



सब पढ़ें सब बढ़ें



# ELEMENTARY EDUCATION IN INDIA

**Progress towards UEE**

**Analytical Report 2005-06**

**Arun C. Mehta**

The data presented and indicators constructed in the document are entirely based upon the data as received from the states as on 30<sup>th</sup> September 2005. The views expressed and conclusions reached are that of the author and should not be attributed to the Government of India or to NUEPA.

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## FOREWORD

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

Importance of an Educational Management Information System (EMIS) was reiterated when *Sarva Shiksha Abhiyan* (SSA) was launched in 2001. SSA guidelines envisage development of a community-owned and transparent Educational Management Information System in all the States and UTs of the country.

I am happy to note that all the 35 States & UTs have now adopted DISE. District and State Elementary Education Report Cards: 2005-06 have already been published. The present volume presents *Elementary Education in India: Analytical Report* for the year 2005-06. Information presented in the volume is particularly valuable for implementing educational programmes like SSA in the decentralized context. I am confident that this set of data will be used in planning for good quality elementary education, and that data users, researchers and development planners interested in the Indian education system will find the volume useful.

I must take this opportunity to thank UNICEF, Delhi, for consistently supporting EMIS activities since 1994, as well as NUEPA, especially Dr Arun C. Mehta, Professor and Head, Department of Educational Management Information System, NUEPA and his team, for bringing out the present publication.

  
(Champak Chatterji)



## राष्ट्रीय शैक्षिक योजना एवं प्रशासन विश्वविद्यालय

(भारत सरकार द्वारा विश्वविद्यालय अनुदान आयोग के अधिनियम 1956 की धारा 3 के अंतर्गत घोषित)  
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### FROM THE VICE-CHANCELLOR'S DESK

In the early 1990s when the District Primary Education Programme (DPEP) was launched, a need was felt to develop a computerized Educational Management Information System (EMIS) for facilitating decentralized planning and management. Accordingly, the responsibility to develop the District Information System for Education (DISE) was assigned to NUEPA. I am happy to note that the process that was initiated in 42 districts across 7 DPEP Phase-I states in 1994-95 has now been expanded to all the 35 States and UTs of the country. The database generated through DISE has been significantly contributing towards strengthening evidence-based decentralized planning and monitoring of primary and upper primary education at the district and sub-district levels.

Over the years, the National University has stabilized the system of building a comprehensive database. It has also been bringing out a series of publications based on analysis of such data. Recently, the University has made available on line one million plus Report Cards of Primary and Upper Primary schools/sections in the country. Besides, each year the University brings out *State Report Cards and District Report Cards* as well as *Progress towards UEE : Analytical Report and Elementary Education in the Rural and Urban India* that attempt to assess and present key performance indicators of primary and upper primary education in the country. The University has also brought out another new publication titled *DISE Flash Statistics: 2005-06, Elementary Education in India* which aims at assessing the level of development of elementary education in States and UTs by constructing Educational Development Index (EDI). Such publications not only facilitate monitoring of progress towards UEE but also provide a wider scope for participation of the civil society in matters relating to planning and management of education.

In continuation of our series of publications based on the DISE data, it pleases me to present to the users yet another publication titled *Elementary Education in India: Progress towards UEE* for the year 2005-06. I hope that the researchers, policy makers, administrators, planners and other stakeholders will find the publication both informative and useful.

I record my deep appreciation for the arduous job carried out by the DISE Team led by Dr. Arun C. Mehta, Professor and Head, Department of Educational Management Information System of the National University in bringing out this publication. We would welcome any comments that users may care to make for the improvement of the publication.

New Delhi  
July, 2007

(Ved Prakash)

## ACKNOWLEDGEMENTS

For the last several years, NUEPA has been actively involved in strengthening Educational Management Information System (EMIS) in the country. The *Analytical Report 2005-06* is based on the data received from all the 35 States and Union Territories of the country. The publication presents not only the data up to elementary level but also brings in many new dimensions of elementary education into focus. It incorporates data on children with disabilities, examination results, mediums of instruction, students' flow including transition and retention rates, teachers, utilization of school development and TLM grants, and many other parameters on which not much information is available from other sources.

The *Analytical Report* is based on the data received from as many as 1.12 million schools spread over 604 districts across 35 States & UTs. The study of this magnitude cannot be completed without the active involvement and participation of the EMIS professionals at the national and sub-national levels. I am extremely thankful to all the State Project Directors, the state level EMIS coordinators and district level programmers and data entry operators for timely supply of data.

I take this opportunity to thank UNICEF, Delhi, for consistently supporting EMIS activities ever since the inception of DISE and Ms Vrinda Sarup, Joint Secretary, Department of School Education & Literacy, Government of India, who played a crucial role in facilitating the implementation of DISE in various states. The contribution of Ms Neelam Rao, Director (SE & L), is also gratefully acknowledged.

I am thankful to Prof Ved Prakash, Vice-Chancellor, NUEPA, for his encouragement and consistent support to DISE activities.

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I hope that the publication will be received well by education planners, policy formulators and researchers.

Any suggestion for improvement is most welcome.

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## ABBREVIATIONS

AS	: Alternative Schooling
Avg	: Average
BAS	: Baseline Assessment Studies
BRC	: Block Resource Center
CR	: Completion Rate
CRC	: Cluster Resource Center
DIET	: District Institute of Education and Training
DISE	: District Information System for Education
DoR	: Drop out Rate
DPEP	: District Primary Education Programme
DRC	: District Report Cards
Ed. CIL	: Educational Consultants India Limited
EGS	: Education Guarantee Scheme
EMIS	: Educational Management Information System
Gol	: Government of India
Govt.	: Government
GER	: Gross Enrolment Ratio
GPI	: Gender Parity Index
Hr.	: Higher
M.A.	: Master of Arts
M. Phil	: Master of Philosophy
MHRD	: Ministry of Human Resource Development
NCERT	: National Council of Educational Research and Training
NER	: Net Enrolment Ratio
NUEPA	: National University of Educational Planning and Administration
No.	: Number
NSSO	: National Sample Survey Organisation
OBC	: Other Backward Castes
ORC	: Other Reserved Castes
Ph.D.	: Doctor of Philosophy
P + Sec./Hs.	: Primary with Upper Primary & Secondary/Higher Secondary
P + UP	: Primary with Upper Primary
P. only	: Primary only
PR	: Promotion Rate

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PTR	:	Pupil-Teacher Ratio
Pvt.	:	Private
RR	:	Repetition Rate
Recd	:	Received
SC	:	Scheduled Castes
SCR	:	Student-Classroom Ratio
SCERT	:	State Council of Educational Research and Training
SDG	:	School Development Grant
Sec.	:	Secondary
SRC	:	State Report Cards
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribes
TLM	:	Teaching Learning Material
TLM Grant	:	Teaching Learning Material Grant
TR	:	Transition Rate
TSG	:	Technical Support Group
U. Prim./U.P	:	Upper Primary
U.P. Only	:	Upper Primary only
UEE	:	Universalisation of Elementary Education
UP + Sec	:	Upper Primary with Secondary/Higher Secondary
UPE	:	Universalisation of Primary Education
KGBV	:	Kasturba Gandhi Balika Vidyalaya



## EXECUTIVE SUMMARY

### Introduction

The Government of India initiated a number of programmes to achieve the goal of Universalisation of Elementary Education under which concerted efforts have been made towards strengthening the Educational Management Information System in case of elementary level of education. Sporadic attempts were made in the past to develop a computerized educational management information system in India. Of these, efforts made under the District Primary Education Programme and *Sarva Shiksha Abhiyan* are apparently among the sincerest ones.

The MHRD in 1994-95, as a part of the DPEP national endeavour, decided to design and develop a school-based computerized information system, the main responsibility for which was entrusted to the National Institute of Educational Planning and Administration, New Delhi (now National University of Educational Planning and Administration [NUEPA]). In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data. NUEPA designed and developed the core Data-Capture Formats and also developed software for implementation at the district level and provided the necessary technical and professional support to districts. The MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software. The DISE software is now operational in all the districts of the country and is providing vital information for policy formulation and preparation of district elementary education plans. What is more remarkable about DISE is that it has drastically reduced the time-lag in availability of educational statistics; it is now down from 7-8 years to less than a year at the national and only a few months at the district and state levels.

The total number of schools imparting elementary education covered under DISE has increased substantially over a period of time. Despite significant increase, a few schools, however, still remain uncovered, majority of them may be the private un-aided schools.

### The Present Publication

Variety of schools and school-related indicators by school categories along with the average of all districts covered under DISE in 2005-06, as also the selected indicators for previous years are presented in the present publication. The Tables presented in the document contain information on hundreds of variables, mostly by school category and wherever necessary by rural and urban areas, and management category. Practically, all such indicators on which information is required for formulating reliable elementary education plans are presented *'in ready-to-use form'*. The indicators analyzed and tables presented are divided into the following five parts: School-Based Indicators; Facility Indicators; Enrolment-Related Indicators; Teacher-Related Indicators; and Educational Development Index. Brief summary each of these parts is presented below.

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## School-Based Indicators

- ◆ The total number of schools covered under DISE over a period of time increased from 8,53,601 in 2002-03 to 11,24,033 in 2005-06.
- ◆ Of the 11,24,033 schools covered from 604 districts across 35 States & UTs in 2005-06, nearly 87.23 percent schools are located in the rural areas.
- ◆ Because of its size, Uttar Pradesh with the highest number of districts (70), has the highest number of schools (1,61,869) which is 14.40 percent of the total schools across 35 States and UTs.
- ◆ The number of schools distributed by category reveals that majority of the schools (65.67 percent) are independent primary schools.
- ◆ Only two out of every ten schools imparting elementary education across 604 districts in the country that reported data in 2005-06 are independent elementary schools.
- ◆ The ratio of Primary to Upper Primary schools/sections reveals one Upper Primary school/section for every set of 2.57 Primary schools/sections.
- ◆ Both in rural and urban areas, the ratio of Primary to Upper Primary schools/sections is well above two in case of schools run by the Department of Education.
- ◆ It is noticed that in about 20 states, the ratio of Primary to Upper Primary schools/sections is better than the national average of 2.56. Many of the states have the ratio equivalent to almost two.
- ◆ West Bengal is the only state in the country that has reported a ratio of above 5; thus meaning availability of one Upper Primary school/section for every set of five Primary schools/sections it has.
- ◆ The average of all districts reveals that only 21.84 percent Primary schools are located within one km from the CRC, while 48.51 percent schools are located at a distance of 2 to 5 km from CRC.
- ◆ The data reveals that a little less than half the Primary schools are located beyond 10 km from the Block HQ which is also true for independent Upper Primary schools.
- ◆ Nearly 62.33 percent of the total schools were visited by the CRC Coordinators during the previous academic year.
- ◆ The percentage of schools inspected was a bit lower than the schools visited by the CRC Coordinators.
- ◆ About 83.14 percent of the total 11,24,033 schools are government run schools.
- ◆ Within the private managed schools, 33.46 percent are Private Aided schools and the remaining 66.54 percent are Private Unaided schools.
- ◆ Between government managements, the share of Department of Education consistently declined from 61.06 percent in 2002-03 to 57.64 percent in 2005-06.
- ◆ The category-wise distribution of schools run by the Department of Education shows that on an average 63.44 percent of the total Primary schools are being run by the Department of Education itself compared to 68.46 percent of the total independent Upper Primary schools being run by it.

- ◆ The percentage of schools being run by the Tribal/Social Welfare Department is only 4.51 of the total schools.
- ◆ Over a period of time, the percent share of schools under the Local Body managements declined as just 19.85 percent schools in 2005-06 against 20.89 percent in 2003-04 of total schools are under Local Body managements.
- ◆ Over a period of time, schools run under Private Aided as well as Private Unaided managements have increased.
- ◆ As many as 63,411 and 1,26,110 schools in 2005-06 are being managed by the Private Aided and Private Unaided managements respectively. Together, they run a total of 1,89,521 schools (16.86 percent).
- ◆ During 2004-05 and 2005-06, the number of private schools reported data under DISE operations increased by 31,253 schools which is 20.51 percent of the private schools during the previous year.
- ◆ The state-wise distribution of schools having Private Aided managements shows that their number is as high as 56.19 percent in Kerala.
- ◆ The percentage of population in rural areas to total population of the country is 72.22 percent against which 87.23 percent of schools that impart elementary education in the country are located in rural areas.
- ◆ Over 91 percent of the total 7,38,150 Primary schools are located in rural areas.
- ◆ As many as 3,13,570 new schools were opened since 1994 of which 88.25 percent are located in the rural areas and 83.40 percent of these schools have school building.
- ◆ Of the total schools opened since 1994-95, about 68.28 percent were Primary schools and most of these also had their school building.
- ◆ The highest number of 42,297 Primary schools opened in Uttar Pradesh, which works out to 35.61 percent of the total Primary schools in the state.
- ◆ A good number of Primary schools have also been opened in Rajasthan (36,622) which is 62.43 percent of the total Primary schools in the state. But only 62.43 percent of these have got their school building.
- ◆ In absolute terms, the number of schools without building increased slightly but in percentage terms the same has slightly declined over the same in the previous year.
- ◆ The distribution of schools without building reveals that as many as 46,364 schools did not have building in 2005-06 which is 4.12 percent of the total number of schools.
- ◆ Of the total building-less schools, as many as 96.94 percent schools are being run by government managements. The number of such schools under Private managements is only a few.
- ◆ The percentage of building-less Upper Primary schools in Madhya Pradesh is 38.74 compared to 25.49 in Chhattisgarh.
- ◆ The number of Primary schools without building declined from 38,158 in 2002-03 to 33,876 in 2005-06.
- ◆ About 73.19 percent schools have government buildings and 11.88 percent schools have private buildings.

- ◆ Irrespective of the school type, the percentage of schools with *pucca* building in urban areas is higher than the same in the rural areas.
- ◆ About 1.91 and 0.88 percent schools respectively in rural and urban areas, have *kuchcha* building.
- ◆ Irrespective of the school type and area, a few schools are functioning in tents. Both in terms of percentage and absolute number, such schools are only a few.
- ◆ The distribution of schools by type of building shows that 71.31 percent Primary schools have *pucca* (permanent) buildings as compared to 9.47 percent having partially *pucca* and another 1.98 percent *kuchcha* (temporary) buildings.
- ◆ None of the states have provided a *pucca* building to all of its Primary schools.
- ◆ The condition of classrooms reveals that majority of classrooms in north-eastern states need either minor or major repairs.
- ◆ Only 68.19 percent independent Upper Primary schools have *pucca* buildings.
- ◆ About 87 percent Upper Primary schools in Manipur have either *kuchcha* or partially *pucca* school buildings.
- ◆ Madhya Pradesh and Kerala have only 44.04 and 67.89 percent Upper Primary schools with *pucca* buildings.
- ◆ Only 67.47 percent integrated Higher Secondary schools have *pucca* buildings compared to 6.02 percent having partially *pucca*, and 1.06 percent only *kuchcha* buildings.
- ◆ Irrespective of the schools type, a school imparting elementary education across 604 districts in 2005-06 has an average of 3.8 classrooms.
- ◆ Irrespective of the school type, schools managed by private managements are much comfortable in terms of number of classrooms compared to schools managed by government managements.
- ◆ Primary schools have an average of 2.7 instructional rooms. A significant difference is noticed in average number of instructional rooms in Primary schools located in rural (2.5 classrooms) and urban (4.3 classrooms) areas.
- ◆ Except in Assam, Jharkhand and Madhya Pradesh, Primary schools in all other States & UTs have an average of more than 2 instructional rooms.
- ◆ On an average an Elementary school has 5.8 classrooms compared to 4.1 classrooms in an independent Upper Primary school.
- ◆ In the national capital Delhi, Primary schools have an average of 8 classrooms compared to 20 rooms in Upper Primary attached to Secondary and Higher Secondary schools.
- ◆ The average of all the districts shows that irrespective of school type, a good number of schools are still without a classroom. The percentage of such schools is 10.45 compared to 10.90 percent during the previous year.
- ◆ The percentage of Primary schools without classroom is 10.15 compared to 10.18 percent in the previous year.
- ◆ The percentage of schools without classroom is a bit high in urban areas (13.39) compared with that in rural areas (9.60).
- ◆ Only 37.62 percent Primary schools in Jharkhand have two classrooms against 40.41 percent schools reported not to have any classroom.

- ◆ As many as 1,07,276 schools in 2005-06 had only single-classroom which is 9.54 percent of the total schools/sections imparting elementary education.
- ◆ Both in absolute as well percentage terms, single-classroom schools declined during 2004-05 to 2005-06.
- ◆ As many as 94.80 percent of the total 1,07,842 single-classroom schools are located in rural areas. Urban areas have only 5.20 percent of such schools.
- ◆ Of the total single-teacher schools, 95.66 percent are run under the government managements; the percentage of such private schools is only 4.34 percent.
- ◆ Though the majority of single-classroom schools are Primary schools, yet a good number of other types of schools also have single classroom.
- ◆ About 71.03 percent classrooms (all types) in 2005-06 use of good condition and remaining 28.97 percent needed either major or minor repairs.
- ◆ As many as 28.97 percent schools imparting elementary education need either major or minor repairs.
- ◆ Primary schools have the least percentage (66.07) of good classrooms and 23.01 percent classrooms needed minor repairs and 10.92 percent major repairs.
- ◆ All schools together have an average of 39 students per classroom (rural 40 and urban 35 students per class). Government schools have a student classroom ratio of 40 against 29 in case of schools managed by private managements.
- ◆ Student-classroom ratio is higher in the Primary schools (42 students per classroom) compared to other school types.
- ◆ In case of Primary schools, the student-classroom ratio in Bihar (91), Jharkhand (69) and Uttar Pradesh (57) is very high.
- ◆ Himachal Pradesh and all states from the north-eastern states have comfortable student-classroom ratio.
- ◆ The national capital Delhi has an average of 47 students sitting in a Primary school classroom.
- ◆ About 20 percent schools have the student-classroom ratio 60 and above.
- ◆ In a few states, such as Bihar (68.37 percent), Uttar Pradesh (44.19 percent) and West Bengal (35.24 percent), the percentage of Primary schools having 60 students per classroom is much higher compared to other states.
- ◆ More than 46 percent schools have enrolment up to 100. In rural areas, the percentage of such schools is 48.31 compared to only 27.40 percent schools in urban areas.
- ◆ There are about 6.17 and 15.20 percent schools which respectively has enrolment between 1-25 and 26-50.
- ◆ About 55.26 percent of the total Primary schools have enrolment up to 100 compared to 58.01 percent in rural areas. The percentage of such schools in urban areas is only 38.22.
- ◆ About 8.18 percent Primary schools have an average enrolment of 25 and another 19.94 percent between 26 to 50.
- ◆ In view of there being a large number of small schools, perhaps there is a need to have separate programmes for these schools.

- ◆ About 48 percent (15,791 schools) of the total schools without enrolment are the Primary schools.
- ◆ All schools together have an average enrolment of 150. Schools located in urban areas have higher average of 237 compared to only 138 in rural areas.
- ◆ The average enrolment of Primary school comes out to be 114, the corresponding figure in rural areas is 109 and in urban areas 168.
- ◆ The highest average enrolment of 381 in Primary schools is observed in Delhi.
- ◆ Schools distributed by number of teachers reveal, that a few schools are yet to be provided with a teacher and, on the other hand, a few schools have only one teacher.
- ◆ The percentage of schools without a teacher is higher in urban areas (3.53 percent) than in rural areas (1.39 percent).
- ◆ About 1.29 percent Primary schools have no teacher and another 16.58 percent are single-teacher schools.
- ◆ A fairly good number of schools, both in rural areas (13.35 percent) and urban areas (4.23 percent) had only one teacher.
- ◆ Of the total 1,36,848 single-teacher schools, 95.65 percent are located in the rural areas.
- ◆ Schools managed by government have much higher percentage of single-teacher schools (14.13 percent) compared to private managed schools (2.87 percent).
- ◆ Arunachal Pradesh (18.08 percent), Jharkhand (25.70 percent) and Rajasthan (26.17 percent) have a very high percentage of single-teacher schools.
- ◆ As many as 16.58 percent Primary schools have only one teacher of which 96.01 percent are located in the rural areas.
- ◆ Despite availability of an average of 2 and more teachers, a large number of schools reported either having no or a single teacher. Rationalization of teachers across states may help improve number of teachers both in single-teacher and no-teacher schools.
- ◆ A little more than half of the total schools are yet to be provided regular Head Masters. Rural areas have a fewer number of schools (46.04 percent) having Head Masters, compared to schools in the urban areas, of which 52.65 percent do have the Head Masters.

### **Facility Indicators**

- ◆ A little less than half of the total schools (49.33 percent) in the country did not have boundary walls in 2005-06.
- ◆ About 8 out of 10 schools located in urban areas have boundary walls compared to 5 out of 10 schools in rural areas.
- ◆ Surprisingly quite a good number of the integrated Higher Secondary schools and Upper Primary integrated with Secondary & Higher Secondary schools do not have the boundary walls.
- ◆ The highest percentage of Primary schools having boundary walls is noticed in the state of Delhi (96.11 percent) and the lowest in Tripura (11.91 percent).
- ◆ Only 83.07 percent schools (all categories) had the drinking water facility available in 2005-06 compared to 80.60 percent in the previous year.

- ◆ As compared to 81 percent schools under government managements, more than 93 percent schools had drinking water facilities in schools under private managements.
- ◆ Data on Primary schools with drinking water facility in school reveals that 81.12 percent Primary schools have drinking water facility in school.
- ◆ The type of drinking water reveals that majority of schools do not have tap water facility in their premises. Much difference is noticed in schools located in rural and urban areas.
- ◆ Only 22.97 percent schools had tap water in school in 2005-06 compared to 21.46 percent during the previous year.
- ◆ The percentage of rural area schools that had hand pump installed in the school was 52.71 while this figure in the urban areas was 25.68 percent.
- ◆ Interestingly, about 5.63 percent schools had a well in the school with not much difference in rural (5.63 percent) and urban (5.80 percent) areas.
- ◆ Put together only about 52 percent schools across 604 districts had common toilets in school, while 37.40 percent schools had separate toilets for girls in 2005-06.
- ◆ There are more schools with common toilets in the urban areas (66.05 percent) than in the rural areas (50.72 percent); this is true for all types of schools.
- ◆ Urban areas also have girls' toilets in case of 61.90 percent schools whereas only 34.17 percent schools located in rural areas have such a facility.
- ◆ As against 70.57 percent private schools with common toilets, the percentage of such schools under government managements is as low as 48.95 percent.
- ◆ A few Primary schools have common toilet facilities (47.55 percent) and a few separate toilets for girls (28.85 percent).
- ◆ In Kerala, as many as 80.43 percent Primary schools have common toilets in school compared to only 61.58 percent schools with separate toilet for girls.
- ◆ More than 80 percent Primary schools in Uttar Pradesh have common toilets compared to 68 percent schools having separate girls' toilets.
- ◆ The national capital Delhi has provided common toilets in 93.39 percent Primary schools and girl's toilets in 81.27 percent of its Primary schools.
- ◆ About 30.39 percent schools had electricity connection compared to 28.37 percent in the previous year.
- ◆ Majority of schools in urban areas (69.20 percent) had electricity connection compared to only 25.08 percent schools located in rural areas.
- ◆ About 99 percent schools that impart elementary education in Delhi and about 93 percent in Kerala had the electricity connection in school.
- ◆ The percentage of Primary schools having electricity connection remained as low as 0.91 percent in Bihar.
- ◆ The parentage of schools without blackboard is almost the same in the year 2004-05 (7.95 percent) and in 2005-06 (7.37 percent).
- ◆ Like Primary schools, a few other types of schools also remained without blackboard in 2005-06.

- ◆ Not much difference is noticed in schools without blackboard located in rural areas (7.37 percent) and urban areas (9.06 percent).
- ◆ A number of schools in all the north-eastern states also did not have blackboard in their Primary schools.
- ◆ In absolute terms, the highest number of Primary schools without blackboard (8,848) was in Rajasthan, followed by 7,645 schools in Jharkhand and 5,535 schools in Bihar.
- ◆ DISE data 2005-06 reveals that 46.72 percent schools have blackboard at ground level in the classroom.
- ◆ Interestingly, schools located in rural areas have more blackboards at ground level than the same in the urban areas.
- ◆ Much difference is noticed in the availability of Book-Bank in schools located in rural areas (46.89 percent) and urban areas (55.52 percent); it is true for all school types.
- ◆ During the period 2002-03 to 2005-06, the number of schools with computers increased impressively both in percentage and absolute terms.
- ◆ Though the percentage of Primary schools having computer facility is much lower than percentage of other types of schools, more than 120.59 thousand (10.73 percent) schools imparting elementary education in the country have computers in place in school.
- ◆ A significant difference is noticed in percentage of schools having computer in rural areas (8.05 percent) and urban areas (30.07 percent).
- ◆ In absolute terms, Maharashtra has the highest number of schools (19,473 schools, 23.10 percent) that have computers in schools. In Bihar, the percentage of schools with computers is found to be low at 2.39 (1,284 schools).
- ◆ Only a few schools across the country have the provision of a ramp in school. However, the percentage of such schools has increased significantly in 2005-06 from its previous level, though still the percentage of such schools is as low as 15.65 in the case of Primary schools.
- ◆ It is interesting to note that the percentage of Primary schools with ramp under government managements is higher (16.35 percent) than the same in schools under private managements (9.43 percent).
- ◆ Altogether, as many as 5,98,133, schools arranged medical check-up in 2004-05 compared to 5,58,965 schools in 2003-04.
- ◆ More schools in urban areas (58.07 percent) arranged medical check-up than schools in rural areas (52.80 percent).
- ◆ The percentage in case of private managed schools (57.07 percent) that arranged medical check-up was found slightly higher than the same in case of government managed schools (52.71 percent).
- ◆ In 2005-06, more than 52 percent schools had playground in school.
- ◆ The percentage of Primary schools having attached Pre-primary section increased from 14.27 in 2002-03 to 20.02 in 2005-06. The number of such schools is more in urban areas than in rural areas.

- ◆ In Sikkim, almost all the Elementary schools have attached Pre-primary sections compared to no such schools in the state of West Bengal.
- ◆ As against 1.95 percent schools that imparted elementary education in 2003-04, a little less than two percent of the total of such schools in 2005-06 were residential in nature.
- ◆ Only 4.03 percent of the total schools use school building as a shift school. In urban areas, the percentage of such schools (13.55 percent) is much higher than the same in the rural areas (2.71 percent).
- ◆ Compared to 3,60,892 schools that received development grant in 2001-02, the corresponding figure in 2004-05 was as high as 7,24,682 schools.
- ◆ Of the total number of schools that received school development grant, about 92 percent are located in rural areas.
- ◆ Schools that received school development grant reveal that barring a few states, such as Karnataka and Punjab, above 80 percent schools received development grant.
- ◆ The number of schools that received TLM grant has been a bit lower than the number of schools that received development grant, which is true for all years.
- ◆ The number of schools that received TLM grant has been as many as 6,88,634 (61.26 percent) of all types of schools.
- ◆ About 89 percent schools in Kerala received TLM grant which is also the highest amongst all the states compared to the lowest 13.21 percent in Orissa.
- ◆ Against 67.02 percent schools in rural areas, the corresponding percentage of schools receiving TLM grant in urban areas has been only 48.67.
- ◆ The utilization pattern suggests that over 89 and 87 percent of the grant received under school development and TLM respectively was utilized.

### **Enrolment-Based Indicators**

- ◆ Enrolment in Primary and Upper Primary classes reveals that average of all the districts has made consistent improvement both in GPI and girls' share in enrolment.
- ◆ The average of all districts indicates a GPI of 0.92 in Primary and 0.84 in case of enrolment in Upper Primary classes.
- ◆ GPI in case of total Elementary enrolment in rural areas (0.89) has been lower than that in urban areas (0.92).
- ◆ Boys outnumber girls both at the Primary and Upper Primary levels of education, which is also reflected in the share of girl's enrolment.
- ◆ GPI in Primary enrolment indicates that the index remained above 0.90 in 26 states. Meghalaya and Puducherry had the highest GPI of above 1.
- ◆ The national capital Delhi reported a GPI of 0.89 in Primary and 0.88 in Upper Primary enrolment.
- ◆ Kerala too has a very high GPI in case of Upper Primary enrolment (0.93).
- ◆ States such as Bihar and Rajasthan had a little low GPI in Primary enrolment, indicating that the goal of UPE in these states may not be realised unless all girls are brought under the education system.

- ◆ The share of girls' enrolment also indicates that it is lower than the share of boys' enrolment, both at Primary (47.79 percent) and Upper Primary (45.80 percent) levels of education.
- ◆ Girls' share both in Primary and Upper Primary enrolment is found to be lower in rural areas (47.75 and 45.17 percent) than the same in urban areas (47.95 and 47.70 percent).
- ◆ The percentage of girls' enrolment in government managed schools was found to be higher than the same in case of private managed schools.
- ◆ Except in Bihar, in all other states the share of girls' enrolment at the Primary level has been above 45 percent. In Bihar, it is only 44.36 percent at Primary and 38.87 percent at the Upper Primary level.
- ◆ The highest share of girls' enrolment at Primary level is noticed in case of Puducherry (51.60 percent).
- ◆ All government schools together had enrolment percentage as high as 90.75 compared to only 59.10 in case of private managements schools corresponding to which the share of government and private schools to total schools was 83.14 and 16.86 percent respectively.
- ◆ It is observed that 91.09 percent of the total Primary schools are located in rural areas. However, of the total enrolment in Primary classes, only 84.60 percent was found to be in schools located in rural areas.
- ◆ Enrolment in schools run by private managements has been a bit higher than their share of schools.
- ◆ All government schools together had 72.61 percent of the total elementary enrolment.
- ◆ About 90 percent Primary schools in 2005-06 were under government managements with an enrolment of only 82.78 percent.
- ◆ The share of Primary enrolment in government managed schools further reveals that majority of states had their percentage share above 90.
- ◆ About 180 out of 581 districts reported decline in Primary enrolment.
- ◆ At the Primary level, the share of SC and ST enrolment with respect to total enrolment works out to be 18.95 percent and 9.56 percent respectively which is just in tune with their percent share in total population.
- ◆ All Elementary classes together have 18.64 percent SC and 9.02 percent ST enrolment.
- ◆ Three states from the north-eastern region, namely Meghalaya, Mizoram and Nagaland, have above 90 percent ST enrolment which matches well with the percentage share of ST to the total population in these states.
- ◆ Lakshadweep reported above 90 percent ST enrolment against 73.13 percent in Arunachal Pradesh and 69.53 percent in Dadra and Nagar Haveli.
- ◆ The share of SC girls to total SC enrolment in case of Bihar has been only 40.40 percent which is also the lowest in the country.
- ◆ Notably, at all levels, government has been the main provider and caterer of the educational needs of both the SC and ST children.
- ◆ Percentage in case of SC enrolment in Primary classes is as high as 84.39; schools under private managements had only 15.61 percent of the total SC Primary enrolment, and only 11.40 percent in case of Upper Primary.

- ◆ Both SC and ST enrolment together had a share of 80.34 and 85.80 percent respectively in case of Primary and Upper Primary levels of education under government managements.
- ◆ During the period 2003-04 to 2004-05, the share of OBC enrolment in the total Primary enrolment remained almost stagnant but in the following year 2005-06, it increased to 41.72 percent from 40.54 percent in 2003-04.
- ◆ About 1.62 million disabled children are enrolled in elementary classes across the country, of which 1.24 million are in Primary and 0.38 million in Upper Primary classes.
- ◆ The percentage of children with disability, both in Primary (0.99 percent) and Upper Primary classes (0.87 percent) is around one of the total enrolment in these classes.
- ◆ Almost one in every three disabled students in Elementary classes has been found to be having some problem in moving.
- ◆ The percentage of enrolment in Pre-primary classes in 2005-06 was as low as 6.94, 6.23 and 17.04 respectively in the case of Primary, Elementary and Integrated Higher Secondary schools.
- ◆ The percentage of Pre-primary enrolment is a bit higher in urban areas compared to the same in the rural areas.
- ◆ Amongst the major states, the highest percentage of Pre-primary enrolment in Primary schools is noticed in the case of Karnataka (28.38) and the lowest 2.73 in Bihar.
- ◆ The percentage of enrolment in single-teacher Primary schools declined significantly during the period from 2002-03 to 2005-06.
- ◆ About 16.58 percent of the total Primary schools in 2005-06 were found to be single-teacher schools, which have 8.39 percent 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 (7.37 percent), compared to 17.47 percent in rural areas.
- ◆ In a few states like Bihar and Jharkhand, the percentage of enrolment in single-teacher Primary schools, both under government and private managements is equally high.
- ◆ All schools together reported 1.94 percent of the total elementary enrolment in schools without building, compared to 2.22 percent in the previous year.
- ◆ Compared to 4.59 percent Primary schools without building, the share of enrolment in such schools is only 2.58 percent of the total enrolment in Primary classes.
- ◆ About 7.95 percent of the total elementary schools in the country did not have blackboard which has 4.21 percent of the total elementary enrolment.
- ◆ Of the total schools without blackboard, 21,699 schools even did not have a teacher. On the other hand, about 46.4 thousand schools did not have school building, of which 2,716 schools even did not have a teacher.
- ◆ Of the total schools, about 31 percent of them have student-classroom ratio of 60 and above. The percentage of enrolment in such schools in case of Bihar is as high as 74.47.
- ◆ Percentage of enrolment in schools having student-classroom ratio 60 and above in government managed schools is quite high than the same in private managed schools.
- ◆ Of the total enrolment in Primary schools, 38.45 percent has been in schools that have student-classroom ratio 60 and above. The percentage of enrolment in case of Bihar has been as high as 76.55 compared to 66.45 in Uttar Pradesh.

- ◆ The apparent survival rate at the all-India level reveals that over a period of time the same has improved which is true for both boys and girls. At the all-India level, it has improved from 63 percent in 2003-04 to 70 percent in 2005-06.
- ◆ Apparent survival rate in rural areas (66 percent) and urban areas (86 percent) reveals a significant difference, which is also separately true for boys and girls.
- ◆ Survival rate in a number of states from the northern part of the country is too low to attain the status of universal retention.
- ◆ States from the southern region, such as Andhra Pradesh, Kerala, Karnataka and Tamil Nadu, have a very high apparent survival rate.
- ◆ The retention rate shows gradual improvement. It has improved to 71.01 percent in 2005-06; still it is too low from the goal of universal retention at the Primary level.
- ◆ A few states such as Tamil Nadu, Kerala, Himachal Pradesh and Madhya Pradesh have much higher retention rate at Primary level than the average of all the districts. It seems that with a little more effort, these states can easily move towards achieving the goal of universal retention at the Primary level of education.
- ◆ In Bihar and Jharkhand, retention rate is low at 42.34 and 59.38 percent respectively. Without much improvement, neither these states nor the country as a whole can achieve the goal of universal retention at the Primary level of education.
- ◆ It is observed that average promotion rate in Grades I-V for cohort 2004-05 has improved to 83.76 percent from its previous level of 81.53 percent in 2003-04.
- ◆ As many as 9.99 million children repeated elementary grades which is about 5.90 percent of total elementary enrolment.
- ◆ About 85 percent of the total repeaters were located in the rural areas and the balance 15 percent in the urban areas.
- ◆ The distribution of repeaters by reasons reveals that 6 out of 10 repeaters repeat just because of failure.
- ◆ The average repetition rate in a few states, such as, Bihar (13.54 percent), Chhattisgarh (12.14 percent) and West Bengal (13.63 percent) is observed to be very high and above the national average (6.29 percent).
- ◆ The drop-out rate for cohort 2004-05 indicates an average rate of 9.96 percent in primary grades against 10.64 percent during the previous cohort.
- ◆ A significant deviation is observed in children transitioning in the rural and urban areas. Almost every child in the urban areas transitioned from Primary to Upper Primary level but the same is not true for children in the rural areas.
- ◆ Compared to a low transition rate of 63.42 percent in Bihar, 67.00 percent in Uttar Pradesh and 70.54 percent in Madhya Pradesh, the same is very high in case of Himachal Pradesh, Kerala, Tamil Nadu, Uttarakhand and Andhra Pradesh.
- ◆ Bihar too reported a low transition rate of 65.18 percent in case of boys and 60.83 percent of girls.
- ◆ A few states from the north-eastern part of the country also reported lower transition rates than the average of all districts.

- ◆ The coefficient of efficiency reveals that the primary education system is efficient to the tune of only 62.40 percent. There is much scope for further improvement.
- ◆ In a few states, such as Bihar (51.50 percent), Uttar Pradesh (44.78 percent) and Rajasthan (53.18 percent), the coefficient of efficiency obtained is much lower than the average of all states.
- ◆ In Kerala and a few smaller states, primary education system seems to be an efficient one.
- ◆ On an average, a primary graduate takes 9.08 years to become graduate, compared to ideal of 5 years.
- ◆ The percentage of over-age and under-age children at Primary level slightly increased to 14.57 percent in 2005-06 from 14.26 percent in 2004-05.
- ◆ The percentage of over-age and under-age children in case of Upper Primary level is much higher than in case of the Primary level of education.
- ◆ Compared to 12.30 percent under-age children at Upper Primary level, the percentage of over-age children is 6.15.
- ◆ The enrolment, both at Primary and Upper Primary levels of education, has shown consistent increase over a period of time.
- ◆ The GER at Primary level is estimated to be 103.77 percent, corresponding to 84.53 percent NER.
- ◆ NER in a good number of states is much higher than the average of all districts (84.53 percent). A few states are almost near achieving the goal of universal primary enrolment.
- ◆ Above 80 percent children passed the terminal Grades IV/V and VII/VIII. The pass percentage in case of Grades V is as high as 95 percent.
- ◆ The data on examination results indicates that the learners' attainment, both in the case of Grade IV/V and Grade VII/VIII, is not satisfactory; it is similar to outcome of independent assessment studies conducted in the recent past.
- ◆ Only 47.83 percent boys and 48.50 percent girls passed Grade IV/V with a score of 60 percent & above, compared to about 37.52 percent boys and 39.57 percent girls scoring 60 percent & above marks in Grade VII/VIII.
- ◆ In many states, the percentage of girls passing with 60 percent & above marks is higher than their counterpart boys, which is more true in the case of Grade VIII.
- ◆ In Bihar, only 20.65 percent boys passed Grade VIII with scoring 60 percent and above against 22.65 percent girls.

### **Teacher-Related Indicators**

- ◆ Number of teachers distributed suggests that about 4.69 million teachers are engaged in teaching in schools imparting elementary education in the country.
- ◆ About 78.24 percent teachers are located in rural areas in 87.23 percent of schools.
- ◆ Primary schools have more than 2.06 million of the total 4.69 million teachers. About 86 percent Primary school teachers are located in rural areas.
- ◆ Every fourth teacher is found to be teaching in an independent Elementary school. The percentage of teachers in such schools in rural and urban areas is 28.09 and 31.44 respectively.

- ◆ Obviously, because of the state size, the highest number of teachers is in Uttar Pradesh (0.53 million), that is, 11.24 percent of the total teachers in the country.
- ◆ The all-India average of all districts reveals that, on an average, there are 4.19 teachers in a school that imparts elementary education.
- ◆ A significant difference is noticed in the availability of teachers in rural (3.76 teachers) and in urban areas (7.40 teachers) and also in schools managed by government (3.62 teachers) and private managements (7.10 teachers).
- ◆ Average number of teachers in government schools is about half of the average in private managed schools.
- ◆ Barring Uttarakhand (2.84 teachers), all other states reported an average of 3 and more teachers in schools that impart Elementary education but the same is not true for all school types.
- ◆ The average number of teachers by school category reveals that the highest number of teachers per school is observed in case of integrated Higher Secondary schools (10 teachers).
- ◆ Primary schools have had an average of 2.84 teachers in 2005-06 against 2.74 teachers per school in 2004-05.
- ◆ Primary schools located in rural areas had an average of 2.67 teachers compared to 4.62 teachers in schools located in urban areas.
- ◆ All Primary schools managed by government had an average of 2.63 teachers per school compared to 4.74 teachers in private managed schools.
- ◆ There are about 145 districts that have more than 50 percent female teachers.
- ◆ All schools together have had 40.33 percent female teachers in 2005-06. Urban areas have higher percentage of female teachers than rural areas which is true for all school types.
- ◆ Compared to 47.72 percent in case of private managements the corresponding percentage of female teachers in case of government schools has been low at 35.77.
- ◆ More than 80 percent of the total teachers in private managed schools in Chandigarh, Daman and Diu, Goa and Puducherry have female teachers.
- ◆ Irrespective of the school type, barring integrated Higher Secondary schools, in none of the other school type, the percentage of female teachers has been satisfactory.
- ◆ In states like Kerala (74.33 percent) and Tamil Nadu (75.30 percent), majority of Primary school teachers are female.
- ◆ As many as 30.73 percent schools that impart elementary education, did not have any female teacher.
- ◆ Irrespective of school types, an improvement in pupil-teacher ratio has been observed during the period 2002-03 to 2005-06.
- ◆ The highest pupil-teacher ratio in 2005-06 is observed in case of Primary schools (40: 1), followed by Elementary (35: 1), Upper Primary attached to Secondary & Higher Secondary, integrated Higher Secondary and independent Upper Primary schools (30:1).
- ◆ All schools together show that Bihar with 65 students per teacher had the highest ratio, and Sikkim with 15, the lowest ratio. Bihar too has a high pupil-teacher ratio of 47 even in case of schools managed by private managements.

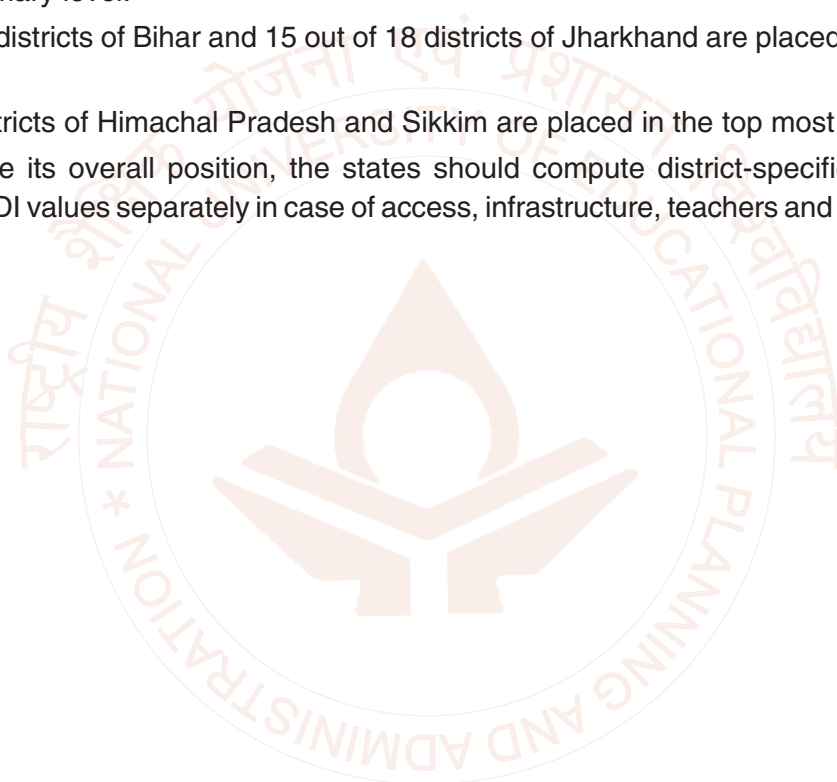
- ◆ Despite the improvement in PTR, still 9 out of 35 States and Union Territories have pupil-teacher ratio above 40:1 in Primary schools. The highest pupil-teacher ratio in Primary Schools is observed to be in Bihar (62:1).
- ◆ Comparatively, pupil-teacher ratio in Upper Primary schools (30:1) is better than that in Primary schools.
- ◆ About 5.49 percent schools located in rural areas have PTR above 100 compared to 4.16 percent in urban areas.
- ◆ The average age of teachers across states suggests that majority of teachers in Primary schools are between 26-45 years which is also true for other types of schools.
- ◆ The percentage of teachers in the age group 18-25 years across school types has been very low.
- ◆ The number of retiring teachers is as high as 298 thousand which is about 6.37 percent of the total number of teachers. About 78 percent of the total retiring teachers will be in the rural areas.
- ◆ A little less than half of the male (44.54 percent), and 46.54 percent female teachers are Higher Secondary and below.
- ◆ The percentage of teachers up to Higher Secondary level is higher in rural areas (48.02 percent) than the same in urban areas (36.25 percent).
- ◆ About 53 percent male and 51 percent female teachers are Graduates and Post Graduates. Urban areas (60.53 percent) have more Graduates and Post Graduates teachers than the same in rural areas (49.72 percent).
- ◆ Irrespective of the school type, a few teachers have even M. Phil and Ph. D degrees (male 0.40 percent and female 0.46 percent).
- ◆ The majority of the Primary school teachers are Higher Secondary and below (55.16 percent).
- ◆ Not much difference is noticed in percentage of teachers below Secondary in rural and urban areas but the same is not true in case of teachers having Graduate and Post Graduate degrees.
- ◆ Only 29.09 percent of the total Primary school male teachers are Graduates against 29.76 percent such female teachers. Another 13 percent male and 14 percent female teachers are Post-Graduates.
- ◆ About 41.36 percent male and 36.45 percent female teachers in urban areas are B.Ed or equivalent compared to 30.95 percent male and 25.78 percent female teachers in rural areas.
- ◆ As many as 1.70 million teachers had undergone in-service training in 2004-05 compared to 1.46 million teachers in 2003-04.
- ◆ About 37.88 percent male and 43.97 percent female teachers (all categories) were imparted in-service training during the previous year.
- ◆ In percentage terms, more female teachers were imparted in-service training than their male counterparts which is true both for rural and urban areas.
- ◆ About 76 percent teachers in Kerala underwent in-service training compared to only 0.80 percent in Sikkim.
- ◆ As many as 499 thousand *para*-teachers were appointed in 2005-06 which is 10.64 percent of total teachers compared to 379 thousand (9.09 percent) in 2004-05.

- ◆ In as many as 79,480 (7.07 percent) schools, only *para*-teachers were working in 2005-06 against 70,820 schools (6.82 percent) in 2004-05.
- ◆ The number of schools with only *para*-teachers in Rajasthan, Madhya Pradesh and Chhattisgarh has been respectively as high as 16,963, 37,285 and 8,488 schools, which is 17.98, 30.71 and 16.53 percent of the total schools in these states.
- ◆ The percentage of male and female *para*-teachers in the total number of male and female teachers comes out to be 11.21 and 10.47 respectively.
- ◆ About 93 percent of the total *para*-teachers have been appointed in rural areas. Urban areas had only 34 thousand *para*-teachers in 2005-06, compared to 465 thousand in rural areas.
- ◆ Majority of *para*-teachers are appointed in the states of Andhra Pradesh, Bihar, Chhattisgarh, Madhya Pradesh, Rajasthan and Uttar Pradesh which together constitute a total of 417 thousand *para*-teachers which is 84 percent of the total *para*-teachers across the country.
- ◆ Chhattisgarh, Jharkhand and Madhya Pradesh have at least one *para*-teacher in its schools imparting elementary education.
- ◆ About 66 percent of the total 499 thousand *para*-teachers are posted in Primary schools.
- ◆ Notably, *para*-teachers are not confined only to Primary schools. A good number of other types of schools also had *para*-teachers in 2005-06.
- ◆ About 51.91 percent male and 47.41 percent female *para*-teachers are Graduates and above compared to 53.05 percent male and 50.89 percent female regular teachers.
- ◆ Only 2.42 percent male and 2.37 percent female *para*-teachers are below Secondary level, compared to 2.84 male and 3.35 percent female regular teachers.
- ◆ *Para*-teachers are better qualified than regular teachers, but majority of them do not possess professional qualification.
- ◆ About 22.02 percent male and 14.38 percent female *para*-teachers in Primary schools have B.Ed or equivalent degrees.
- ◆ About 23 percent male and 22 percent female *para*-teachers in Primary schools are J.B.T or equivalent and another 12.88 percent male and 10.02 percent female teachers S.B.T or equivalent.
- ◆ About 83 percent SC and 79 percent ST teachers are employed respectively in the government and private managed schools.
- ◆ Government schools share of total SC and ST teachers is 80 percent, compared to 20 percent in case of private managed schools.
- ◆ The percentage of teachers involved in non-teaching assignments has been as low as 15.06 percent.
- ◆ On an average, a teacher was involved in non-teaching assignments only for 17 days.
- ◆ In rural areas, teachers were involved in assignments for 16 days compared to 21 days in urban areas.

### **Educational Development Index**

- ◆ Based on the DISE data, an effort has been made to compute an Educational Development Index separately for Primary and Upper Primary level of education and composite index for the entire Elementary education.

- ◆ As many as 22 indicators have been used which were further re-grouped into four sub-groups, namely access, infrastructure, teachers'; and outcome indicators.
- ◆ Mizoram outperformed other six states in the north-eastern region which is true for Primary, Upper Primary and composite Primary and Upper Primary (Elementary) levels of education.
- ◆ Puducherry is ranked 4th in case of Primary (EDI, 0.65) and 2<sup>nd</sup> in case of Upper Primary (EDI 0.75) levels of education, and is ranked first at these levels amongst the seven smaller states.
- ◆ The composite Primary and Upper Primary education EDI reveals that Kerala (EDI 0.708), Delhi (0.707), Tamil Nadu (0.701), Karnataka (0.674), and Himachal Pradesh (0.668) are the top five ranking states.
- ◆ Bihar (rank 21), Jharkhand (20), West Bengal (19), Uttar Pradesh (18), Assam (17), Madhya Pradesh (16) and Orissa (15) are the seven low ranking states on a composite Primary and Upper Primary level.
- ◆ All the 37 districts of Bihar and 15 out of 18 districts of Jharkhand are placed in the bottom most quartile.
- ◆ All the districts of Himachal Pradesh and Sikkim are placed in the top most quartile.
- ◆ To improve its overall position, the states should compute district-specific EDIs and should analyse EDI values separately in case of access, infrastructure, teachers and outcome indicators.





# DISE: An Introduction

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## Background

Free and compulsory education to all children up to the age of fourteen years is Constitutional commitment in India. The Government of India initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE) among which the *Sarva Shiksha Abhiyan* (SSA), launched in 2001, is the most recent one. It aims at achieving universal primary education by 2007 and universal elementary education by 2010. For successful implementation of any educational programme, effective monitoring and an efficient information system are essential. While monitoring framework under SSA is developed separately, concerted efforts have been made towards strengthening of Educational Management Information System (EMIS) in India in general and elementary level of education in particular.

A number of government and semi-government agencies are involved in the collection of information on educational variables. Among them the Department of Higher Education of the Ministry of Human Resource Development (MHRD), Government of India, is the main agency responsible for the collection of numeric information on regular basis. The MHRD collects information from all the recognized institutions of the country annually with 30<sup>th</sup> September as the reference date and school being the unit of collection. MHRD publishes the information thus collected in its publication *Education in India*. The latest available volumes of this publication covering various aspects are: 1998-99, Volume I: Numeric Information; 1996-97, Volume II: Financial

Data; and 1999-2000, Volume III: Examination Results. However, a provisional publication *Selected Educational Statistics*, is the latest available for the year 2004-05.

The National Council of Educational Research and Training (NCERT) also collects information on special variables through its All India Educational Survey, once in every five to eight years with habitation as its unit of data collection. Full results of the Seventh Survey, with September 30, 2002 as its date of reference, are still awaited. The basic purpose of collecting information on special variables through these surveys is to provide inputs for formulating five-year plans. The 10<sup>th</sup> Plan was developed much before the survey data could be disseminated. As of now, only *Flash Statistics* covering a few selected variables is disseminated, through the process of developing 11<sup>th</sup> Plan (2007 to 2012) has already been initiated. The limited latest survey data that is available is for the year 2002-03. NCERT has also disseminated limited statistics through its website. However, neither the MHRD nor NCERT disseminates full set of district-specific data.

On the other hand, a number of semi-government agencies, like the National Sample Survey Organization (NSSO), Census of India, and the International Institute for Population Studies (National Family Health Survey) also from time to time collect information on a few educational variables as part of their normal household sample surveys. In addition, recently the Government of India through the Educational Consultants India Limited and Indian Market Research Bureau (IMRB), had commissioned a nation-wide survey

for estimating the out-of-school children of age group 6-14 years. Similarly, a non-government organization, *Pratham*, has also conducted a household survey to estimate out-of-school children (6-13 years), facilities in schools and learning ability of children in the rural India. It has decided to conduct similar surveys till 2010 (for details see *Student Flow at Primary Level: A Study based on DISE Data*. MHRD, Government of India, and NUEPA, New Delhi, 2007).

Indian education system is one of the largest education systems in the World as it caters to the needs of more than 1,028 million people (as per 2001 Census). In view of its size, the information system has certain limitations, both administrative and non-administrative. Some of these limitations are: (i) multiple data collection agencies and directorates involved in data collection and lack of coordination among them; (ii) lack of understanding of the concept and definitions of educational statistics; (iii) lack of adequate, qualified and trained staff at different levels; (iv) problems in distribution and collection of data-capture formats; (v) lack of district-specific time-series data; (vi) time-lag in data; (vii) reliability of education data; (viii) data gaps; (ix) lack of computers at lower levels; (x) creation of new districts and redemarcation of boundaries of the existing districts; (xi) poor dissemination and utilization of data; and (xii) lack of accountability at all levels. Notwithstanding these limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular. The manual collection of information system under the MHRD even does not

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

have school specific format. Rather it has got consolidated sheets at different levels. In view of this, it is not possible to undertake validation of data at any level. The first consolidation of data takes place at the block level and in large blocks in view of a large number of schools; it is not an easy task to consolidate the data manually, especially when officers at this level are generally not properly trained to deal with huge amount of data.

Sporadic attempts have been made in the past to develop a computerized educational management information system in India. Of these, efforts made under the District Primary Education Programme (DPEP) and *Sarva Shiksha Abhiyan* (SSA) are apparently among the sincerest ones. Most of the earlier attempts at the Central and State Governments levels failed to sustain and as such the overall situation remained a matter of concern. At the time of initiating District Primary Education Programme (DPEP) in 1994-95, it was felt that a sound information system was essential for successful monitoring and implementation of the programme. It was also realized that to strengthen the educational statistical database for planning and management in a decentralized framework, an innovative model was needed. It was expressed that DPEP, with a focus on decentralized planning,

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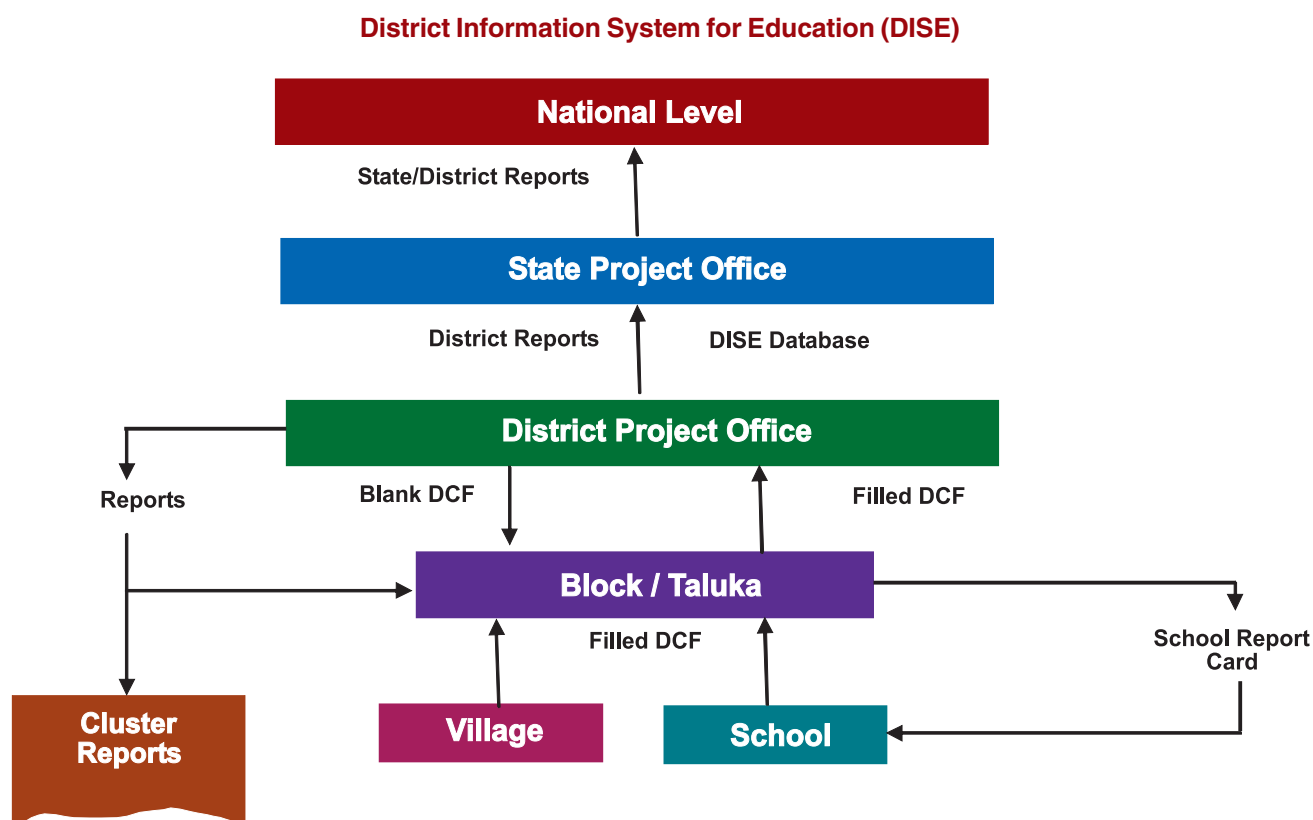
required up-to-date and reliable school level information as soon as it was collected. It further reiterated, in the context of decentralization of primary education, the imperativeness of more efficient and effective school and community databases so that the signals relating to the trends in critical indicators could be tracked at various levels of decision-making. The MHRD in 1994-95, as a part of

the DPEP national endeavour, decided to design and develop a school-based computerized information system, the main responsibility for which was entrusted to the National Institute of Educational Planning and Administration (NIEPA), New Delhi (now National University of Educational Planning and Administration [NUEPA]).

In this background, a pilot project for revitalization of educational statistics in India was initiated at NUEPA during 1995 with financial assistance from UNICEF. The project aimed at examining issues related to identification of data needs, processes and procedures for data collection, developing a framework for data flows and computerization, and facilitating the use of educational indicators in planning, management, monitoring and evaluation. Such a comprehensive and integrated approach was necessitated by the fact that the then existing system could not provide

the school level data in time and that it was highly limited in scope and coverage. Similarly, the use of educational statistics for planning and monitoring in the decentralized framework was also minimal. There were no systematic checks on the internal consistency of data. Data on many critical variables was either not collected at all or was not processed to facilitate decision-making.

In tune with the spirit of the DPEP, district was selected as a nodal point for collection, computerization, analysis and use of school level data. NUEPA professionals, with the involvement of other experts, designed and developed the core Data-Capture Formats. Accordingly, NUEPA designed the software for implementation at the district level and provided the necessary technical and professional support to DPEP districts.



**Figure 1.1 : Data Flow Diagram**

The first version (dbase) of the software, named as 'District Information System for Education' (DISE) was released during the middle of 1995. The district level professionals were assisted and trained in the establishment of EMIS units. The first major review of the DISE software was undertaken during 1997-98 (PowerBuilder/SQL Anywhere). The software was later re-designed in 2001 in the light of requirements of the SSA (PowerBuilder/Oracle). Not only the coverage of DISE was extended to non-DPEP states but it was also extended from primary to the entire elementary level of education. In view of the state-specific requirements, NUEPA conducted workshops in 2005 and 2006 and sought suggestions about DISE format and software. In the light of their outcome, DISE format as well as software has been modified and made available to all the DISE users across the country through which information on the following additional variables is also being collected starting from 2006-07:

- Schools by Type of Boundary Wall
- Schools by Source of Drinking Water
- Furniture for Teachers and Students and Availability of Kitchen Shed in the School
- Enrolment by Minority
- Distribution of Children by Multiple Disabilities
- Examination Results of SC and ST Students etc.

Efforts have been made to develop DISE as a complete user-friendly menu-driven software. Some of the features that are incorporated in the modified software are:

- Complete flexibility will be provided to users to add 'n' number of state and district-specific supplementary variables in the Data-

**“The first version of the software, named as 'District Information System for Education' was released during the middle of 1995”**

Capture Format and generate reports at all desired levels;

- To improve the consistency of data, efforts are being made to highlight schools that reported inconsistent data;
- Export data to popular formats such as Excel, Text etc. will be made available;
- Users will be able to make data entry at block level and then merge the data into single district level database by using the new improved DISE2001 Export Utility etc.

### **DISE 2001 : Main Features**

The main features of DISE 2001 are briefly presented below:

- The system covers eight years of schooling in all primary, upper primary and primary/upper primary sections of the secondary and higher secondary schools.
- The concept and definitions of educational variables involved therein have been standardized at the national level and are uniformly followed by all districts and states.
- Manual aggregation of data at different levels is completely replaced by computerized data entry and report generation system.
- It provides time-series data at school, village, cluster, block and district levels.
- The system defines core data on school location, management, rural-urban, enrolment, buildings, equipment, teachers, incentives, medium of instruction, children with disabilities, examination results and student flows.

## DISE : An Introduction

- Detailed data on individual teachers, para-teachers and community teachers and their profile, including data on in-service training received, is collected and made available.
- It eliminates the chances of data manipulation at various levels. The school remains responsible for correctness of the data supplied. “States need to ensure correctness of the data supplied on five percent sample basis.”
- The states/districts have flexibility of adding supplementary variables depending upon their specific requirements on year-to-year basis. No additional software for computerization and analysis of state/district specific data is required.
- The states/districts can develop their own large database using ‘designer’ module and integrate a variety of school/cluster/block level data with it. The software handles multiple databases at various levels and provides tools of data analysis and presentation.
- A large number of standardized reports on school-related variables and performance indicators aggregated at the cluster, block and district levels, are generated by the software.
- DISE ensures two-way flow of information. School summary report for each school is generated for sharing with the school and members of Village Education Committee.
- It provides an easy-to-use dynamic graphics facility to enhance the presentation of various types of graphs and data.
- DISE presents multi-user and modular system of software design for better management and security of databases.
- It responds to pre-defined queries on standard aspects, like school list, list of villages without primary and upper primary schools, single-teacher schools, schools without buildings, schools with high PTR, etc.
- It helps user defined dynamic query on hundreds of variables.
- It provides facilities for basic statistical analysis, including generation of new variables and their analysis.
- The reports can be shared across a large number of users without full software installation.
- Data can be exported to many other formats for statistical and other analyses by users etc.

### Major Outcomes of DISE Efforts

- Through the concerted efforts, MIS Unit is now operational both at the district and state levels and is equipped with necessary hardware and software.
- The DISE software is now operational in all the districts of the country (35 States & UTs) and is providing vital information for policy formulation and preparation of district elementary education plans.
- What is more remarkable about DISE is that it has drastically reduced the time-lag in the availability of educational statistics which is now down from 7-8 years to less than a year at the national level and only a few months at the district and state levels. Gap between collection and dissemination of data stands reduced dramatically. Time-lag within the state is reduced to a few months. Data (as on September 30, 2006) for 2006-07 is available in

**“States need to ensure correctness of the data supplied on five percent sample basis”**

many states in ready-to-use form.

- DISE has also eliminated data gaps as comprehensive information is now available on all aspects of universal elementary education across the country.
- It is for the first time that a time-series data is made available at the school level. The trend analysis of DISE data helps in identifying major block and district-specific issues for being used in developing perspective and annual plans.
- For the first time, a District Report Card on elementary education is being released annually as part of DISE dissemination activities, which contains time-series and cross-sectional data on a number of variables at the district level. State Report Cards have also been developed and are being disseminated for the last four years. The Analytical Report containing detailed analysis of DISE data is also being published annually (see Table A1).
- A number of states have come out with their own publications and disseminate district and block-specific data on different aspects of UEE. In addition, a few states have extended the coverage of DISE to the unrecognized schools. A study based on the unrecognized schools of Punjab was recently brought out by NUEPA which was well received by the education planners and policy makers. Similarly, NUEPA also brought out a study on *Student Flow at Primary Level* which is based on DISE 2004-05 and 2005-06 data.
- DISE helps develop a national level system, which integrates district and state systems into a hierarchical database. Every effort is made to promote the use of DISE data for

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

planning, management and monitoring of SSA through case studies, orientation and training workshops of educational planners and administrators. It has now become a regular feature to share the DISE data at different levels every year. A number of states have recently conducted data sharing workshops. At the national level, major findings of DISE data are being shared every year with planners, administrators, policy makers, educationists and other data users.

- Official website of DISE (<http://dpepmis.org>) has been developed and is being updated frequently. District Report Cards and raw data in case of each of the district covered under DISE are uploaded. Data-Capture Formats, software patches etc. are also made available to users. Analytical Reports are also made available on the Internet.
- District Report Cards and Analytical Reports have also been made available to users in a Compact Disk.
- As an online help to users, DISE group of users is formed on the Internet, which is very active. Users post problems of common interest to group for their solutions.
- The Government of India has recently constituted a committee to review educational statistics, report of which is awaited. Most likely the committee may recommend expansion of DISE from elementary to secondary and higher secondary levels of education. In fact, a few states (Andhra Pradesh, Kerala, Tamil Nadu, Jharkhand, Karnataka etc.) at their own have already extended the cover of DISE in their states. A few states have also decided to have DISE as the only source of information so far as elementary level of education is concerned.

**Table A1**  
**DISE Annual Publications**

- Elementary Education in India: Progress towards UEE: DISE Flash Statistics
- Elementary Education in India: Where do we stand?, District Report Cards, Volume I
- Elementary Education in India: Where do we stand?, District Report Cards, Volume II
- Elementary Education in Rural India: Analytical Tables
- Elementary Education in Urban India: Analytical Tables
- Elementary Education in India: Where do we stand?, State Report Cards
- Elementary Education in India: Progress towards UEE, Analytical Report

In addition to the annual publications mentioned above (see Table A1), the Union Human Resource Minister recently released School Report Cards of more than 1 million primary and upper primary schools/sections. In addition to quantitative information, the Report Cards also provide qualitative information and a descriptive report about individual schools. And, all that can now be accessed with the click of a mouse ([www.schoolreportcards.in](http://www.schoolreportcards.in)). The Report Cards are produced to provide users comprehensive information on all the vital parameters, be it student, teacher or school related variables, yet concise, accurate information about each school in a standard format which is easy to understand and allows meaningful comparisons to be made among schools.

Through DISE Flash Statistics: 2005-06, an effort has also been made, perhaps for the first time, to compute an Educational Development Index based on DISE data and states were ranked accordingly. To facilitate computation of district-specific EDIs, NUEPA recently conducted workshops to orient state level officers towards computation of an EDI. In addition, based on EDI, an attempt has also been made to rank all the districts

of the country. It is hoped that EDI will help in deciding the future course of investment on elementary education.

Despite all these significant achievements, inadequate utilization of DISE data still remains a major area of concern. Though over time, data utilization has improved, which is reflected in the District Elementary Education Plans developed under the aegis of *Sarva Shiksha Abhiyan*, yet there is still scope for further improvement. States have been encouraged to organize sharing workshops at block, district and state levels. During the previous years, efforts have been made to create demand for the DISE data. District Report Cards, State Report Cards, DISE Flash Statistics, Elementary Education in Rural and Urban India and Analytical Reports have been made available to a large number of university libraries, research and resource institutions, educationists, planners, administrators, policy makers and other data users across the country. This will be further intensified during the current year. In addition, UNICEF has also decided to support studies based on the DISE data. At the international level, to create awareness about DISE and type of data it generates, presentations

**“An effort has been made, perhaps for the first time, to compute an Educational Development Index based on DISE data and states were ranked accordingly”**

were made at the Oxford and Cambridge Universities (UK). Through concerted efforts, it is hoped that demand for DISE data will be generated in years that follow.

### **DISE: Coverage**

Initially, 42 districts across seven DPEP phase-one states, namely Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu, were covered under DISE. The number of districts covered has gradually increased with the expansion of the DPEP as the districts included under phase-two and three have also been covered. At the end of 2001, more than 270 districts spread over 18 states of the country had adopted DISE. With the launching of the *Sarva Shiksha Abhiyan* in 2001, the scope of DISE was extended to the entire elementary level of education, embracing all the districts of the country. It is worth mentioning here that one of the important pre-project activities under the *Sarva Shiksha Abhiyan Programme* was to strengthen the management information system, for which funds were provided to districts covered under SSA. Even prior to SSA, a number of DPEP states expanded the coverage of DISE to their non-DPEP districts. In 2002-03, the coverage was further expanded to 461 districts across 18 states. However, the coverage was confined only to DPEP states. During 2003-04, the coverage was further widened to cover as many as 539 districts (including bifurcated districts) across 25 states & UTs of the country (Table A2). Except Haryana, the coverage in all other states in terms of districts in 2003-04 was complete. Haryana could supply data of only 17 out of its 19 districts. On the other hand, Punjab submitted data only in case of government schools. It was for the first time that seven non-DPEP states ie Chandigarh, Manipur, Meghalaya, Mizoram, Nagaland, Punjab and Tripura adopted DISE during 2003-04. During

**“By the year 2005-06 all the districts of the country spread over all the 35 States and UTs had been covered under DISE”**

2004-05, four more states and UTs, ie Arunachal Pradesh, Delhi, Jammu & Kashmir, and Puducherry were covered under DISE. However, Jammu & Kashmir could cover only 12 out of its 14 districts. By the year 2005-06 (30 September 2005), all

the districts of the country spread over all the 35 States and UTs had been covered under DISE (see Figure 1.2).

NUEPA is committed to provide professional and software support to all the States and UTs. Accordingly, it has organized a number of Capacity Building Workshops, both for the state and district level MIS officials.

### **The Present Publication**

District Report Cards and State Report Cards (2005-06) have already been published separately (*Elementary Education in India: Where do We Stand - District Report Cards : 2005-06, Volume I & II*; and *Elementary Education in India: Where do We Stand - State Report Cards, 2005-06*). NUEPA and Government of India, New Delhi, 2007). With this, the state-wise DISE data is now available for four years and the district-wise data for more than six years. This data is also available on the official website of DISE ie <http://dpepmis.org>.

State-wise number of blocks, villages, schools etc, from which data is received is presented in the Table A3. The indicators analyzed and tables presented in the document are divided into the following four parts:

- Schools and School-Related Indicators;
- Facilities in Schools;
- Enrolment and Enrolment-Related Indicators;
- Teachers and Teacher-Related Indicators;
- Educational Development Index.

**Table A2**  
**DISE 2005-06 : Coverage**

Sl. No.	States/UT	School Structure		Number of Districts Reported Data			
		Primary	Upper Primary	2001 Census	DISE		
					2003-04	2004-05	2005-06
1	Andaman & Nicobar Islands	I-V	VI-VIII	2	-	-	2
3	Andhra Pradesh	I-V	VI-VIII	23	23	23	23
2	Arunachal Pradesh	I-V	VI-VIII	13	-	15*	15*
4	Assam	I-IV	V-VII	23	23	23	23
5	Bihar	I-V	VI-VIII	37	37	37	37
6	Chandigarh	I-V	VI-VIII	1	1	1	1
7	Chhattisgarh	I-V	VI-VIII	16	16	16	16
8	Dadra & Nagar Haveli	I-IV	V-VII	1	-	-	1
9	Daman & Diu	I-IV	V-VII	2	-	-	2
10	Delhi	I-V	VI-VIII	9	-	9	9
11	Goa	I-IV	V-VII	2	-	-	2
12	Gujarat	I-IV	V-VII	25	25	25	25
13	Haryana	I-V	VI-VIII	19	17	19	19
14	Himachal Pradesh	I-V	VI-VIII	12	12	12	12
15	Jammu & Kashmir	I-V	VI-VIII	14	-	12+	14
16	Jharkhand	I-V	VI-VIII	18	22*	22*	22*
17	Karnataka	I-IV	V-VII	27	27	27	27
18	Kerala	I-IV	V-VII	14	14	14	14
19	Lakshadweep	I-IV	V-VII	1	-	-	1
20	Madhya Pradesh	I-V	VI-VIII	45	45	45	48*
21	Maharashtra	I-IV	V-VII	35	35	35	35
22	Manipur	I-V	VI-VIII	9	-	-	9
23	Meghalaya	I-IV	V-VII	7	7	7	7
24	Mizoram	I-IV	V-VII	8	8	8	8
25	Nagaland	I-V	VI-VIII	8	8	8	8
26	Orissa	I-V	VI-VII	30	30	30	30
28	Puducherry	I-V	VI-VIII	4	-	4	4
27	Punjab	I-V	VI-VIII	17	17	17	17
29	Rajasthan	I-V	VI-VIII	32	32	32	32
30	Sikkim	I-V	VI-VIII	4	4	4	4
31	Tamil Nadu	I-V	VI-VIII	30	29	29	30
32	Tripura	I-V	VI-VIII	4	4	4	4
33	Uttar Pradesh	I-V	VI-VIII	70	70	70	70
34	Uttarakhand	I-V	VI-VIII	13	13	13	13
35	West Bengal	I-IV	V-VIII	18	20*	20*	20*
	<b>All Districts</b>	-	-	<b>593</b>	<b>539*</b>	<b>581*</b>	<b>604*</b>

Note: \* : Including bifurcated districts.

+ : Data for all districts not reported.

District Information System for Education (DISE)

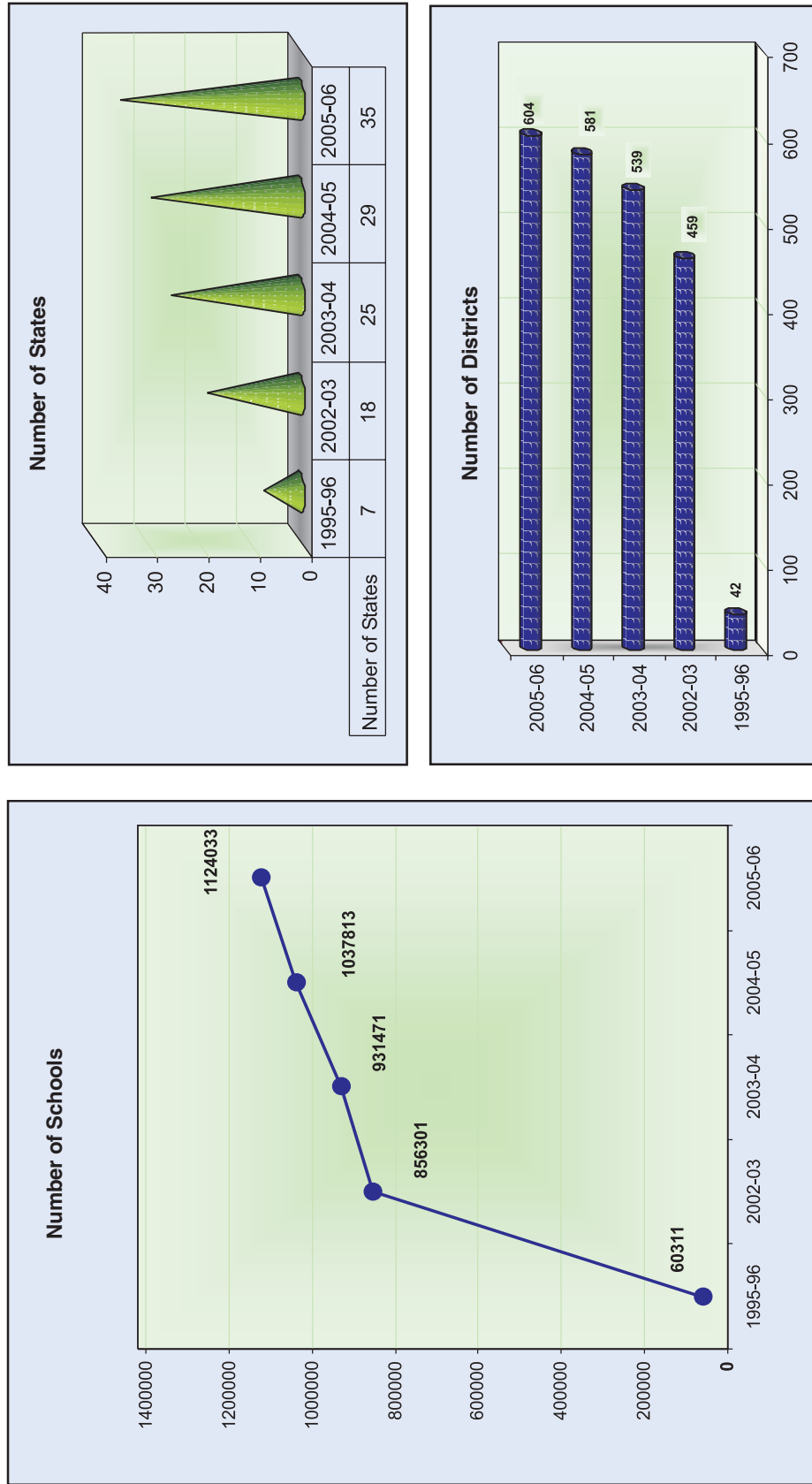


Figure 1.2 : Coverage

**Table A3**  
**DISE 2005-06: State Summary**

Sl. No.	State/UT	Data Reported From					
		Districts	Blocks	Villages	Schools	Enrolment**	Teachers
1	A & N Islands	2	9	236	287	48298	2967
2	Andhra Pradesh	23	1128	24996	94984	11122940	462869
3	Arunachal Pradesh	15	76	2506	3070	252302	10741
4	Assam	23	145	19612	40215	3952262	159892
5	Bihar	37	532	32398	53778	13397041	207347
6	Chandigarh	1	20	20	185	119056	4862
7	Chhattisgarh	16	145	23460	51347	4807510	169288
8	D & N Haveli	1	1	67	228	39202	963
9	Daman & Diu	2	2	71	101	24163	720
10	Delhi	9	28	403	4542	2218952	64284
11	Goa	2	11	609	1345	138028	5501
12	Gujarat	25	230	19536	37256	7155000	206693
13	Haryana	19	120	7172	13559	2084377	63051
14	Himachal Pradesh	12	115	9944	16013	1071820	52778
15	Jammu & Kashmir	14	199	6914	19451	1567137	89408
16	Jharkhand	22	237	26253	36211	5307134	111311
17	Karnataka	27	181	27572	54085	6914456	227785
18	Kerala	14	157	2018	11381	3300546	114268
19	Lakshadweep	1	8	24	30	9671	595
20	Madhya Pradesh	48	321	55244	121335	13535429	378640
21	Maharashtra	35	376	42757	84286	14958687	509402
22	Manipur	9	35	2226	3849	438075	21920
23	Meghalaya	7	44	4925	8128	433524	25445
24	Mizoram	8	36	767	2521	220086	13233
25	Nagaland	8	49	1282	2514	421879	19376
26	Orissa	30	381	36896	51881	5842193	169232
27	Puducherry	4	6	346	616	140999	5882
28	Punjab	17	141	12288	20298	2400065	72704
29	Rajasthan	32	341	37271	94319	11677476	354439
30	Sikkim	4	9	785	1097	117759	7908
31	Tamil Nadu	30	419	19258	51574	9754697	331513
32	Tripura	4	45	926	3548	697687	30344
33	Uttar Pradesh	70	961	88930	161869	30174852	527035
34	Uttarakhand	13	102	11529	18907	1347696	51507
35	West Bengal	20	482	37432	59223	12592333	234278
	<b>All Districts</b>	<b>604</b>	<b>7092</b>	<b>556673</b>	<b>1124033</b>	<b>168283332</b>	<b>4708181</b>

\* Including bifurcated districts.

\*\* Enrolment as per school structure.

The Tables contain information on hundreds of variables, mostly presented by school category and wherever necessary by rural and urban areas, and management category. Practically, all such indicators on which information is required for formulating reliable elementary education plans are presented 'in ready-to-use form'. Many of these indicators have been included for the first time. Wherever necessary, time-series data is also presented either at the national and/or state level. Except on quality of education, comprehensive information is presented on all the aspects of universalisation, such as on access, enrolment and retention. Examination results (previous year) in the terminal Grade IV or Grades V and VII or Grade VIII are considered as proxy of achievement levels and the same are presented separately in the case of boys and girls. An attempt has also been made to compute indicators of internal efficiency of education system.

The Tables are based on the school level data provided by the State Project/Mission Directors of the Elementary Education Bureau of the MHRD. The data is first cross-checked and validated at the district and then at the state level. After the state is satisfied with the quality and reporting of the data, the data is submitted for final analysis at the national level and for reporting to various project management agencies and also for dissemination at the national level. More specifically, the State Tables contain information on the following important areas of elementary education:

- a) Data on number of blocks, CRC's, villages and schools in case of all the states.
- b) Key data on elementary education in terms of the number of schools, enrolment, and teachers, classified by school category and school management (also in respect of a few variables in case of rural/urban areas).
- c) Grade-wise and level-wise enrolment in each State and UT.
- d) Examination results for the previous academic session for the terminal classes at primary and upper primary levels of education.
- e) Classrooms, categorized into good condition, requiring minor repair, and major repair by school category.
- f) Number of schools by category and by type of buildings.
- g) Sex-wise enrolment of children with disabilities at primary and upper primary levels.
- h) Gender and caste distribution of regular and *para-teachers* and the proportion of teachers undergoing in-service teacher training during the previous year.
- i) Distribution of regular and *para-teachers* by educational and professional qualifications and by school category.
- j) Enrolment by mediums of instructions and by school category.
- k) Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.
- l) Performance indicators in terms of school category; ratio of primary to upper primary schools/sections; enrolment distribution: total, Scheduled Castes, Scheduled Tribes and Other Backward Classes, percentage female enrolment; gender-parity index; classrooms; single-teacher schools; schools with attached pre-primary classes; percentage of under-age and over-age children in primary and upper primary classes; apparent survival rate (up to Grade V), dropout rate, retention rate, and transition rate from primary to upper primary level.
- m) Quality indicators according to category of schools; teacher-pupil ratio; availability of female teachers; schools without female

teacher; blackboard and building; percentage schools received and utilized school development and TLM grant; student classroom ratio; availability of drinking water, common toilet and girl's toilet in school, etc.

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

1.	% Single classroom schools	=	$\frac{\text{Primary schools having single classroom}}{\text{Total primary schools}} \times 100$
2.	% Single teacher schools	=	$\frac{\text{Primary schools with single teacher in position}}{\text{Total primary schools}} \times 100$
3.	% Schools with SCR $\geq$ 60	=	$\frac{\text{Primary schools having student classroom ratio } \geq 60}{\text{Total primary schools}} \times 100$
4.	% Schools with pre-primary sections	=	$\frac{\text{Primary schools having pre-primary sections}}{\text{Total primary schools}} \times 100$
5.	% Schools with common toilet	=	$\frac{\text{Primary schools having common toilet}}{\text{Total primary schools}} \times 100$
6.	% Schools with girls toilet	=	$\frac{\text{Primary schools having girls' toilet}}{\text{Total primary schools}} \times 100$
7.	% Enrolment in government schools	=	$\frac{\text{Enrolment in primary schools having Education Department, Local Body, Tribal Welfare Department \& others as school management}}{\text{Total enrolment in primary schools}} \times 100$
8.	% Enrolment in private schools	=	$\frac{\text{Enrolment in primary schools having private aided and private unaided as school management}}{\text{Total enrolment in primary schools}} \times 100$
9.	% Enrolment in single-teacher schools	=	$\frac{\text{Enrolment in primary schools having single teacher}}{\text{Enrolment in total number of schools having primary category}} \times 100$

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			Primary schools having teacher $\geq 2$ but no female teacher		
10.	% No-female teacher schools (teacher $\geq 2$ )	=	$\frac{\text{Primary schools having teacher } \geq 2 \text{ but no female teacher}}{\text{Total primary schools}}$	x 100	
11.	% Students in schools without building	=	$\frac{\text{Enrolment in primary schools having no building}}{\text{Enrolment in primary schools}}$	x 100	
12.	% Students in schools without blackboard	=	$\frac{\text{Enrolment in primary schools havingno blackboard}}{\text{Enrolment in primary schools}}$	x 100	
13.	% Under-age & over-age children	=	$\frac{\text{Enrolment in Grades I-V below '6' \& above '11' years}}{\text{Total enrolment in Grades I-V}}$	x 100	
14.	% SC enrolment	=	$\frac{\text{Enrolment of SC in primary classes}}{\text{Total enrolment in primary classes}}$	x 100	
15.	% SC girls to SC enrolment	=	$\frac{\text{Enrolment of SC girls in primary classes}}{\text{SC enrolment in primary classes}}$	x 100	
16.	% ST enrolment	=	$\frac{\text{Enrolment of ST in primary classes}}{\text{Total enrolment in primary classes}}$	x 100	
17.	% ST girls to ST enrolment	=	$\frac{\text{Enrolment of ST girls in primary classes}}{\text{ST enrolment in primary classes}}$	x 100	
18.	Pupil -Teacher Ratio (PTR)	=	$\frac{\text{Total enrolment in schools of primary category}}{\text{Total teachers in schools of primary category}}$		
	<i>(Para-teachers have been included while calculating PTR)</i>				
19.	Student-Classroom Ratio (SCR)	=	$\frac{\text{Total enrolment in primary schools}}{\text{Total classrooms in primary schools}}$		

$$20. \quad \% \text{ Schools with } \leq 50 \text{ students in Grades I – IV/V} = \frac{\text{Number of primary schools having enrolment } \leq 50 \text{ in Grades I – IV/V}}{\text{Total primary schools}} \times 100$$

$$21. \quad \% \text{ Schools with PTR } \geq 100 = \frac{\text{Total primary schools having PTR } \geq 100}{\text{Total primary schools}} \times 100$$

$$22. \quad \% \text{ Female teachers} = \frac{\text{Total female teachers in primary schools}}{\text{Total teachers in primary schools}} \times 100$$

(Para teachers have been included while calculating this indicator)

$$23. \quad \% \text{ of Primary schools established} = \frac{\text{Total primary schools established since 1994}}{\text{Total primary schools}} \times 100$$

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

24. Flow Rates

(a) Promotion Rate

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

where

$$P_{g+1}^{t+1} = \text{Number of students promoted to Grade 'g+1' in year 't+1', and}$$

$$E_g^t = \text{Total number of students in Grade 'g' in year 't'.$$

(b) Repetition Rate

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

where

$$R_g^{t+1} = \text{Number of repeaters in Grade 'g' in year 't+1'}$$

(c) Dropout Rate

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

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where

$$d_g^t = \text{Number of student's dropping out from Grade 'g' in year 't'}$$

(The flow rates have been computed by using the enrolment and repeaters data in schools which are common in both the years, ie 2004-05 and 2005-06.)

(d) *Transition Rate (TR)*

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

where

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

$$E_g^t = \text{Enrolment in Grade IV/V in year 't'}$$

(e) *Retention Rate (RR)*

$$RR = \frac{\text{Enrolment in Grade IV/V in year 't' - Repeaters in Grade IV/V in year 't'}}{\text{Enrolment in Grade I in year 't - 3'/t - 4'}} \times 100$$

25. Average promotion, repetition and dropout rates present average of these rates in primary classes and are calculated by using the standard methods.

$$26. \text{ Gender Parity Index (GPI)} = \frac{\text{Girl's enrolment in primary grades in year 't'}}{\text{Boy's enrolment in primary grades in year 't'}}$$

$$27. \text{ Ratio of Primary to Upper Primary Schools/Sections} = \frac{\text{Total number of primary schools/sections in year 't'}}{\text{Total number of upper primary schools/sections in year 't'}}$$

$$28. \text{ Gross Enrolment Ratio (GER)} = \frac{\text{Total enrolment in Grades I-V}}{\text{Population of age 6-11 years}} \times 100$$

$$29. \text{ Net Enrolment Ratio (NER)} = \frac{\text{Enrolment, Grades I-V/6-11 age group}}{\text{Population of age 6-11 years}} \times 100$$

30. Input per graduate presents average number of years a system takes in producing primary graduate which is based upon the *Reconstructed Cohort Method* by assuming that no child will repeat a grade more than three times.
31. In-service training, school & TLM grants received, incentives in terms of number of beneficiaries, examination results etc. are presented for the previous academic year.
32. Percentage of teachers in different age groups is presented only for teachers under government managements.
33. Average number of days teachers spent on non-teaching assignments is applicable to only those teachers who were assigned non-teaching assignments and not to all the teachers.

### A Few Areas of Concern

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

During 2005-06, data has been collected from more than 1.12 million schools, with a comprehensive profiles of more than 4.71 million teachers, also being maintained by DISE. However, it may be noted that in a few States and UTs, the coverage may not be complete, despite all efforts to ensure that all the recognized schools imparting elementary education, including the private aided and the unaided ones, are covered under DISE. Schools like *Navodaya Vidyalayas*, *Sainik Schools*, *Military Schools*, *Kasturba Gandhi Balika Vidyalayas (KGBV)*, *Project Schools*, *Kendriya Vidyalayas*, *Tibetan Schools*, and other private managed schools, are supposed to be covered under DISE but their coverage varies from state to state.

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A few states have collected data from these schools while others might not have covered all such schools. Similarly, field level functionaries reported that data from a few private recognized schools couldn't be obtained for one or the other reason. We are trying to reach all such schools and are hopeful that efforts made in this direction will be reflected in the year that follows. Needless to mention that *the data presented and indicators constructed in the document are entirely based upon the data as received from the States and UTs.*

In addition to a few uncovered recognised schools, unrecognised schools are also not covered under DISE which in a few states may be in large numbers. However, states like Andhra Pradesh and Punjab have extended the coverage of DISE to unrecognised schools in their states and collected information by using the DISE Data Capture Format. In both these states, the number of schools as well as enrolment in unrecognised schools are significant. Therefore, elementary education plans should necessarily consider unrecognised schools while developing such plans. NUEPA would be happy to provide all assistance to states extending coverage of DISE to unrecognised schools in their states.

Despite significant improvement, still a few schools have not responded to all the classificatory variables like management, year of establishment, rural/urban classification, school category,

building status, academic and professional qualifications of teachers, and caste and sex code for teachers. Wherever possible, efforts were made to analyse the data by excluding the no-response values. In some tables, the no-responses are also shown separately. However, in some cases, the 'no-responses' are explicit from the tables and hence the totals may not match across various tables due to different number of no-responses. In cross tabulation analysis, the no-responses are excluded.

An attempt has also been made to present flow rates in case of states and UTs having DISE data for more than two years. While analysing the flow rates, it was noticed that in some cases the data was incorrect, and inconsistent. Flow rates in case of such states and UTs have not been reported. Feedback on data quality was provided at the national level to all the states and UTs covered under DISE 2005-06. States are advised to use consistency module of DISE software to identify and remove inconsistencies in the data. In addition, CRC coordinators are made accountable to ensure that data is consistent and there are no missing values. The random sample checking of DISE data by an independent agency has been made mandatory for all the states without which data at the national level will not be retained. In view of this, states have initiated process of identifying an independent agency for sample checking of the DISE data.

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A few schools did not report age and grade matrix which is very crucial in knowing the status of elementary education. A few states even did not report enrolment of Grade VIII. Therefore, enrolment in upper primary classes does not present the complete picture in

Grades VI-VIII. Enrolment presented in this publication, if used in estimating GER and NER, may not give correct portrayed of universalisation in such states. The GER and NER based on DISE data, therefore, presents percentage of children of an age-group enrolled in schools that reported data under DISE. The remaining children may either be out-of-school or enrolled in unrecognized schools, Education Guarantee Schools (EGS), non-formal education centers and other learning centers not covered under DISE. Irrespective of the school structure, enrolment ratio at the primary level is based on Grades I-V and of the upper primary level, on Grades VI-VIII. Enrolment ratio at the upper primary level is not reported in case of states who supplied enrolment data up to Grade VII only. The single-age projected population provided by the Office of the Registrar General of India has been used in estimating child population.

The indicators presented in the document should, therefore, be viewed in the light of the above limitations. However, despite all these limitations, the indicators presented give enough inference about different aspects of UEE in a particular State and UT and the country as a whole.