels, such as block and district, the same would help in identifying grades with high incidence of repetition and drop-out. With the help of enrolment



included in analysis is not encouraging. In Bihar and Jharkhand, retention rate is low at 36 per cent compared to 54 per cent in Uttaranchal, 62 per cent in Uttar Pradesh, 49 per cent each in Assam and West Bengal and 61 per cent in Andhra Pradesh. Without significant improvement, neither these states nor country as a whole can achieve the goal of universal retention. Clearer picture will emerge when more consistent enrolment data over a period of five years for the entire country becomes available.

and repeaters data, first number of promotees, repeaters and drop-outs across primary grades is obtained which in turn is linked to enrolment in the previous year, to obtain transition rates, such as, promotion, repetition and drop-out rates. If repeaters are not considered, promotion rate obtained is termed as Grade Ratio which is treated as a crude indicator of transition. Flow rates, also known as transition rates, can answer a variety of typical questions, such as, at which grade in the

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cycle is repetition or drop-out rate the highest?; who tends to drop out and repeat more frequently, boys or girls?; and what is the total accumulated loss of students through drop-out?. The answer of these questions can be obtained, if flow rates for different target groups and for each grade are computed.

The following set of data is used for calculating flow rates at Primary level :

- Grade-specific enrolment for Grades I, II, III, IV, V and VI for at least two consecutive years, say 2004 and 2005; and
- Grade-specific number of repeaters for Grades I, II, III, IV, V and VI in the latest year, say 2005.

The rates can be computed by using the following formula

$$\text{Promotion Rate} = \frac{\text{Number of Student's Promoted to Grade 'g+1' in Year 't+1'}}{\text{Total Number of Student's in Grade 'g' in Year 't'}} \times 100$$

In notation, it is expressed as:

$$\left(\frac{p}{g} \right)^t = \frac{\frac{P^{t+1}}{g+1}}{\frac{E^t}{g}} \times 100$$

$$\text{Repetition Rate} = \frac{\text{Number of Repeaters in Grade 'g' in Year 't+1'}}{\frac{E^t}{g}} \times 100$$

$$\left(\frac{r}{g} \right)^t = \frac{\frac{R^{t+1}}{g}}{\frac{E^t}{g}} \times 100$$

$$\text{Drop-out Rate} = \frac{\text{Number of Student's Dropping out from Grade 'g' in Year 't'}}{\frac{E^t}{g}} \times 100$$

$$\left(\frac{d}{g} \right)^t = \frac{\frac{D^t}{g}}{\frac{E^t}{g}} \times 100$$

By using two year's data, not only grade-to-grade repetition, drop-out and promotion rates can be obtained but averages of these rates can also be worked out. The average indicates the value of each of these rates during the intermediary period i.e. between two years on the basis of which grade-to-grade rates are worked out. The average rates are also known as over-all rates. The computational procedure is as presented below.

Let enrolment and repeaters in Grade I, II, III, IV, V and VI in a year be denoted by E_1, E_2, E_3, E_4, E_5 and E_6 and R_1, R_2, R_3, R_4, R_5 and R_6 respectively (see Table D21). The promotees in a grade are obtained by subtracting repeaters from enrolment in subsequent grade the following year. Number of drop-out children is obtained by subtracting repeaters and promotees from enrolment of a particular grade. Number of promotees and drop-outs is obtained for all the grades in an education cycle, say Primary level. Similarly, grade-specific Promotion, Repetition and Drop-out rates in year 't' (say 2004) is obtained

and the following formulae are used to compute average of these rates.

Average Repetition Rate

$$(i) = \frac{(R_I + R_{II} + R_{III} + R_{IV} + R_V) \text{ in year 't+1'}}{(E_I + E_{II} + E_{III} + E_{IV} + E_V) \text{ in year 't'}} \times 100$$

Average Promotion Rate

$$(ii) = \frac{(P_I + P_{II} + P_{III} + P_{IV} + P_V) \text{ in year 't'}}{(E_I + E_{II} + E_{III} + E_{IV} + E_V) \text{ in year 't'}} \times 100$$

Average Drop-out Rate

$$(iii) \quad \{100 - [(i) + (ii)]\}$$

It may also be noted that while calculating number of promotees in Grade V in year 2004, enrolment and repeaters of Grade VI in year 2005 are considered. This is supposed to give slightly a lower promotion and higher drop-out rate because it also

which in the present case is 2003-04.

As already mentioned, over a period of time, the number of schools covered under DISE has increased significantly. Not only new schools were covered under DISE during the year 2004-05, yet at the same time, a few schools covered during the year 2003-04 could not be covered in the year 2004-05 because of one or the other reason. Therefore, in the present exercise grade-specific flow rates, such as promotion, drop-out and repetition, as well as, averages of these rates are calculated based upon the grade-specific enrolment and repeaters data of common schools. Common schools are that set of schools which are covered both in the years 2003-04 and 2004-05 and have also submitted enrolment and repeaters' data during these years. The number of common schools and percentage of such schools as presented in Table D22 suggests that more than 83 per cent of the total schools are common.

This otherwise also suggests that more than 8 out

Table D21

Denotations: Calculation of Average Flow Rates

Parameter	Grades					
Enrolment in first year 't', say 2004	E_I	E_{II}	E_{III}	E_{IV}	E_V	E_{VI}
Enrolment in second year 't+1' say 2005	E_I	E_{II}	E_{III}	E_{IV}	E_V	E_{VI}
Number of repeaters in year 't+1', say 2005	R_I	R_{II}	R_{III}	R_{IV}	R_V	R_{VI}
Number of students promoted, in year 't', say 2004	P_I	P_{II}	P_{III}	P_{IV}	P_V	P_{VI}
Number of drop-out children in year 't', say 2004	D_I	D_{II}	D_{III}	D_{IV}	D_V	D_{VI}

considers those children who successfully completed Primary level but did not transit to Grade VI. It is better to consider number of successful Primary graduates but the same for the year 't+1' i.e. year 2004-05 is not available through the DISE data set. DISE collects information on number of graduates each year but of the previous academic year

“Low promotion rate is despite the policy of no detention generally being followed across the country. Very low promotion rate in Grade I in a number of states needs further examination”

of 10 schools imparting elementary education in the country are considered in calculating flow rates. This is a very high sample of the total elementary schools and findings can easily be generalized. Except in a few states such as Andhra Pradesh, Haryana, Kerala, Mizoram, Punjab, Rajasthan, Tripura and Uttaranchal, the percentage of common schools is

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above 80 across 25 States and UTs for which DISE data is available for 2003-04 and 2004-05. Total number of schools that reported DISE data in the year 2004-05 was 10,37,813 against 9,31,472 schools in 2003. This indicates that during 2003-04 and 2004-05, number of schools covered under DISE increased by 1,06,341 schools which is 11.42 per cent of the

during the year 2004-05. Hence, only 51,723 schools are uncommon in both the years which is below 5 per cent of the total schools that impart elementary education in the country. Efforts are being made to ensure consistency in coverage of schools across the country. States are advised to update and prepare complete list of all recognised schools at

Table D22

Percentage of Common Schools: 2004-05

State/UT	Number of Schools Covered in 2003-04	Common Schools 2004-05	Percentage of Common Schools, 2004-05
Andhra Pradesh	84579	39831	47.09
Assam	39459	33644	85.26
Bihar	52202	48306	92.54
Chandigarh	164	156	95.12
Chhattisgarh	35448	29179	82.31
Gujarat	34786	30625	88.04
Haryana	11342	7175	63.26
Himachal Pradesh	14964	13686	91.46
Jharkhand	22010	20149	91.54
Karnataka	51546	43260	83.93
Kerala	11988	8349	69.64
Madhya Pradesh	86327	75086	86.98
Maharashtra	77382	64209	82.98
Meghalaya	6229	5684	91.25
Mizoram	2274	1735	76.30
Nagaland	2271	1980	87.19
Orissa	49063	46770	95.33
Punjab	9949	4367	43.89
Rajasthan	78158	52539	67.22
Sikkim	984	823	83.64
Tamil Nadu	45952	43572	94.82
Tripura	3143	2227	70.86
Uttar Pradesh	134225	129734	96.65
Uttaranchal	17471	13396	76.68
West Bengal	59556	56926	95.58
All States	931472	773408	83.03

total schools covered during the previous year i.e. 2003-04. Thus, of the 1,58,064 uncommon schools observed during 2004-05, as many as 1,06,341 schools (67.28 per cent) were new schools added

disaggregated levels such as cluster, block, district and state levels. In addition, CRC Coordinators are being made accountable to ensure coverage and consistency of the DISE data.

Promotion Rate

The state-specific promotion, repetition and drop-out rates for cohort 2003-04 have been presented in Tables D23, D24 and D27 respectively, indicate, among others, an average promotion rate of 81.53 per cent in Primary

“The lowest 67.86 per cent promotion rate is noticed in Meghalaya followed by 70.87 per cent in Sikkim both of which are from the north-eastern part of the country”

cent), Bihar (76.98 per cent), Chhattisgarh (74.63 per cent), Haryana (72.74 per cent), Jharkhand (78.68 per cent), Madhya Pradesh (79.01 per cent), Rajasthan (73.05 per cent), Uttaranchal (78.84 per cent) and West Bengal (75.10 per cent) are

Table D23

Promotion Rate: Cohort 2003-04
(Based on Common Schools for the years 2003-04 and 2004-05)

State/UT	Class I	Class II	Class III	Class IV	Class V	Average of Primary Classes I-V
Andhra Pradesh	76.33	80.43	81.25	84.22	38.04	72.55
Assam	81.76	92.85	94.30	96.06	82.75	88.96
Bihar	60.59	86.30	89.64	97.68	64.72	76.98
Chandigarh	97.32	94.98	97.69	92.58	87.30	93.91
Chhattisgarh	68.19	80.45	75.90	78.24	71.67	74.63
Gujarat	75.31	82.81	81.29	82.71	81.34	80.51
Haryana	75.73	80.51	77.88	80.15	45.08	72.74
Himachal Pradesh	84.96	91.11	92.06	90.14	81.51	87.95
Jharkhand	64.57	87.02	87.84	90.91	74.15	78.68
Karnataka	91.06	93.29	93.26	93.60	87.22	91.71
Kerala	97.48	93.56	93.87	91.96	94.97	94.34
Madhya Pradesh	80.20	84.21	80.04	85.49	64.41	79.01
Maharashtra	85.36	89.67	88.98	79.18	87.71	86.20
Meghalaya	52.12	77.05	76.91	77.10	76.83	67.86
Mizoram	77.94	109.07	98.79	107.22	91.62	94.82
Nagaland	94.53	94.80	90.63	79.04	91.33	90.57
Orissa	82.90	91.39	91.23	92.48	76.04	87.04
Punjab	88.17	91.13	90.72	92.29	53.50	83.64
Rajasthan	54.78	73.83	81.85	91.06	81.32	73.05
Sikkim	71.77	75.76	68.05	70.76	66.71	70.87
Tamil Nadu	90.81	94.55	95.46	95.63	93.41	93.97
Tripura	69.67	83.13	68.70	72.97	75.45	73.59
Uttar Pradesh	84.72	89.41	86.54	88.75	50.49	82.05
Uttaranchal	68.94	85.93	84.80	88.28	68.75	78.84
West Bengal	63.13	89.12	89.72	77.53	61.51	75.10
All States	75.49	87.54	87.22	87.54	69.65	81.53

classes, with a few states having lower than the average of all states. Andhra Pradesh (72.55 per

cent), Bihar (76.98 per cent), Chhattisgarh (74.63 per cent), Haryana (72.74 per cent), Jharkhand (78.68 per cent), Madhya Pradesh (79.01 per cent), Rajasthan (73.05 per cent), Uttaranchal (78.84 per cent) and West Bengal (75.10 per cent) are

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70.87 per cent in case of Sikkim both of which are from the north-eastern part of the country. Further, it is observed that only 75.49 per cent children in Grade I were promoted to next grade compared to only 69.65 per cent in case of Grade V. Low promotion rate in Grade V may be because of Grade VI enrolment considered in calculating flow rates

promotion rate is despite the policy of no detention generally being followed across the country. Very low promotion rate in Grade I in a number of states needs further examination. Without improving promotion rate in Grade I efforts being made through SSA initiatives in attaining goal of universal primary enrolment is not likely to be realised. The states

Table D24

Repetition Rate: Cohort 2003-04
(Based on Common Schools for the year 2003-04 and 2004-05)

State/UT	Class I	Class II	Class III	Class IV	Class V	Grade VI	Average of Primary Classes I-V
Andhra Pradesh	11.32	4.50	3.60	2.77	2.81	2.44	5.02
Assam	4.88	2.62	2.44	1.87	7.62	6.23	3.81
Bihar	24.97	9.86	7.62	6.19	5.11	3.95	13.66
Chandigarh	4.01	3.49	3.58	3.82	7.37	9.21	4.48
Chhattisgarh	22.28	15.33	17.08	14.83	11.21	16.01	16.68
Gujarat	18.90	14.24	15.03	12.08	12.34	9.74	14.72
Haryana	9.18	12.12	16.77	15.29	10.23	13.67	12.67
Himachal Pradesh	10.27	6.75	6.05	6.96	2.69	11.53	6.60
Jharkhand	26.16	10.71	8.18	6.77	5.81	5.92	14.33
Karnataka	2.66	2.47	2.59	2.47	3.21	2.75	2.68
Kerala	0.34	3.99	3.96	4.12	4.29	4.80	3.36
Madhya Pradesh	11.74	8.89	10.33	10.16	13.18	8.73	10.86
Maharashtra	9.28	7.07	7.36	5.52	7.61	7.16	7.42
Meghalaya	37.75	13.37	13.66	14.60	11.36	8.16	9.84
Mizoram	6.39	2.81	3.67	2.42	2.82	2.52	3.95
Nagaland	7.44	7.22	7.44	6.76	7.04	6.57	7.21
Orissa	1.89	1.07	0.93	0.81	0.74	0.48	1.15
Punjab	11.93	10.13	10.30	9.38	8.09	7.22	10.02
Rajasthan	20.25	14.14	7.94	4.21	3.08	9.28	11.93
Sikkim	21.16	24.21	27.66	26.83	25.48	30.70	24.87
Tamil Nadu	3.41	2.68	2.73	2.71	2.76	6.61	2.86
Tripura	22.97	16.00	27.78	22.33	16.48	26.45	21.55
Uttar Pradesh	3.65	2.25	2.24	1.84	1.60	1.37	2.45
Uttaranchal	16.69	8.87	7.95	5.56	1.73	7.43	9.10
West Bengal	18.63	7.13	5.94	6.26	25.02	20.85	13.12
All States	12.34	6.45	6.03	5.18	7.47	7.59	7.83

instead of number of graduates which is not available through the DISE data. Rest of the primary grades showed above 87 per cent promotion rate. The low

with very low promotion rate in Grade I are Chhattisgarh (68.19 per cent), Jharkhand (64.57 per cent), Meghalaya (52.12 per cent), Rajasthan (54.78

per cent), Sikkim (71.77 per cent), Tripura (69.67 per cent), Uttaranchal (68.94 per cent) and West Bengal (63.13 per cent).

Repetition Rate

The grade-specific as well as average repetition rate in primary classes is presented in Table D24 which indicates that as many as 7.83 per cent children repeated primary grades during 2003-04. On the one hand, the promotion rate in Grade I is observed to be low, on the other hand, the repetition rate in Grade I is noticed to be the highest (12.34 per cent) among primary grades. In rest of the primary grades, repetition rate varies between 5 to 7 per cent. The average repetition rate in a few states, such as, Chhattisgarh (16.68 per cent), Gujarat (14.72 per cent), Jharkhand (14.33 per cent), Sikkim (24.87 per cent) and Tripura (21.55 per cent) is observed to be very high and above the national average (7.83 per cent). Hence, need for immediate attention. High repetition rate among primary grades in these states

“As many as 11.83 million students in 2005 repeated Grades I-VIII, of which 53.75 per cent were boys and remaining 46.25 per cent were girls”

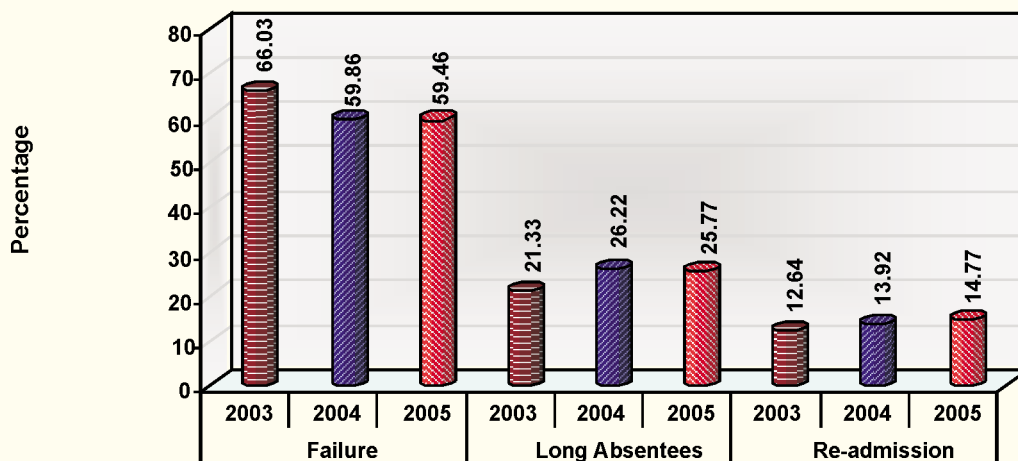
Reasons of Repetition

In addition to repetition rate, reasons of repetition have also been analysed (Tables D25 and D26). As many as 11.83 million (12.22 million in 2004) students in 2005 repeated Grades I-VIII, of which 53.75 per cent (6.36 million) were boys and remaining 46.25 per cent (5.57 million) were girls.

One in very three repeaters repeated Grade I as the percentage of repeaters in Grade I to total repeaters stands 30.18 per cent. As many as 3.57 million children repeated Grade I in 2005, of which 52 per cent were boys and 48 per cent girls. Further, the distribution of repeaters reveals that majority of repeaters across Grades I to VIII repeated because of failure (59.46 per cent) and the rest repeated because of long absenteeism (25.77 per cent) and re-admissions (14.77 per cent). In Grade I, a 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

Figure 4.18

Percentage of Repeaters by Reasons to Total Repeaters : All Districts



is because of very high repetition rate in Grade I. Most of the major states, however, have reasonably a lower repetition rate in primary grades.

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

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account of long absenteeism is another major reason. About 34 per cent children repeated Grade I on account of long absenteeism and another 16.40 per

grades. This shows that during intermediary years 2003-04 and 2004-05, as many as 10.64 per cent children enrolled in Grades I to V dropped out from

Figure 4.19
Repetition Rate : Cohort 2003-04 : All Districts
(Based on Common Schools for the year 2003-04 and 2004-05)

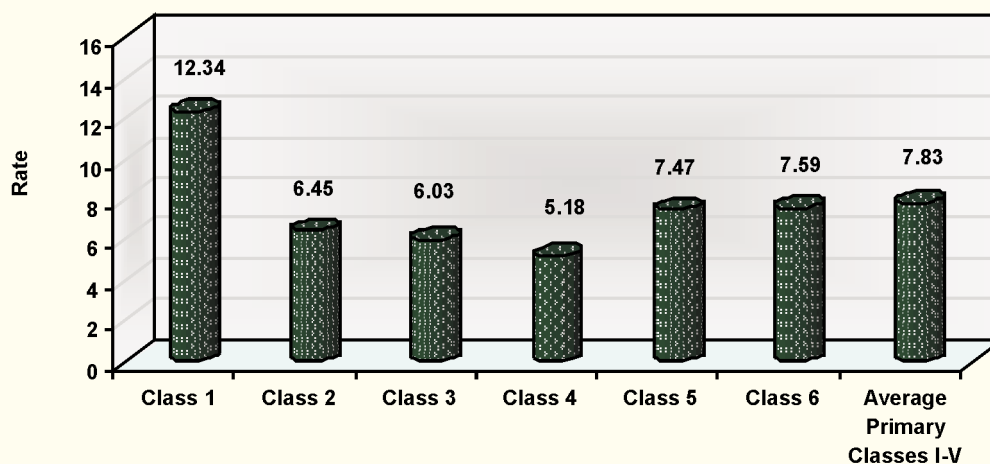
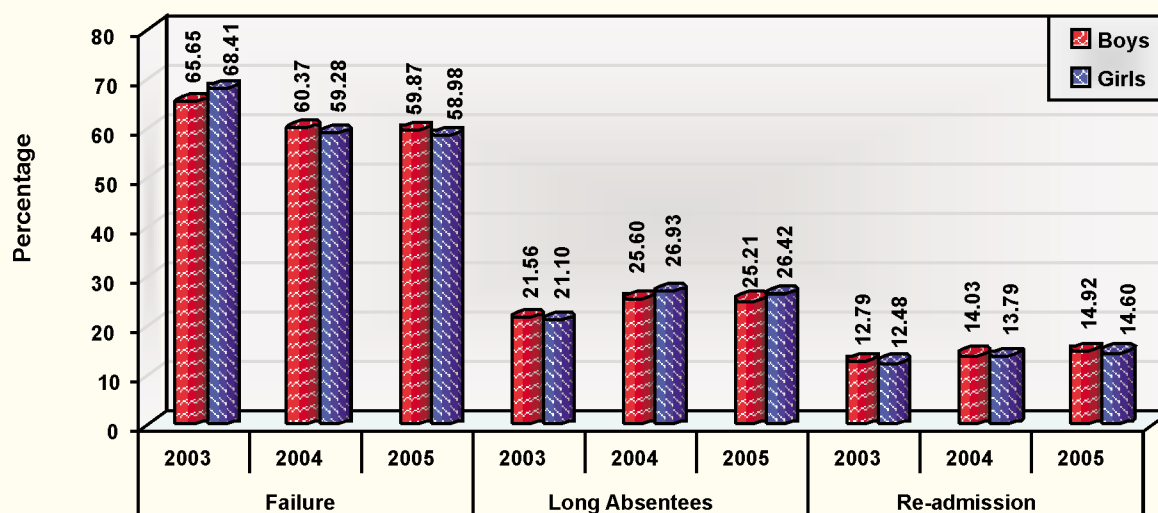


Figure 4.20
Percentage of Boys & Girls Repeaters by Reasons : All Districts



cent on account of re-admission. The large number of repeaters across elementary grades severely affects efficiency of the education system.

Drop-out Rate

The drop-out rate presented in Table D27 indicates an average drop-out of 10.64 per cent among primary

the system before completion of a primary grade against 11.27 per cent during intermediary years 2002-03 and 2003-04. This is average of all grades during 2003-04 and 2004-05 and is different than the retention/drop-out rate presented above based on the enrolment data of five years. As already mentioned, grade-wise drop-out rate, as well as,

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average drop-out rate is based on the enrolment data of only 2 years and not 5 years used in calculating the retention rate. While calculating retention rate,

time to see how many of them reach Grade V and also how many of them drop-out before reaching Grade V. Unlike this, as mentioned above, the grade-

Table D25

Distribution of Repeaters by Grade and Reasons of Repetition: 2003-04

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

Table D26

Distribution of Repeaters by Grade and Reasons of Repetition: 2004-05

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	49.85	49.54	49.70	33.60	34.21	33.89	16.55	16.25	16.40	1863361	1706145	3569506	30.18
II	50.84	49.73	50.30	34.01	35.63	34.79	15.15	14.65	14.91	836992	783191	1620183	13.70
III	57.42	57.13	57.28	28.45	29.03	28.72	14.13	13.84	13.99	725404	640735	1366139	11.55
IV	59.25	59.15	59.21	26.02	26.60	26.29	14.72	14.25	14.50	564357	486306	1050663	8.88
V	66.89	67.91	67.36	17.54	17.24	17.40	15.57	14.85	15.24	728591	626190	1354781	11.45
VI	73.13	73.25	73.18	13.96	14.05	14.00	12.90	12.70	12.82	633424	476321	1109745	9.38
VII	71.79	71.83	71.81	14.81	15.07	14.92	13.40	13.11	13.28	485017	362656	847673	7.17
VIII	77.29	77.99	77.59	3.74	9.66	9.71	12.96	12.35	12.70	519572	389143	908715	7.68
Total	59.87	58.98	59.46	25.21	26.42	25.77	14.92	14.60	14.77	6356718	5470687	11827405	100.00

the focus centered around a group of children (cohort) who enter education system together in a year. This group of children is then observed over a period of

wise drop-out rate is based on the enrolment data of only 2 years, thus, indicating that children in Grade I, II, III, IV and V are from different cohorts and they

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entered into the education system 1, 2, 3, 4 or more than 5 years back. These rates fail to provide any indication about retaining capacity of the system but

A cursory look at grade-specific drop-out rate indicates that about 12.17 per cent children enrolled in Grade I in 2003-04 dropped out before completion of

Table D27

Drop-out Rate: Cohort 2003-04
(Based on Common Schools for the years 2003-04 and 2004-05)

State/UT	Class I	Class II	Class III	Class IV	Class V	Average of Primary Classes I-V
Andhra Pradesh	12.34	15.06	15.15	13.01	59.15	22.43
Assam	13.37	4.53	3.26	2.07	9.63	7.22
Bihar	14.44	3.84	2.75	-3.86	30.17	9.36
Chandigarh	-1.33	1.52	-1.27	3.60	5.33	1.61
Chhattisgarh	9.53	4.23	7.02	6.93	17.12	8.69
Gujarat	5.79	2.95	3.68	5.20	6.32	4.77
Haryana	15.08	7.37	5.35	4.56	44.69	14.60
Himachal Pradesh	4.77	2.15	1.89	2.90	15.80	5.44
Jharkhand	9.27	2.28	3.98	2.33	20.04	6.99
Karnataka	6.28	4.24	4.14	3.93	9.56	5.61
Kerala	2.18	2.45	2.18	3.91	0.75	2.30
Madhya Pradesh	8.06	6.90	9.64	4.36	22.41	10.13
Maharashtra	5.36	3.27	3.65	15.30	4.68	6.38
Meghalaya	37.75	13.37	13.66	14.60	11.36	22.29
Mizoram	15.67	-11.88	-2.46	-9.64	5.56	1.23
Nagaland	-1.97	-2.02	1.94	14.20	1.63	2.22
Orissa	15.21	7.54	7.84	6.72	23.22	11.80
Punjab	-0.11	-1.27	-1.02	-1.68	38.40	6.33
Rajasthan	24.97	12.03	10.21	4.74	15.60	15.02
Sikkim	7.07	0.03	4.29	2.41	7.81	4.26
Tamil Nadu	5.78	2.77	1.82	1.66	3.82	3.17
Tripura	7.36	0.87	3.51	4.71	8.07	4.86
Uttar Pradesh	11.63	8.34	11.22	9.41	47.91	15.50
Uttaranchal	14.38	5.19	7.25	6.16	29.52	12.06
West Bengal	18.24	3.75	4.34	16.20	13.47	11.78
All States	12.17	6.01	6.76	7.27	22.87	10.64

Note: States showing negative drop-out rates indicate inconsistent grade-specific enrolment data.

shows number of those children in each primary grade who dropped out from the system before completion of a primary grade. An average drop-out rate of 10.64 per cent in primary grades during intermediary years i.e. 2003-04 and 2004-05 also indirectly indicates a high drop-out rate at primary level over a period of five years.

Grade I between 2003-04 and 2004-05. In many states, drop-out rate in Grade I is noticed to be alarmingly high all which needs careful examination and appropriate strategies to check drop-out rate. In a few states, drop-out rate comes out negative which is largely because of the inconsistent enrolment data. Among major states, Rajasthan had a very high (24.97 per

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cent) drop-out rate in Grade I. Bihar (14.44 per cent), Haryana (15.08 per cent), Meghalaya (37.75 per cent), Orissa (15.21 per cent), Uttaranchal (14.38 per cent) and West Bengal (18.24 per cent) showed a very high drop-out rate in Grade I. Unlike Grade I, Grade II, III and IV have lower drop-out rates and the same varies between 6 to 7 per cent. However, a few states such

West Bengal (Grade IV) reported high drop-out rates even in rest of the primary grades.

Distribution of States by High & Low Drop-out & Repetition Rate

The average drop-out, promotion and repetition

Table D28

States Arranged According to Drop-out Rate in Descending Order : Cohort 2003-04
(Based on Common Schools for the years 2003-04 and 2004-05)

State/UT	Average Flow Rates: Primary Classes I-V, COHORT 2003-04		
	Drop-out	Repetition	Promotion
Andhra Pradesh	22.43	5.02	72.55
Meghalaya	22.29	9.84	67.86
Uttar Pradesh	15.50	2.45	82.05
Rajasthan	15.02	11.93	73.05
Haryana	14.60	12.67	72.74
Uttaranchal	12.06	9.10	78.84
Orissa	11.80	1.15	87.04
West Bengal	11.78	13.12	75.10
Madhya Pradesh	10.13	10.86	79.01
Bihar	9.36	13.66	76.98
Chhattisgarh	8.69	16.68	74.63
Assam	7.22	3.81	88.96
Jharkhand	6.99	14.33	78.68
Maharashtra	6.38	7.42	86.20
Punjab	6.33	10.02	83.64
Karnataka	5.61	2.68	91.71
Himachal Pradesh	5.44	6.60	87.95
Tripura	4.86	21.55	73.59
Gujarat	4.77	14.72	80.51
Sikkim	4.26	24.87	70.87
Tamil Nadu	3.17	2.86	93.97
Kerala	2.30	3.36	94.34
Nagaland	2.22	7.21	90.57
Chandigarh	1.61	4.48	93.91
Mizoram	1.23	3.95	94.82
All States	10.64	7.83	81.53

as, Andhra Pradesh (Grades II, III and IV), Meghalaya (Grades II, III and IV), Rajasthan (Grade II and III), Uttar Pradesh (Grade III), Maharashtra (Grade IV) and

rates sorted according to drop-out rate and distribution of states according to high and low drop-out and repetition rate as presented in Tables D28 and D29

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respectively, indicate that the states are distributed according to below 5 per cent, 5 to 10 per cent, 10-15 per cent, 15-20 per cent and above 20 per cent drop-out and repetition rates.

Tamil Nadu, Kerala, Chandigarh UT and Mizoram fall in the group which

“Tamil Nadu, Kerala, Chandigarh UT and Mizoram fall in the group which has below 5 per cent drop-out as well as repetition rate”

Maharashtra and Himachal Pradesh fall under this category, whereas Bihar, Jharkhand and Punjab showed drop-out rate below 10 per cent, though, at the same time, repetition rate in these states varied between 10 to 15 per cent. Chhattisgarh in this category had a repetition rate of

Table D29

Distribution of States by Drop-out and Repetition Rate: Cohort 2003-04

Repetition Rate	Drop-out Rate				
	Below 5%	5 to 10%	10-15%	15-20%	Above 20%
Below 5%	Tamil Nadu Kerala Chandigarh Mizoram	Assam Karnataka	Orissa	Uttar Pradesh	
5 to 10%	Nagaland	Maharashtra Himachal Pradesh	Uttaranchal		Andhra Pradesh Meghalaya
10-15 %	Gujarat	Bihar Jharkhand Punjab	Haryana West Bengal Madhya Pradesh	Rajasthan	
15 -20%		Chhattisgarh			
Above 20%	Tripura Sikkim				

PART IV

has below 5 per cent drop-out as well as repetition rate. They were comfortable with regard to drop-out rate in primary grades during the intermediary period (2003-04 and 2004-05) which is also reflected in retention rate presented in Table D20. These states required to sustain their efforts as both repetition as well as drop-out rate is quite satisfactory. On the other hand, a few states namely Nagaland, Gujarat, Tripura and Sikkim too having below 5 per cent drop-out rate in primary grades had repetition rate above 5 per cent. Tripura and Sikkim even reported above 20 per cent repetition rate.

A number of other states indicated average drop-out rate between 5 to 10 per cent and also have repetition rate below 5 per cent or between 5 to 10 per cent. Assam and Karnataka and

even 16.68 per cent. In rest of the states, Orissa, Uttaranchal, Haryana, West Bengal and Madhya Pradesh had drop-out rate in primary classes between 10-15 per cent. Orissa too had a low repetition rate of below 5 per cent compared to 9.10 per cent in Uttaranchal. The remaining states in this category had a high repetition rate between 10 to 15 per cent.

Out of 25 States and UTs covered, only four states have an average drop-out rate of above 15 per cent in primary classes. The states are Uttar Pradesh, Rajasthan, Andhra Pradesh and Meghalaya. However, Uttar Pradesh has a low repetition rate of 2.45 per cent, the second lowest in the country. Unless the promotion rate in Uttar Pradesh is improved, the repetition rate will continue to remain high. Perhaps, it

“Only four states have an average drop-out rate of above 15 per cent in primary classes. The states are Uttar Pradesh, Rajasthan, Andhra Pradesh and Meghalaya”

is Rajasthan that needs immediate attention as both the average drop-out and repetition rates are quite high. The drop-out rate in Rajasthan is as high as 15.02 per cent compared to 11.93 per cent repetition rate. Not only does it need to check repetition rate in Grade I (20.25 per cent) but also to develop appropriate strategies to check high drop-out rate in Grade I (24.97 per cent). Without significant improvement, overall drop-out rate in primary classes in Rajasthan is not expected to improve. There are only two states namely Andhra Pradesh and Meghalaya which had above 20 per cent average drop-out rate in Primary classes, with a repetition rate of 5.02 and 9.84 per cent respectively. Andhra Pradesh needs to improve promotion rate which is low at 72.55 per cent.

While preparing Annual Work Plan and Budget under SSA, the states should thoroughly analyse reasons of low promotion, high repetition and drop-out rate and adopt appropriate strategies. On the one hand, a large number of children are getting enrolled and, on the other hand, 10 out of 100 children enrolled drop-out before completing a primary grade, all of which need serious interventions. This is despite the SSA interventions and mid-day meal across the country. However, a clear picture of drop-out rate will emerge when the entire country is covered under DISE and consistency of enrolment data is also improved.

Internal Efficiency of Primary Education System

The flow rates presented above fail to produce any information about internal efficiency of the educational system. In simple terms, efficiency can be defined as an optimal relationship between input and output. The best system is one which has both input and output exactly the same, which is known as a perfect efficient system. If a

“Only two states namely Andhra Pradesh and Meghalaya which had above 20 per cent average drop-out rate in Primary classes, with a repetition rate of 5.02 and 9.84 per cent respectively”

“On the one hand, a large number of children are getting enrolled and, on the other hand, 10 out of 100 children enrolled drop-out from primary grades in a year, all of which need serious interventions”

child remains in the system for two years, then it is considered that the system has invested two student years on that child. On the other hand, every successful completer of a particular cycle is termed as output, which is also known as the 'graduate'.

By using the following assumptions, the Re-constructed Cohort method is used to obtain indicators of internal efficiency of education system. Input-Output Ratio, Coefficient of Efficiency and Input per Graduate (in terms of years), have been presented in case of all the 25 states for which 2 years enrolment and repeaters data is available. 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 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:

- ◆ The promotion, repetition and drop out rates presented above (based on DISE 2003-04 and 2004-05 data) would remain constant throughout the evolution of the cohort;
- ◆ A student would not be allowed to continue in the system after he/she has 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 is efficient to the tune of only 87.8 per cent (Table D30). There is

good scope of further improvement as 12.2 per cent of the total resources have gone waste. In Bihar (48.8) and Rajasthan (59.5), the coefficient of efficiency obtained is much lower than the average of all states. Much of the resources in these states are going waste. In Kerala, as it seems, the primary

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education system is an efficient one. On an average a primary graduate is taking 6.8 years to become primary school graduate compared to ideal 5 years. Students in Bihar are taking 9.8 years compared to

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

Table D30

Indicators of Internal Efficiency: Cohorts 2002-03 & 2003-04
(Based on Common Schools for the years 2003-04 and 2004-05)

State/UT	Co-efficient of Efficiency		Years Input per Graduate		Input-Output Ratio	
	2002/03	2003/04	2002/03	2003/04	2002/03	2003/04
Andhra Pradesh	67.6	-	7.4	-	1.48	-
Assam	82.9	80.7	6.0	7.4	1.20	1.48
Bihar	48.8	61.0	10.3	9.8	2.06	1.96
Chandigarh	-	88.2	-	6.8	-	1.36
Chhattisgarh	77.6	59.6	6.4	-	1.28	
Gujarat	-	73.7	-	8.1	-	1.62
Haryana	-	41.1	-	14.6	-	2.93
Himachal Pradesh	88.9	75.8	5.6	7.9	1.12	1.58
Jharkhand	101.8	66.5	4.9	9.0	0.98	1.8
Karnataka	93.7	82.4	5.3	7.3	1.06	1.46
Kerala	101.1	90.9	4.9	6.6	0.98	1.32
Madhya Pradesh	76.3	59.9	6.6	10.0	1.32	2.0
Maharashtra	-	74.9	-	8.0	-	1.6
Meghalaya	-	52.7	-	11.4	-	2.28
Mizoram	-	99.6	-	6.0	-	1.2
Nagaland	-	81.7	-	7.3	-	1.46
Orissa	92.0	67.3	5.4	8.9	1.08	1.78
Punjab	-	53.9	-	10.4	-	2.08
Rajasthan	45.1	59.5	11.1	10.1	2.22	2.02
Tamil Nadu	89.1	89.5	5.6	6.7	1.12	1.34
Tripura	-	64.7	-	9.3	-	1.86
Uttar Pradesh.	96.1	44.3	5.2	9.7	1.04	1.94
Uttaranchal	81.2	57.5	6.2	10.4	1.24	2.08
West Bengal	68.3	57.7	7.3	10.4	1.46	2.08
All States Together	76.9	87.8	6.5	6.8	1.30	1.36

10.1 years in Rajasthan which clearly shows that the primary education system in these states is highly inefficient ones. This is also reflected in the input-output ratio which means a student is taking double time resources in these states to become primary school graduate. Had there been no wastage in the system, a ratio of one is considered to be the ideal one. Most of the states have ratio well above one.

over a two-year period is available and consistency of data also improved.

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 which is defined as follows:

$$\text{Transition Rate} = \frac{\text{New Entrants into Grade VI in Year 't+1'}}{\text{Enrolment in Grade V in Year 't'}} \times 100$$

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

of all the 29 States & UTs covered in 2004-05. However, enrolment data along with grade-specific repeaters is available for two years in case of 539 districts across 25 states all of which supplied DISE data for the year 2003-04 too. Repeaters subtracted from enrolment in Grade VI or V, as the case may be, in 2004-05, is divided by enrolment in Grade V or IV in the previous year (2003-04) and is then multiplied by 100 to obtain the transition rate for cohort 2003-04. This has been obtained separately in case of boys, girls and all children together as presented in Tables D31 and D32.

The transition rate presented in Table D31 shows improvement over the previous year i.e. 2003 based on data of 461 districts. The average of 539 districts

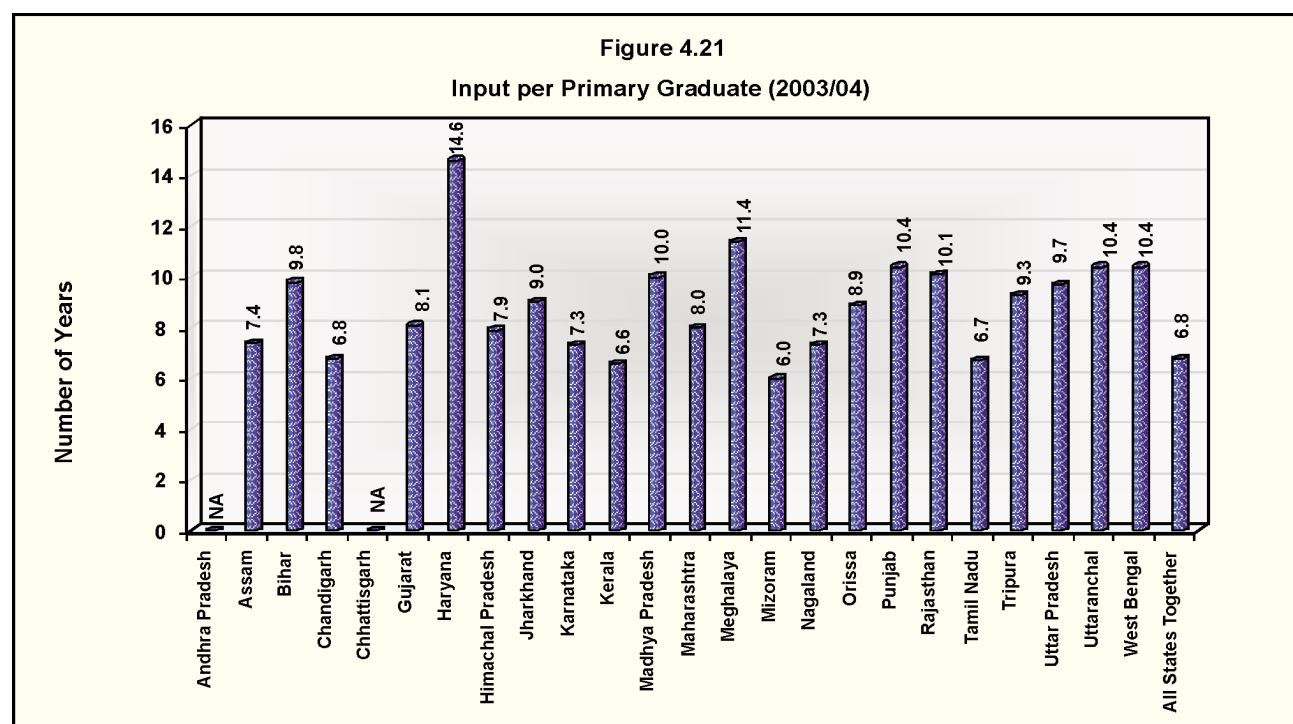


Table D31

Transition Rate (%) from Primary (V) to Upper Primary (VI) Level of Education
Cohorts: 2002-03 & 2003-04

COHORT	Number of Districts	Boys	Girls	Total
2002-03	461	76.01	71.98	74.15
2003-04	539	79.96	75.78	78.01

It may be noted that two years' grade-specific enrolment data is not available through DISE in case

suggests that more than 78.01 per cent children in 2004 transitioned from primary to upper primary level of

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education against 74.15 per cent during the previous year. No significant difference in transition rate is noticed in case of boys and girls. Separately, transition rate in case of both boys and girls shows improvement in 2004 over the previous year. Against 79.96 per

“Average of 539 districts suggests that more than 78.01 per cent children in 2004 transitioned from Primary to Upper Primary level of education against 74.15 per cent during the previous year”

04 against 76.01 per cent boys and 71.98 per cent girls during the previous year i.e. 2002-03. Though transition rate from primary to upper primary level shows improvement, yet about 22 per cent children still dropout in transition which is a significant

Table D32

State-specific Transition Rate from Primary (IV/V) to Upper Primary (V/VI)*
Level of Education: Cohort 2003-04

State/UT	Boys	Girls	Total
Andhra Pradesh	91.64	87.47	89.59
Assam**	102.98	100.25	101.66
Bihar	68.21	61.61	65.56
Chandigarh	84.19	85.08	84.57
Chhattisgarh	75.51	66.82	71.38
Gujarat	84.79	80.29	82.74
Haryana	65.12	66.69	65.86
Himachal Pradesh	92.65	88.6	90.71
Jharkhand	73.26	68.71	71.31
Karnataka	90.63	88.73	89.72
Kerala	87.08	86.11	86.60
Madhya Pradesh	73.82	64.37	89.47
Maharashtra	75.65	73.61	74.68
Meghalaya	97.83	100.38	99.15
Mizoram**	112.3	111.56	111.94
Nagaland	79.93	81.26	80.57
Orissa	78.16	76.02	77.17
Rajasthan	98.62	83.27	92.40
Sikkim	68.61	72.40	70.58
Tamil Nadu**	102.24	98.99	100.67
Tripura	76.96	77.06	77.01
Uttar Pradesh	59.24	55.74	57.62
Uttaranchal	90.58	88.63	89.63
West Bengal	80.95	77.22	79.09
All States	79.96	75.78	78.01

* : As per the state's school cycle.

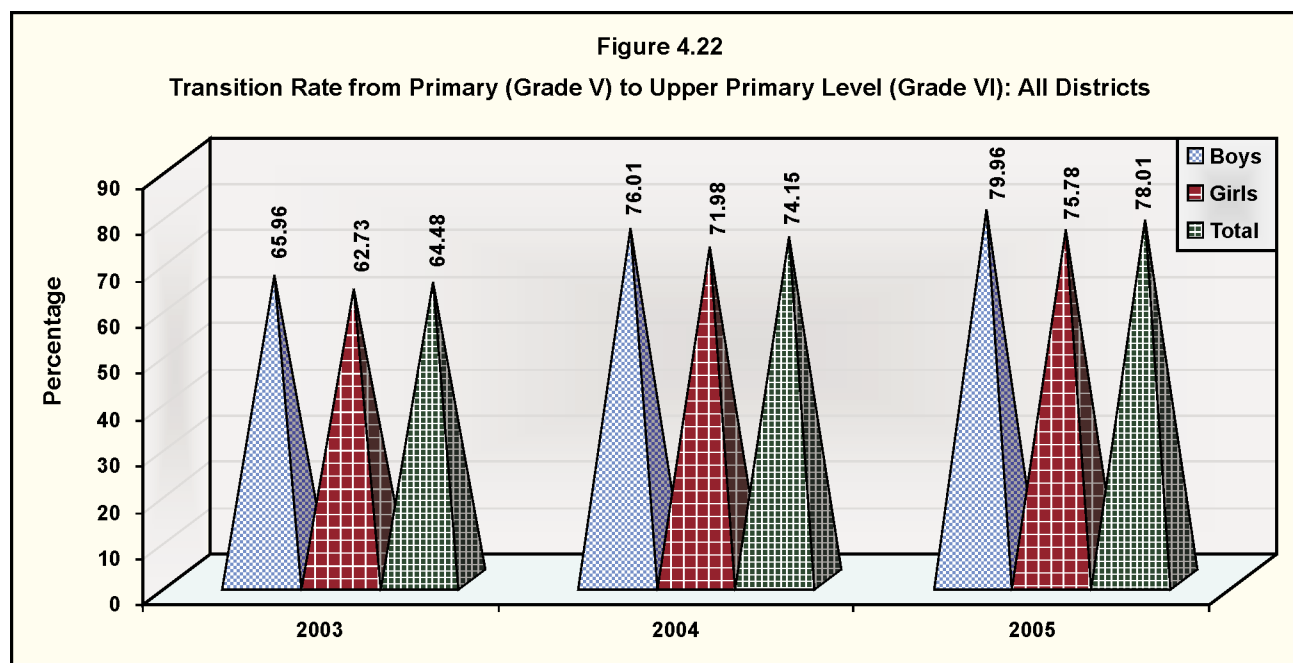
** : Technically more than 100 transition rate is not possible.

cent boys, about 75.78 per cent girls transitioned from primary to upper primary level of education in 2003-

factor impeding growth towards moving to the goal of universalisation of elementary education.

Further, a significant deviation is noticed when state-specific transition rates are analysed as presented in Table D32. As against a low transition rate of 57.62 per cent in Uttar Pradesh, the same is

a few states such as Chhattisgarh, Madhya Pradesh and Rajasthan, significant difference is noticed in case of transition rate of boys and girls. In Rajasthan only 83.27 per cent girls transitioned from primary to upper



very high in case of a few states such as Himachal Pradesh, Assam, Kerala, Mizoram, Rajasthan, Tamil Nadu, Uttaranchal and Andhra Pradesh. In Uttar Pradesh only 59.24 per cent boys and 55.74 per cent girls transitioned from primary to upper primary level of education in 2004. Bihar too had a low of 65.56 per cent transition rate. The other major states that need immediate attention are Chhattisgarh (71.38 per cent), Haryana (65.86 per cent), Jharkhand (71.31 per cent), Madhya Pradesh (69.47 per cent), Maharashtra (74.88 per cent), Orissa (77.17 per cent), West Bengal (79.09 per cent) etc. As it seems that the goal of universal elementary education in these states may not be realised in the near future if transition rates are not improved significantly. By conducting studies, the states should know reasons of low transition, which should be followed by incorporation of reason-specific strategies in the Annual Work Plan. In

primary level against 98.62 per cent boys thus, showing a gap of about 15 percentage points.

The root cause of high drop-out can be identified by calculating grade-to-grade flow rates such as promotion, drop-out and repetition rate. This will help a district/state in identifying in which grade there is high incidence of drop out and repetition and also in knowing whether the same is because of boys/girls or SC/ST/Minority children. By just quantifying drop-out rate, the situation will not improve automatically, for that purpose the first major exercise is to know reasons of low promotion and high drop-out and repetition. This should necessarily be followed by a

reason and area-specific strategies without which no improvement is expected. This should form part of Annual Work Plan under SSA and the Project Approval Board should rigorously monitor it.

“In Chhattisgarh, Madhya Pradesh and Rajasthan, significant difference is noticed in case of transition rate of boys and girls”

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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

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

over-age and under-age children in case of Upper Primary level (19.76 per cent in 2005 against 22.98 per cent in 2004) is much higher than in case of the Primary level of education (14.26 per cent in 2005 against 15.82 per cent in 2004). However, no significant deviation is noticed

Table D33

Under-Age and Over-Age Children: 2003-04

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	10.8	22.98	11.72	11.26	22.97	13.62	9.34	22.96

* : Total of over-age and under-age children. Totals may not tally because of rounding of figures.

PART IV

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 and over-age children in the total enrolment.

Tables D33 and D34 reveal that the percentage of over-age and under-age children both at the Primary and Upper Primary levels of education declined in 2005 from its 2004 level which is also true separately for boys and girls and also in rural areas. But the same is not true in case of enrolment in the urban areas.

It is found that the percentage of

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 85.74 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 been noticed that the number of under-age children (8.46 per cent) in over-all grossness in primary classes is more than the number of over-age children (5.80 per cent), which is true both for boys and the girls. Almost similar trend is noticed in the case of primary enrolment in rural areas. However, the percentage of under-age children in urban areas is a bit higher than the same in rural areas. Compared to 11.22 per cent under-age children, the percentage of over-age children

“Percentage of under-age children in urban areas is a bit higher than the same in rural areas”

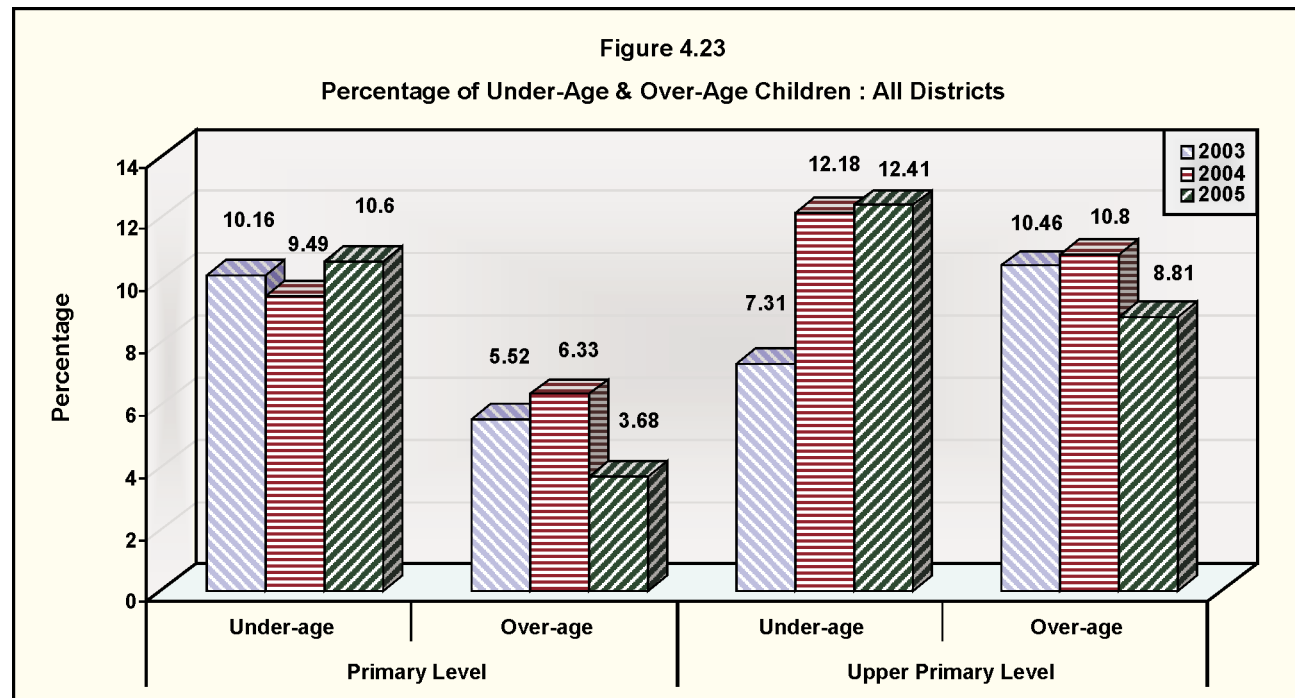
is 6.20. Altogether the percentage of over-age and under-age children in primary classes located in urban areas is 17.42, and in rural areas it is 13.67.

enrolment in Upper Primary classes is confined to 11-14 year age group. The total grossness in case of boys (20.04 per cent) is slightly higher than the

Table D34
Under-Age and Over-Age Children: 2004-05

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	8.50	5.82	14.32	7.99	5.77	13.76	11.3	6.11	17.41
Girls	8.41	5.78	14.19	7.91	5.68	13.59	11.14	6.30	17.44
Total	8.46	5.80	14.26	7.95	5.72	13.67	11.22	6.20	17.42
Upper Primary Level									
Boys	12.03	8.01	20.04	11.45	8.29	19.74	14.24	6.90	21.14
Girls	10.18	9.30	19.48	9.47	9.12	18.59	12.87	9.98	22.85
Total	11.11	8.65	19.76	10.46	8.71	19.17	13.55	8.44	21.99

* : Total of over-age and under-age children. Totals may not tally because of rounding of figures.



Comparative percentage of over-age and under-age children at the Upper Primary level is much higher at 19.76. This means that only 80.24 per cent

same in case of girls (19.48 per cent). In upper primary enrolment too, the percentage of under-age children (11.11 per cent) is higher than the over-age

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children (8.65 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 urban areas (13.55 per cent) is noticed to be higher than the same in rural areas (11.46 per cent) (Table D33).

The state-specific percentage of total grossness (over-age & under-age) at Primary level reveals that Sikkim (39.28 per cent) has the highest and Uttar Pradesh (8.40 per cent) the lowest percentage of over-age and under-age children. Sikkim has the highest percentage in case of Upper Primary enrolment (65.20 per cent) and Bihar the lowest (9.13 per cent). Delhi, Rajasthan, Andhra Pradesh, Himachal Pradesh, Meghalaya, Orissa, Pondicherry, Tamil Nadu and Kerala, also have high percentage of over-age and under-age children in Primary classes. Most of these states have even higher percentage in case of Upper Primary enrolment. While planning for UPE and UEE, due attention be given to both over-age and under-age children and school locations and facilities in schools need to 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 29 States and UTs as well as the average of 581 districts (Table D35). The same in case of the Upper Primary level is presented only in states that have submitted data for Grades VI-VIII. Since the coverage in Jammu and Kashmir has been partial, enrolment ratio both at the Primary and Upper Primary levels do not present the true picture of universalisation in the state.

It may be noted that irrespective of the school structure, enrolment ratio at 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, enrolment in Grades VI-

“GER and NER presented are based on projected population and are bound to change once final projections are available”

VIII and corresponding 11-14 year population is used.

One of the other important limitations of the data is incomplete reporting of school age population, which is crucial in assessing the progress towards universal elementary enrolment. The single-age projected population (provisional) provided by the Office of the Registrar General of India has been used in estimating child population. The GER and NER presented are based on this set of projected population and are bound to change once final projections are available.

Table D23 reveals that both GER and NER based on the DISE data at the Primary level improved significantly in 2005 from its previous rates in 2004 which is also true in case of a number of states. The percentage of enrolment in the formal I-V Grades in the recognized schools to total 6-11 year projected population in 2005 (GER) comes out to be about 97.82 (89.83 per cent in 2004) compared to 81.90 (73.99 per cent in 2004) in case of the enrolment of age group 6-11 year in I-V Grades (NER). This otherwise also indicates that about 18 per cent children of age 6-11 years were not enrolled in the formal schools that reported DISE data in 2005. The projected population of age group 6-11 years in 2005 was 120.94 million, compared to 73.08 million of the age group 11-14 years.

It has also been observed that NER in a good number of states is much higher than the average of all districts (81.90 per cent). A few states are almost near achieving the goal of universal primary enrolment. For instance, Chhattisgarh (90 per cent), Himachal Pradesh (86 per cent), Karnataka (96 per cent), Madhya Pradesh (90 per cent), Nagaland (93 per cent), Orissa (86 per cent), Sikkim (81 per cent), Tamil Nadu (94 per cent), Uttar Pradesh (90 per cent), Uttaranchal (83 per cent) and West Bengal (86 per cent) have above 80 per cent children of age group 6-11 years enrolled in the formal recognized schools as per DISE data. Contrary to general belief, the NER

“NER in a good number of states is much higher than the average of all districts. A few states are almost near achieving the goal of Universal Primary Enrolment”

Enrolment-Based Indicators

Table D35
Enrolment Ratio: 2004 and 2005

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)	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
Andhra Pradesh	86.63	96.54	68.70	75.58	48.40	71.75	35.11	51.70
Arunachal Pradesh	-	106.19	-	80.48	-	62.58	-	43.33
Assam	85.51	99.92	73.82	87.78	-	-	-	-
Bihar	76.20	91.05	68.01	81.97	20.23	28.34	17.33	24.61
Chandigarh	74.51	80.59	59.3	66.09	-	43.36	-	31.60
Chhattisgarh	107.56	108.78	89.54	90.09	65.92	70.11	43.76	46.26
Delhi	-	82.90	-	57.89	-	81.59	-	55.59
Gujarat	91.35	95.68	68.85	75.91	-	-	-	-
Haryana	51.81	59.08	41.68	47.92	29.35	44.52	21.31	31.83
Himachal Pradesh	111.32	109.35	86.44	85.66	101.83	108.33	68.71	74.09
Jammu & Kashmir ⁺	-	79.13	-	64.08	-	62.04	-	47.07
Jharkhand	75.68	89.00	61.62	79.54	21.40	27.64	16.62	23.33
Karnataka	106.23	105.95	83.47	95.58	-	-	-	-
Kerala [*]	89.08	76.44	72.44	64.12	-	-	-	-
Madhya Pradesh	93.84	116.28	72.51	89.73	55.69	66.95	37.62	46.13
Maharashtra	102.41	84.31	83.54	69.45	-	-	-	-
Meghalaya	97.70	127.56	66.92	94.64	-	-	-	-
Mizoram ^{**}	128.01	157.91	102.68	117.89	-	-	-	-
Nagaland	104.43	115.16	92.91	97.52	54.48	69.46	45.48	54.88
Orissa	109.16	116.14	86.03	94.33	-	-	-	-
Pondicherry	-	61.81	-	64.96	-	56.56	-	40.56
Punjab	-	73.16	-	58.37	-	55.00	-	38.40
Rajasthan	87.50	100.20	61.86	72.95	36.89	50.36	25.03	34.63
Sikkim	128.31	143.19	80.69	86.94	62.96	68.32	26.85	24.99
Tamil Nadu	106.25	114.83	85.92	94.14	92.63	103.15	69.71	78.03
Tripura ^{**}	132.29	138.29	118.34	121.80	74.13	78.29	55.19	56.84
Uttar Pradesh	85.68	98.33	78.60	90.00	28.92	34.05	23.63	27.73
Uttaranchal	89.54	86.81	76.34	82.81	51.3	65.10	39.16	47.69
West Bengal	103.43	106.57	81.85	85.72	55.20	63.80	40.79	46.97
Average of All Districts	89.83	97.82	73.99	81.90	-	-	-	-

+ Partial data

* Data not fully reported in 2005

** Technically NER cannot exceed 100. NER above hundred may be because of the in-migration of 6-11 year children from surrounding areas which need further investigation.

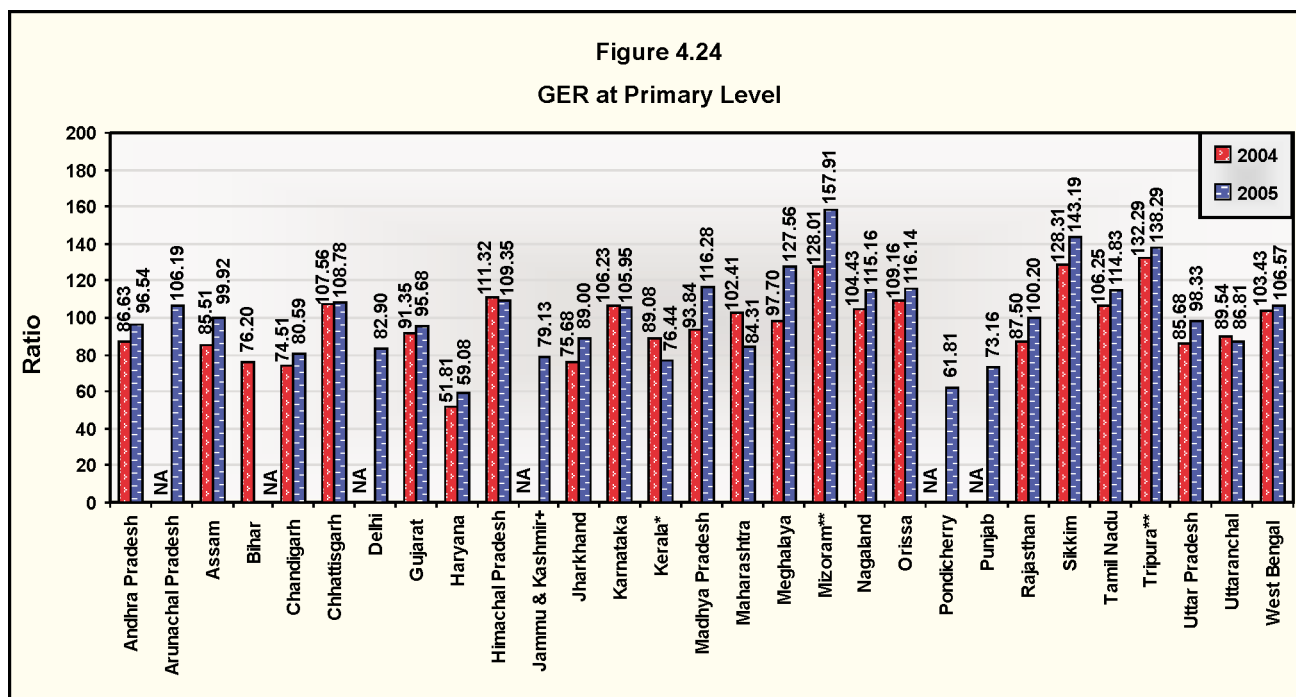
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at the Primary level in Kerala is low at 64.12 per cent compared to 72.44 per cent in the previous year which is because of the incomplete coverage of schools. On the other hand, a few states from the north-eastern region, such as Mizoram and Tripura, reported above hundred per cent coverage of children at the Primary level which needs further probe. This may be because of heavy

“The lowest NER at the Primary level is noticed in case of Haryana”

level is noticed in case of Haryana (48 per cent), followed by 57.89 per cent in Delhi. Chandigarh (66.09 per cent), Maharashtra (69.45 per cent), Punjab (58.37 per cent) and

Rajasthan (62 per cent) too have a low net enrolment ratio at Primary level. On the other hand, about 90 per cent of the total 6-11 year children were reported to be enrolled in formal schools in Uttar Pradesh (79



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 remained far behind, reporting 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 were never enrolled, or were out of schools and drop-out children. Unless all these children are enrolled, the goal of UPE is not likely to be realised in the near future. The lowest NER at the Primary

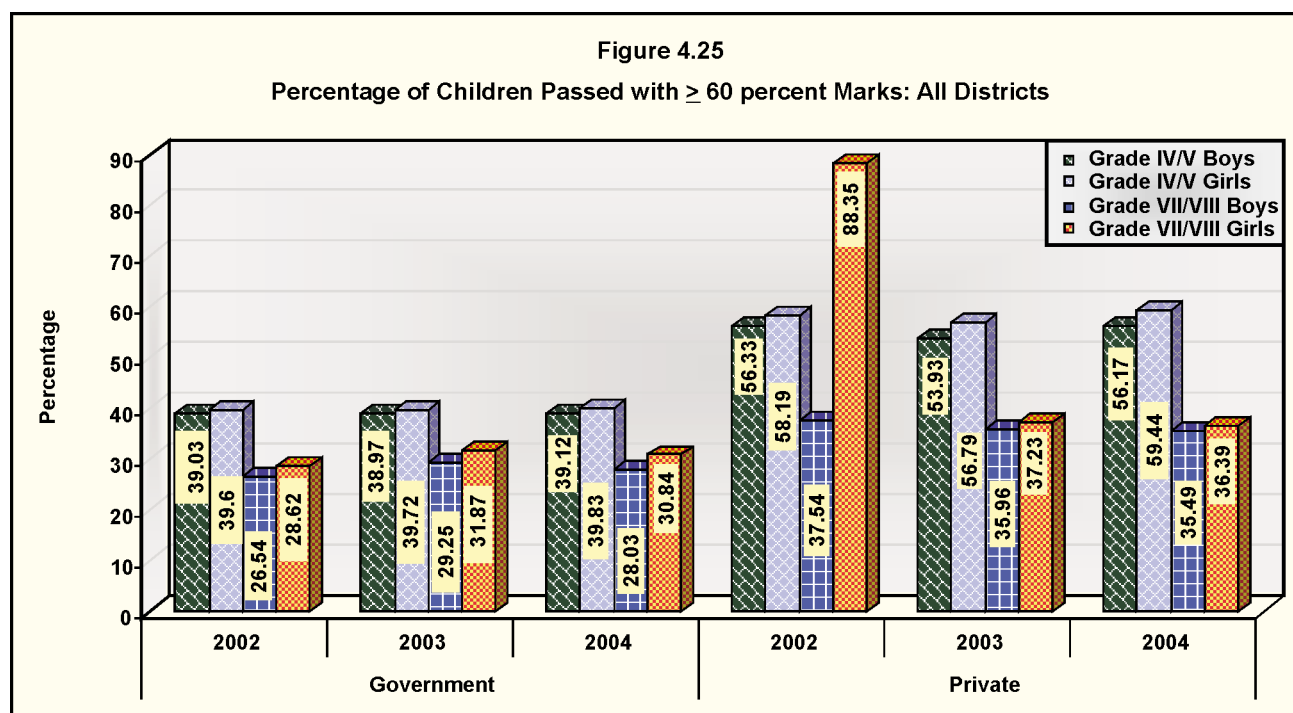
per cent) compared to 83 per cent in Uttaranchal. Andhra Pradesh (75.58 per cent), Jharkhand (79.54 per cent) and Rajasthan (72.95 per cent) too reported a low enrolment ratio.

“Majority of children of 11-14 years are not enrolled in schools that reported DISE data. Unless all these children are brought under the education system, goal of Universal Elementary Enrolment is not likely to be realised in the near future”

As already reported a few states have not submitted data for the Grade VIII because of which enrolment ratio has not been computed at the Upper Primary level in case of those 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 recognised schools to total 11-14 year population reveals that in most of these states, majority of children are not enrolled in schools

that reported DISE data in 2005. However, a number of states reported improved enrolment ratio in 2005 from its previous 2004 level. Both Himachal Pradesh (74 per cent) and Tamil Nadu (78 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 25 per cent in Bihar, 56 per cent in Delhi, 32 per cent in Haryana, 23 per cent in Jharkhand, 35 per cent in Rajasthan, 28 per cent in Uttar Pradesh, 48 per cent in Uttarakhand and 47 per cent in West Bengal. 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

give information about the qualitative aspects of education system. In India, the Learners' Achievement is considered to be one of the significant indicators of quality of education. However, there is no mechanism to collect information on Learners' Achievement on regular basis. Perhaps, it was for the first time that Baseline Learners' Assessment Studies (BAS) were conducted in 1994 in seven DPEP phase-one states. 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



enrolment is not likely to be realised in the near future. The enrolment ratio presented above, however, also reveals that a few states are near achieving the goal of universal enrolment. A little push in these states may help. However, the situation in other states is dismal.

Examination Results

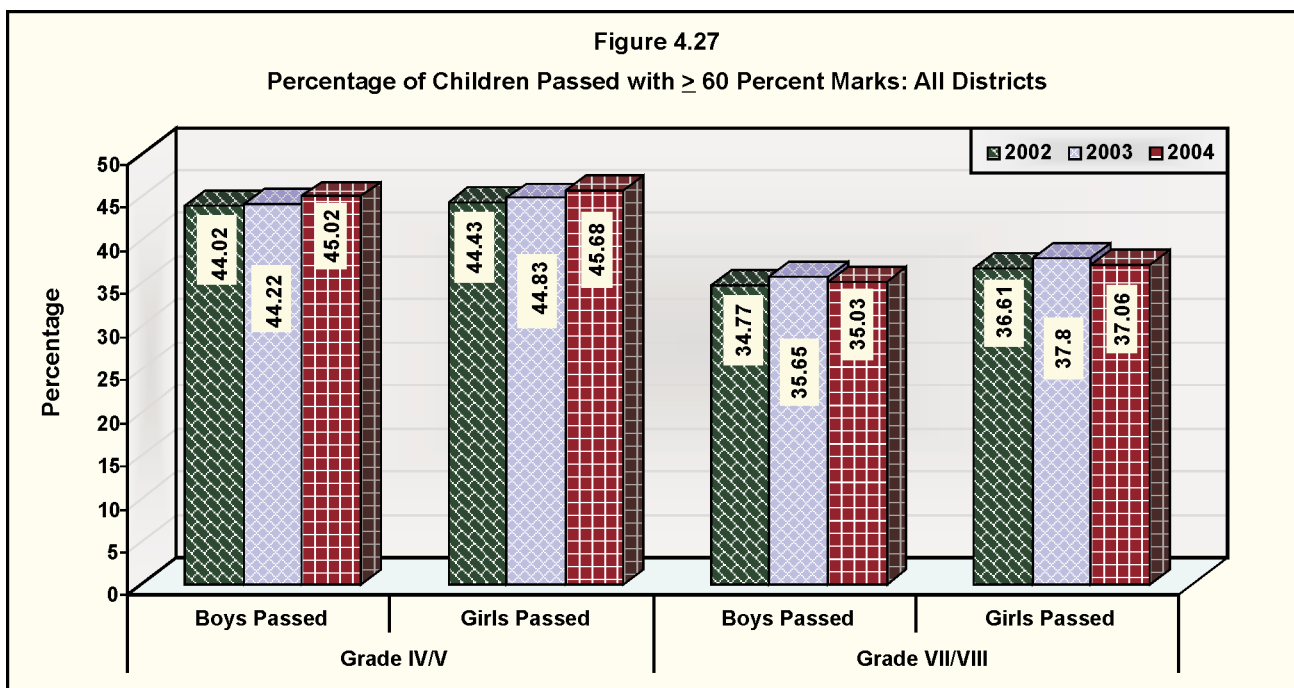
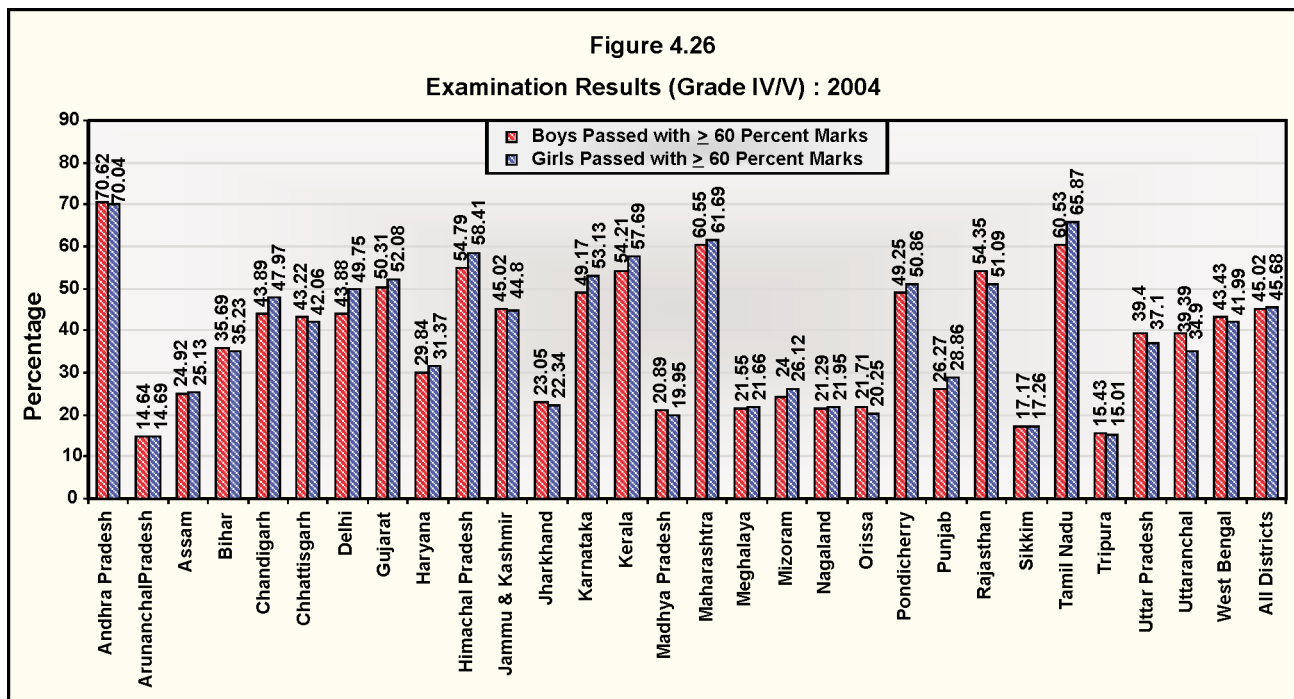
The last, though the most important component of Universal Elementary Education, is Universal Quality of Education. A variety of indicators presented above

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 Upper Primary grades. Results of NCERT study on learners' attainment are awaited. There is also planning to conduct mid-term assessment of learners' attainment under SSA, findings of which may show impact of interventions made under SSA on learners' attainment.

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In the absence of Learners' Achievement data, alternatively the examination results conducted by

cent children passed the terminal Grades IV/V and VII/VIII. The pass percentage in case of Grades V is



schools are considered as one of the proxy indicators of quality of education which is collected under DISE every year. A cursory look at the examination results shows that, barring a few small states, above 80 per

as high as 95 per cent both in case of boys and girls. Except Arunachal Pradesh (boys, 80.36 per cent, and girls 80.48 per cent), Chhattisgarh (boys, 88.47 per cent, and girls 88.42 per cent), Madhya Pradesh

(boys, 78.68 per cent, and girls 77.30 per cent), Nagaland (boys, 80.98 per cent, and girls 81.02 per cent), and Sikkim (boys, 70.52 per cent, and girls 70.08 per cent), in all other states, the pass percentage in Grade V is observed to be above 90 per cent, which is true both for boys and girls. In the states of Andhra Pradesh, Rajasthan, Uttar Pradesh and Uttaranchal about 98 per cent children passed Grade

“Almost an equal percentage of children passed terminal Grades V and VIII, both in 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 has been a bit higher than the same in the Government run schools (Table D36).

Percentage of children passing with 60 per cent & above marks has also been analysed both in Grade

Table D36

Examination Results in the Terminal Grade: 2002-03 and 2003-04

Terminal Grade	Pass Percentage				
	All Areas	Rural	Urban	All Government	All Private
2002-03					
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
2003-04					
Grade IV/V					
Boys	94.56	94.63	94.28	94.31	95.58
Girls	94.91	94.89	94.99	94.57	96.47
Grade VII/VIII					
Boys	87.87	87.97	87.59	86.81	89.69
Girls	88.65	88.59	88.81	87.52	90.62

V. In the capital city of Delhi, 93.01 per cent boys and 93.97 per cent girls passed Grade V.

Further, it is also observed that the pass percentage in Grade VIII has been comparatively lower than the pass percentage in Grade V. It is noticed that almost an equal percentage of children passed terminal Grades V and VIII, both in rural and urban areas;

“In Andhra Pradesh, Rajasthan, Uttar Pradesh and Uttaranchal about 98 per cent children passed Grade V”

IV/V and Grade VII/VIII. A steep decline both in Grades IV/V and VII/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 learners' attainment both in the case of Grade IV/V and Grade VII/VIII is not at all satisfactory; which is similar to outcome of independent assessment

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studies conducted in the recent past in the country. Only 45 per cent boys and 46 per cent girls passed Grade IV/V with a score of 60 per cent & above, compared to about 35 per cent boys and 37 per cent girls scoring 60 per cent & above marks in Grade VII/VIII (Table D37). In many states, the percentage of

“Only 45 per cent boys and 46 per cent girls passed Grade IV/V with a score of 60 per cent & above, compared to about 35 per cent boys and 37 per cent girls scoring 60 per cent & above marks in Grade VII/VIII”

per cent) is low. The corresponding percentage in Delhi is also low, Boys, 43.88 & Girls, 49.75 per cent in Grade V and Boys, 33.12 & Girls, 33.42 per cent in Grade VIII.

It is observed further, that all the states from the north-eastern region have below 25 per cent of

Table D37

Percentage of Students Passed with 60 Per Cent & Above Marks: Cohorts 2002-03 and 2003-04

Terminal Grade	Pass Percentage				
	All Areas	Rural	Urban	All Government	All Private
2002-03					
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
2003-04					
Grade IV/V					
Boys	45.02	43.21	52.98	39.12	56.17
Girls	45.68	43.23	55.63	39.83	59.44
Grade VII/VIII					
Boys	35.03	32.92	41.63	28.03	35.49
Girls	37.06	34.58	43.63	30.84	36.39

such girls is much higher than their counterpart boys, which is more true in the case of Grade VIII. In Bihar, only 23 per cent boys passed Grade VIII with scoring 60 per cent & above against to 24 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, 54.21 & Girls, 57.69 per cent) and Grade VIII (Boys, 34.93 & Girls, 39.53

students having passed with 60 per cent and above marks, which is true for both the terminal grades. A significant difference is, however, noticed in students passing with 60 and above marks in rural and urban areas. Rural areas have much lower percentage than the same in urban areas. Schools run by Private managements have much higher percentage than Government

“Schools run by Private managements have much higher percentage than Government managed schools, which is true for both boys and girls”

Enrolment-Based Indicators

managed schools, which is true for both boys and girls and also for Primary and Upper Primary terminal grades. However, the percentage of boys passing the terminal Grade VII/VIII with 60 and above marks in Private managed schools is as low as 35.49, compared to 36.39 per cent in case of the girls. Almost similar percentage of children passed the Grade VII/VIII with 60 and above marks in Private managed schools in 2003, thus, showing no significant improvement during 2003 to 2004.

In view of the above analysis, it is obvious that the programmes concerning elementary education

initiated recently focus much more on quality of education than on the other components of universalisation. A careful analysis of students' responses in examinations/achievement tests may help in finding out the nature of common mistakes they commit in subjects like language, environment, mathematics etc. The output of the analysis can be an important input to teacher training programmes which suggests the need for new initiatives on the part of both District Institutes of Education and Training (DIET) and State Councils of Educational Research and Training (SCERT) in this direction.