सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

ELEMENTARY EDUCATION IN RURAL INDIA

Where do we stand?

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION
17-B, Sri Aurobindo Marg, New Delhi - 110 016, INDIA

ANALYTICAL TABLES

2007-08

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Prof. Ved Prakash
Vice-Chancellor

From the Vice-Chancellor's Desk

Ever since the National University initiated the process of strengthening Educational Management Information system, it has been disseminating data collected under the District Information System for Education (DISE) both on line (www.dise.in) and through a series of annual publications such as *Progress towards UEE: Analytical Reports and Elementary Education in the Rural and Urban India, and Elementary Education in India: District Report Cards (Volume I & II),* which focus on the analysis of key performance indicators relating to access, participation, teachers and teaching-learning facilities for continuous monitoring of progress towards the goal of Universalisation of Elementary Education. As per the feedback received from States/UTs, these reports have been immensely useful for developing District Elementary Education Plan (DEEP) and also in providing a variety of indicators for monitoring outcomes of planned interventions being provided under the *Sarva Shiksha Abhiyan*.

To operationalise and strengthen the strategy of decentralized planning and management of elementary education in the country, it is necessary to generate disaggregated database by location of schools (rural/urban), gender, social categories, focus groups, children with special needs, etc. Although, the MIS Units are now functional both at district and state levels across the country, these are yet to be fully equipped with necessary capacity to generate reports which could feed into the planning and monitoring processes. Hence, the need for bringing out publications based on DISE data at the national level. I am happy to present this year's publication titled *"Elementary Education in Urban India - 2007-08"*. The publication is based on school records for 2007-08 and provides state-wise information on a number of important indicators. I hope this publication would enrich our understanding with regard to elementary education in rural areas. The publication is highly informative and would definitely be useful to academic community, the policy-makers, managers and other stakeholders.

I would like to place on record my appreciation for all the hard work put in by the DISE team led by Prof. Arun C. Mehta, Department of Educational Management Information System (EMIS) in bringing out the publication.

(Ved Prakash)

New Delhi
May, 2009

ACKNOWLEDGEMENTS

NUEPA is engaged in strengthening of educational management information system for the last more than ten years. The process initiated in 42 districts across 7 DPEP phase one states in 1994-95 is now extended to all the districts of the country.

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. The state level EMIS coordinators, district level programmers and data entry operators, and BRC and CRC coordinators worked for long hours to make sure that the data becomes available at the right time. I am thankful to them all.

Ms. Anshu Vaish, Secretary in the Department of School Education and Literacy, MHRD and his team has always been a source of great inspiration. In particular, I am thankful to Ms Anita Kaul, Joint Secretary and Ms. Neelam S. Rao, Director for playing crucial role in facilitating the implementation of DISE in various states.

I take this opportunity to thank UNICEF, Delhi, in particular Ms. Chetna Kohli, Chief (Education Section) for consistently supporting EMIS activities ever since the inception of DISE.

I am thankful to Prof Ved Prakash, Vice-Chancellor, NUEPA, for his encouragement and support. I am also thankful to my faculty colleagues for their consistent support.

I am also thankful to Shri Shalendar Sharma, Chief Consultant (MIS), Technical Support Group, for providing professional support to states.

The contribution of Shri Naveen Bhatia, Computer Programmer and Ms Alka Mishra, Project Associate Fellow, in database management & software development is gratefully acknowledged. Special thanks are due to Shri Pramod Rawat and Ms Sheeja Biju for taking keen interest in bringing out the present publication. I am also thankful to Ms. Shakun and Ms. Aseela for their able assistance.

I hope that the users would find the publication useful.

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Disclaimer

Raw data presented in the document or used for calculating indicators are essentially based on data provided by the States and UTs through annual data collection (as on 30th September 2007) under SSA, (DISE). NUEPA is committed to provide professional and software support to all States and UTs as well as for dissemination and analysis of data as it is provided by the individual States and UTs. In no way, NUEPA is involved in data collection as such and therefore the accuracy and truthfulness of the data rest with the States/UTs. The State Project Directors have certified that data is free from errors and inconsistencies and hence may be merged into the national database maintained at NUEPA, New Delhi.

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For the last several years, NUEPA has been actively involved in strengthening of Educational Management Information System (EMIS) in the country. The Elementary Education in Rural India: 2007-08 is based on the data received from all thirty-five States & Union Territories of the country. The publication presents not only data up to elementary level but also brings in many new dimensions of elementary education into focus, including data on teachers in terms of their age, academic and professional qualifications, experience and type of in-service training obtained by them. It also incorporates data on children with disabilities, examination results, mediums of instruction, students' flow including transition and retention rates, utilization of school development and TLM grants, and many other parameters on which not much information was available so far.

Elementary Education in Rural India: Where do we stand? presents indicators from as many as 624 districts across the country in case of schools located in the rural areas. It is for the fourth year that a variety of indicators are being disseminated separately in case of the rural areas. All the indicators presented in the document are divided into the following four parts:

- School-Related Indicators
- Facilities in Schools
- Enrolment-Related Indicators; and
- Teacher-Related Indicators.

The main indicators presented in the present publication have been derived by using the following illustrative formulas. The derivations are given for schools in primary category only. The same method is applied for other categories and classificatory 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 girl's toilet = $\frac{\text{Primary schools having girls toilet}}{\text{Total primary schools}} \times 100$

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

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

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

10. % Under-age & Over-age children = $\frac{\text{Enrolment in Grades I-V below '6' \& above '11' years}}{\text{Total enrolment in Grades I-V}} \times 100$

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

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

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

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

$$\text{15. Pupil Teacher Ratio (PTR)} = \frac{\text{Total enrolment in schools of primary category}}{\text{Total teachers in primary schools category}}$$

(*Para*-teachers have been included while calculating PTR)

$$\text{16. Student-Classroom Ratio (SCR)} = \frac{\text{Total enrolment in primary schools}}{\text{Total classrooms in primary schools}}$$

$$\text{17. \% Schools with} \leq 50 \text{ Students in Grades I–IV/V} = \frac{\text{Number of primary schools having enrolment} \leq 50 \text{ in Grades I-IV/V}}{\text{Total primary schools}} \times 100$$

$$\text{18. \% Schools with PTR} \geq 100 = \frac{\text{Total primary schools having PTR} \geq 100}{\text{Total primary schools}} \times 100$$

$$\text{19. \% Female Teachers} = \frac{\text{Total female teachers in primary schools}}{\text{Total teachers in primary schools}} \times 100$$

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

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

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

(a) Survival Rate (SR)

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

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

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

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

23. Ratio of Primary to Upper Primary Schools/Sections

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

Random Checking of Data

With an aim to further improve the quality and reliability of data, it has been made mandatory for all the States & UTs to get the DISE data sample checked by an independent agency from the year 2006-07 onwards, for which NUEPA suggested the sampling methodology and developed a special data capture format for post enumeration survey. The main objectives of sample checking were to judge the accuracy of data and to identify the gaps and weaknesses and to seek suggestions regarding remedial measures for strengthening the system and to further improve the quality of data. It is heartening to note that about 23 States initiated random sample checking of data in its very first year, most of which are conducted by the monitoring institutions identified for the states. States are advised to initiate corrective measures in the light of the findings of the five percent random sample checking of the data.

DISE 2007-08: Coverage

Sl. No.	State & UT	School Structure		Number of Districts Reported Data				
		Primary	Upper Primary	2001 Census	DISE			
					2004-05	2005-06	2006-07	2007-08
1	Andaman & Nicobar Islands	I-V	VI-VIII	2	-	2	3	3
2	Andhra Pradesh	I-V	VI-VIII	23	23	23	23	23
3	Arunachal Pradesh	I-V	VI-VIII	13	15*	15*	16*	16*
4	Assam	I-IV	V-VII	23	23	23	23	23
5	Bihar	I-V	VI-VIII	37	37	37	37	37
6	Chandigarh	I-V	VI-VIII	1	1	1	1	1
7	Chhattisgarh	I-V	VI-VIII	16	16	16	16	16
8	Dadra & Nagar Haveli	I-IV	V-VII	1	-	1	1	1
9	Daman & Diu	I-IV	V-VII	2	-	2	2	2
10	Delhi	I-V	VI-VIII	9	9	9	9	9
11	Goa	I-IV	V-VII	2	-	2	2	2
12	Gujarat	I-IV	V-VII	25	25	25	25	25
13	Haryana	I-V	VI-VIII	19	19	19	20	20
14	Himachal Pradesh	I-V	VI-VIII	12	12	12	12	12
15	Jammu & Kashmir	I-V	VI-VIII	14	12+	14	14	22
16	Jharkhand	I-V	VI-VIII	18	22*	22*	22*	22
17	Karnataka	I-IV	V-VII	27	27	27	27	33
18	Kerala	I-IV	V-VII	14	14	14	14	14
19	Lakshadweep	I-IV	V-VII	1	-	1	1	1
20	Madhya Pradesh	I-V	VI-VIII	45	45	48*	48*	48
21	Maharashtra	I-IV	V-VII	35	35	35	35	35
22	Manipur	I-V	VI-VIII	9	-	9	9	9
23	Meghalaya	I-IV	V-VII	7	7	7	7	7
24	Mizoram	I-IV	V-VII	8	8	8	8	8
25	Nagaland	I-V	VI-VIII	8	8	8	8	8
26	Orissa	I-V	VI-VII	30	30	30	30	30
27	Puducherry	I-V	VI-VIII	4	4	4	4	4
28	Punjab	I-V	VI-VIII	17	17	17	19	20
29	Rajasthan	I-V	VI-VIII	32	32	32	32	32
30	Sikkim	I-V	VI-VIII	4	4	4	4	4
31	Tamil Nadu	I-V	VI-VIII	30	29	30	30	30
32	Tripura	I-V	VI-VIII	4	4	4	4	4
33	Uttar Pradesh	I-V	VI-VIII	70	70	70	70	70
34	Uttarakhand	I-V	VI-VIII	13	13	13	13	13
35	West Bengal	I-IV	V-VIII	18	20*	20*	20*	20
	Total Districts	**-**	**-**	**593**	**581***	**604***	**609***	**624***

Note: * : Including bifurcated districts. + : Data for all districts not reported.