

STATE REPORT CARDS 2010-11

ELEMENTARY EDUCATION IN INDIA

Where do we stand ?



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें



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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. Strengthening the school information system has, therefore, been accorded top priority from the very beginning of the *Sarva Shiksha Abhiyan* (SSA), as a result of which the coverage of DISE was extended to all states and districts of the country, and its scope extended to the entire elementary stage of education. I am confident that in the light of the recommendations of the *Expert Group on Creation of Unified System of Data Collection for School Education Statistics*, efforts for a unified school data collection system across the country will soon bear fruit. This will help us in formulating not only plans for elementary education under SSA but also for secondary education under *Rashtriya Madhyamik Shiksha Abhiyan*.

I am happy to note that DISE has become a regular source of information on all aspects of elementary education. NUEPA brings out annually a set of eight publications including 'District and State Report Cards', web-enabled 'Elementary Education in Rural and Urban India', 'DISE Flash Statistics including Educational Development Index', and 'Elementary Education in India: Progress towards UEE, Analytical Reports & Tables', which data-users and researchers have found very useful. DISE will undoubtedly play an important role in monitoring the implementation of the Right of Children to Free and Compulsory Education Act, 2009 in years to come.

I congratulate all those involved in the process of strengthening the MIS for education (EMIS) through DISE across the country and for winning E-Governance and eINDIA, 2010 Awards, as also the Manthan Award, South Asia, 2010 and the EMPI-Indian Express Indian Innovation Award.

I thank NUEPA, especially Prof. R. Govinda, Vice-Chancellor, Dr. Arun C. Mehta, Professor and Head, Department of EMIS and the entire DISE team, for bringing out the present publication. I also thank UNICEF, Delhi, for consistently supporting EMIS activities at NUEPA.

(Anshu Vaish)



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From the Vice-Chancellor's Desk

The country has witnessed phenomenal expansion of school education system in recent years. There are currently around 1.5 million schools in the country. Effective monitoring of such a vast system spread over diverse conditions that characterize different states and regions of the country demands a well organized and comprehensive data base. NUEPA has been pursuing the goal of creating a reliable system of statistics on school education during the last two decades through the District Information System for Education (DISE) which provides the basis for assessing the progress under SSA and on status of implementation of the Right to Education Act. The importance of this has further increased with efforts to extend the policy of universal education to cover secondary education stage of schooling also. Keeping this in view DISE is making a concerted effort to provide a unified system of school education statistics for all levels of schooling from elementary to higher secondary education. We hope to present such a unified system of data base for policy makers, planners, administrators, researchers and other users beginning from 2013-14.

It is, indeed, a great pleasure for me to present a summary data base on elementary education in India through present publication. Including this publication, NUEPA brings out on annual basis 8 publications exclusively based on DISE data under the following titles: (a) DISE Flash Statistics: Elementary Education in India, Progress towards UEE; (b) Elementary Education in India: Where Do We Stand; District & State Report Cards; (c) Analytical Report & Analytical Tables; and (d) Elementary Education in Rural & Urban India.

DISE has been acclaimed by a number of national and international institutions as one of the most comprehensive and innovative initiative. It is gratifying to note that DISE received the EMPI Indian-Express Indian Innovation Award for 2012. Earlier, it has received several other prestigious National Awards including e-Governance, eINDIA and Manthan Award South Asia. I take this opportunity to congratulate Prof. Arun C. Mehta and his team for their commitment and hard work in producing the various publications and sustaining that effort over the years.

I hope that researchers, policy makers, administrators and planners will find the publication both informative and useful.

New Delhi

(R Govinda)

Acknowledgements

For the last several years, NUEPA has been actively involved in strengthening Educational Management Information System (EMIS) in the country. The year 2010-11 State Elementary Education Report Cards are based on the data received from 1.36 million schools spread over 637 districts from across 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 MIS Coordinators, district level Programmers & Data Entry Operators, and BRC & CRC Coordinators worked for long hours to make sure that the data becomes available at the right time.

Secretary, Department of School Education and Literacy, MHRD and her team has always been a source of great inspiration. In particular, I am thankful to Additional Secretary and Director for playing crucial role in facilitating the implementation of DISE in various states.

I am thankful to Prof R. Govinda, Vice-Chancellor, NUEPA, for his guidance and encouragement and my faculty colleagues for their consistent support. I take this opportunity to thank UNICEF, Delhi, especially Ms Urmila Sarkar for consistently supporting MIS activities ever since the inception of DISE.

Special thanks are due to Shri Shalender Sharma, Chief Consultant, Technical Support Group, MHRD for designing and Ms Shakun Sethi for facilitating the preparation of State Report Cards. The contribution of Shri Naveen Bhatia, System Analyst, in database management & software development is gratefully acknowledged. I am also thankful to Ms Aparna Mokerji and Ms Aseela M for their able assistance and colleagues in the publication unit, especially Shri Pramod Rawat, Deputy Publication Officer and Mr Arun Joshi, Project Publication Officer (DISE Project) for timely bringing out the publication.

Suggestions for improvement are most welcome

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Abbreviations

ASR	:	Apparent Survival Rate
Avg	:	Average
BRC	:	Block Resource Center
CDR	:	Compact Disk ROM
CRC	:	Cluster Resource Center
Dev	:	Development
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
EMIS	:	Educational Management Information System
Enr	:	Enrolment
GER	:	Gross Enrolment Ratio
Govt.	:	Government
GPI	:	Gender Parity Index
Hr.	:	Higher
M. Phil	:	Master of Philosophy
M.A	:	Master of Arts
MHRD	:	Ministry of Human Resource Development
NER	:	Net Enrolment Ratio
No Res	:	No Response
No.	:	Number
NUEPA	:	National University of Educational Planning and Administration
OBC	:	Other Backward Class
ORC	:	Other Reserved Class
P /Pry only	:	Primary only
P + Sec./Hs.	:	Primary with Upper Primary & Secondary/Higher Secondary
P + UP + Sec./Hs	:	Primary with Upper Primary & Secondary/Higher Secondary
P + UP	:	Primary with Upper Primary
Ph.D	:	Doctor of Philosophy
Pop.	:	Population
PR	:	Promotion Rate

Pr./Prim	:	Primary
PTR	:	Pupil-Teacher Ratio
Pvt.	:	Private
Recd	:	Received
RR	:	Repetition Rate
SC	:	Scheduled Castes
Sch	:	School
SCR	:	Student-Classroom Ratio
SDG	:	School Development Grant
Sec.	:	Secondary
Sq. Km.	:	Square Kilometer
SRC	:	State Report Cards
SSA	:	Sarva Shiksha Abhiyan
ST	:	Scheduled Tribes
Tch	:	Teachers
TLM Grant	:	Teaching Learning Material Grant
TLM Grant	:	Teaching Learning Material Grant
TLM	:	Teaching Learning Material
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

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Major Findings

1. Introduction

- 1.1 The National University of Educational Planning and Administration has created comprehensive computer based system that provides researchers and policy planners the tools required to evaluate all aspects of elementary education in India known as District Information System for Education (DISE). The project covers both primary and upper primary schools/sections of all the 637 districts of the country.
- 1.2 The MIS Units are now operational both at the district and state levels and are equipped with necessary hardware and software. A number of states are now in the process of setting up MIS Units at the block level. The DISE software is 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 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.
- 1.3 The National University has successfully developed School Report Cards (www.schoolreportcards.in) of more than 1.36 million primary and upper primary schools/sections, and is available for six years i.e. 2005-06 to 2010-11. In addition to quantitative information, the School Report Cards also provide qualitative information and descriptive reports about individual schools. What is most amazing is that all this information can now be accessed on the click of a mouse. The School Report Cards provides users comprehensive information on all vital parameters, be it student, teacher or school related variables, in concise, accurate and standard format which is easy to understand and allows meaningful comparisons to be made among schools.
- 1.4 DISE Users can also download raw data as per their requirement for further empirical studies. All the DISE publications, such as 'District and State Report Cards', 'Elementary Education in Rural and Urban India', 'DISE Flash Statistics including Educational Development Index', and 'Elementary Education in India: Progress towards UEE, Analytical Reports', are available at www.dise.in.
- 1.5 School Report Cards under the Project DISE is a joint initiative of NUEPA and Department of School Education and Literacy, Ministry of HRD, Government of India and is the recipient of national and international awards, e-Governance 2010, eINDIA 2010 National Awards and the Manthan Award South Asia 2010 and the EMPI Indian-Express Indian Innovation Award in 2012.
- 1.6 Despite significant increase in the number of schools covered under DISE, a few schools are yet to be covered; rigorous efforts have to be made to reach all such schools.
- 1.7 To further improve the quality of data, it has now been made mandatory for all the states to check the data on five percent random sample basis through an independent agency (mostly ICSSR funded institutions and University Education Departments) each year. States are advised to initiate corrective measures in the light of the findings of the random sample. In addition, NUEPA has also launched Post Enumeration Survey of DISE data initially in three states, which is likely to be expanded to remaining states in years that follows.
- 1.8 DISE is user-friendly, menu-driven and constantly evolving software. Every effort is being made to further improve the software. The Data Capture Format is reviewed every year and has become important in view of the Right to Education Act.

2. The Present Publication

- 2.1 To produce meaningful information, data collected from all the 35 states during the year 2010-11 has been summarized in the form of reports. These reports help us in accessing the true health of

(2.9 classrooms) and private (5.6 classrooms) managed schools. About 77 percent classrooms in primary schools are in good condition while the remaining 23 percent need either minor or major repairs.

- 3.6 Schools imparting elementary education across the country vary in size. There are about 13.15 and 23.76 percent schools respectively which have enrolment between 1-25 and 26-50. There are a large number of small schools, which suggests that there is a need to have separate programme for these schools. In view of the large number of such schools (about 36.91 percent of 1.36 million schools), the National University has undertaken a research study, exclusively based on the DISE data. It is hoped that the outcome of the study will help NUEPA in developing a better planning methodology for small schools.
- 3.6 Some of the salient highlights with regard to other school-based indicators are as follows:
- 3.6.1 The distribution of schools by type of building shows that 66.28 percent primary schools have *pucca* (permanent) building, 6.09 percent have *partially pucca* while 2.53 percent have *kuchcha* (temporary) building. Efforts should be made to provide all schools *pucca* school buildings.
- 3.6.2 The percentage of single-classroom schools during 2004-05 to 2008-09 declined from 10.39 percent to 6.56 percent in 2009-10 and has stabilized to 6.47 in 2010-11. However, the percentage of such primary schools is 9.91 percent. Despite the decline in percentage of single-classroom schools, their number in absolute terms is significant, which needs immediate intervention.
- 3.6.3 Over a period of time, the student-classroom ratio has shown steady improvement. On an average, about 31 students are sitting in one classroom in primary schools compared to 35 in 2008-09 and 39 in 2005-06. States like Bihar which has a SCR of 83 down from 89 in 2009-10, Chandigarh 43 from 40 in 2009-10, the previous year, West Bengal 40 from 42 in 2009-10 and Jharkhand 37 from 47 in 2009-10, show abnormally high SCR. Every effort must be made to build more classrooms in these states. Number of districts where SCR is greater than 30 has declined from 302 (in 2008-09) to 274 (2009-10) and further to 239 in 2010-11. Primary schools with SCR greater than 30 was 38.66 compared to 40.63 in 2009-10 and 42.83 in 2008-09. Similar is the case for upper primary schools with SCR greater than 35. A marginal improvement is seen, from 34.17 in 2008-09 to 33.17 in 2009-10 and 31.44 in 2010-11.

4. Facility Indicators

- 4.1 Like number of schools, instructional rooms, ratio of primary to upper primary sections/schools and other indicators, facilities in schools have also improved significantly which is true for physical, ancillary and teaching-learning facilities. Availability of basic facilities in schools may not only attract more children but also help in improving retention rate.
- 4.2 About 93 percent schools had drinking water in 2010-11 compared to 88 percent in 2008-09 and 83 percent in 2005-06. About 51.83 percent of the total schools had water hand pumps, and 25.12 percent had tap water facility. Like drinking water facility, more schools now have common toilets and separate toilets for girls. About 43.21 percent schools had common toilets in schools in 2010-11, compared to 52 percent in 2005-06. About 60.28 percent schools in 2010-11 had separate toilets for girls compared to only 37 percent in 2005-06.
- 4.3 Some of the other major facilities available in schools are:
- 4.3.1 During the period 2004-05 to 2010-11, the number of schools with computers increased substantially from 8.99 to 18.70 percent. As many as 2,54,720 (2,17,143 the previous year) schools reported to have a computer. In absolute terms, Maharashtra has the highest number of schools (39,694 i.e. 40.80 percent) with computers followed by Andhra Pradesh (27,525, 25.58 percent) and Tamil Nadu (26,167, 47.43 percent). In percentage terms, Lakshadweep (95.65), Chandigarh (93.48), Kerala (93.01), Puducherry (90.69) followed by Delhi (83.17) are the states where schools with computers was higher than 80 percent. The percentage

across the country was 40.09 and 40.27 percent respectively which is similar to the figure during the previous year.

- 5.5 During 2006-07 DISE data collection, an attempt was made to collect information on enrolment of Muslim children for the first time. In 2010-11, the percentage of Muslim enrolment at primary level is reported to be 13.04 (10.49 in 2007-08) against 11.25 (8.54 in 2007-08) at upper primary level. The percentage of girls' enrolment is as high as 49.06 and 50.92 (GPI, 1.00) at primary and upper primary levels. Preliminary analysis of data suggests that there are about 57 districts in the country which have 25 percent or more Muslim students in primary classes. Most of these districts are from the states of Assam, Jammu & Kashmir, Lakshadweep, Kerala and West Bengal.
- 5.6 A lot of emphasis is given to include and integrate children with special needs into the education system. The percentage enrolment of such children was 0.74 at the primary level and 0.70 at the upper primary level. DISE is perhaps the only source that collects information on disabled children in elementary classes on regular basis by nature of disability. In 2010-11, about 1.09 million (overall GPI of 0.76) disabled children were enrolled in elementary classes across the country, of which 0.73 million (GPI, 0.75) were in primary and 0.36 million (GPI, 0.78) in upper primary classes.
- 5.7 One of the essential requirements to achieve UEE is to retain students in the education system. The apparent survival rate (ratio of Grade V to Grade I) improved to 82 percent in 2010-11 compared to 78 percent in 2009-10, a marginal improvement over 2008-09. This is also reflected in the retention rate at primary level which is estimated to be 73 percent.
- 5.8 With improvement in the number of schools, facilities in schools and enrolment, the cohort dropout rate for 2009-10 indicates an average rate of 6.76 compared to 9.11 percent the previous year in primary grades, a decrease in dropout of 2.35 percentage. A few states have almost achieved the goal of universal retention at primary level. The cohort survival rate (to Grade V) is estimated to 82 percent compared to 78 during the previous year and 72 percent in 2006-07, an improvement of almost 10 percent since 2006-07.
- 5.9 One of the other important indicators that are essential to achieve UEE is a high transition from primary level to upper primary level of education. It has improved significantly from 64.48 percent in 2002-03 to 85.17 percent in 2009-10 but declined slightly to 81.13 percent in 2006-07. Both Boys and Girls have a similar transition rate of about 85 percent.

6. Teacher-Related Indicators

- 6.1 Availability of teachers in schools is an important variable for quality education. The total number of teachers in 2010-11 suggests that about 6.4 million (5.82 million, the previous year) teachers are engaged in teaching in schools imparting elementary education in the country. The data also shows appointment of a large number of teachers across the country consequent to the SSA interventions. All the schools in the country now have an average of 3 and more teachers. The all-India average reveals that, on an average, there were 4.7 teachers in a school in 2010-11 that imparts elementary education compared to an average of 3.1 teachers per primary school.
- 6.2 About 46 percent of the total teachers in 2010-11 are female teachers across the country. Data from 2005-06 suggests that the number of female teachers were steadily increasing from 40.33 percent, it stood at 42.72 in 2007-08. Urban areas had higher percentage of female teachers at almost 67 percent compared to rural areas at 39 percent. Irrespective of school types, a significant difference is also noticed in case of female teachers in schools under private (almost 55 percent) and government managements (almost 41 percent).
- 6.3 Increase in the number of teachers is also reflected in the pupil-teacher ratio which has shown consistent improvement. Overall PTR was hovering around 30, it has improved significantly from 36 in 2005-06. During 2010-11, at the primary level, it was 32 students per teacher while at the upper primary level it was 29. Number of districts where PTR was above 30 was 243 compared to 304 during 2009-10 and 284 in 2008-09. The concentration is mostly in Bihar, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Uttar Pradesh and West Bengal. Similarly, percentage of schools with PTR greater than 30 at the primary level has shown significant improvement, from 45.76 in

DISE- Marching Ahead

- 7.1 India's education policy lays emphasis on Universalisation of Elementary Education (UEE). The role of education in facilitating social and economic progress is well recognized. Improvements in education will not only enhance efficiency but also increase the overall quality of life. Empowering the youth with skills, knowledge and access to productive employment in future is a central instrument for achieving rapid and all inclusive growth. System/Sector Analysis plays a crucial role in examining the functioning of the education system, identifying major issues, challenges and opportunities. Year on year DISE has been collecting data which plays a crucial role in examining and analyzing the system functions and the various contextual factors with respect to the environment of the education system.
- 7.2 DISE collects school wise information with respect to various variables that are needed to critically analyse the education system as a whole. Periodically the Data Capture Format (DCF) is updated to include new important variables that help in identifying, monitoring and evaluating short, medium as well as long term goals in consultation with various government agencies.
- 7.3 DISE has become more important in the light of the new Right to Education Act which lays emphasis on planning, monitoring, evaluation at the school level. DISE has included various indicators in its DCF. Various parameters have been analysed both for primary and upper primary levels in the current publication (2010-11).
- 7.4 Given the shift in the focus of planning from the national, state, district level to the school level DISE data on RTE can prove useful.
 - 7.4.1 Given the diversity of our country, issues and challenges need to be focus based. Long term, medium-term and annual plans that focuses emphasis or targets issues and challenges at the micro level like girls' education (bridging the gender gap), education for scheduled caste, scheduled tribes and other backward classes as well as resource allocation.
 - 7.4.2 Analysis of Pupil Teacher Ratio (PTR), Student-Classroom Ratio (SCR), number of contractual teachers, teachers' training, teacher's educational and professional qualifications can be used to access whether teachers fulfill the minimum qualification that can be used as a baseline for accessing teachers quality and identification of teachers needs.
 - 7.4.3 DISE data is available over a period of time. If certain issues and challenges are identified then a comprehensive trend based as well as focus contextual analysis can be undertaken.
 - 7.4.4 With the inclusion of the local community in the school management, localized problem can be easily identified and resources mobilized to solve problems at the habitation level. Examples would be identification of dropout rates, class-wise repetition rates and their focused solutions, greater inclusion of out of school children.
 - 7.4.5 A few schools are yet to be covered under DISE, our focus should be to identify such schools and bring them under the ambit of DISE.
 - 7.4.6 The quality of data is another issue that concerns everyone, for this the training of data collecting personnels' at various levels will greatly help in improving the quality of the data, this will help in identification and re-formulating and implementing new goals and targets.

Report Cards : An Overview

1. Introduction

The *Sarva Shiksha Abhiyan* (SSA) envisages achieving goal of universal elementary education. In order to operationalise this premise into reality, considerable amount of educational and allied data is required. It was in this context that the District Information System for Education (DISE) was designed to provide district and sub- district level school data for planning, monitoring and review of various project interventions. The DISE data received from schools are computerised at the district level and disseminated up to the school level in various ways. The data capture formats; definitions and concepts used for data collection are available at www.dise.in which is being followed uniformly across states.

2. State Report Cards

The State Report Cards are based on the data received from about 1.36 million schools spread over 637 districts across the 35 States and UTs of the country. The State Report Cards: 2010-11 incorporate information on the following important areas of elementary education:

- a) Basic data on area, population, decadal growth rate, urban population, 0-6 population, SC & ST population, male & female literacy rate and sex ratio and number of districts, blocks, villages, clusters and schools from which data is reported.
- b) Key data on elementary education in terms of number of schools, enrolment and teachers classified by school-category and school management (Government, Private, unrecognised & madrasas). Details of schools and enrolment in rural areas are also made available category-wise and management-wise.
- c) Grade, level and gender-wise enrolment along with percentage of over-age and under-age children at primary and upper primary levels of education in each state.
- d) Classrooms categorised into good condition, requiring minor and major repairs by school category.
- e) Distribution of regular and contractual-teachers by educational and professional qualifications and by school category.
- f) Sex-wise enrolment of children with disabilities in primary and upper primary classes and class-wise enrolment of children by type of disability.
- g) Enrolment by mediums of instruction and by school category.
- h) Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.
- j) Ratio of enrolment in Grade V to Grade I in primary grades, transition from primary to upper primary level and retention rate at the primary level. Transition rate is presented in case of states having at least 2 years data and retention in case of districts in a state having 4/5 years DISE data.
- k) Performance indicators in terms of school category, enrolment distribution: total, Scheduled Castes, Scheduled Tribes, Other Backward Classes, Muslim Minority, percentage of girls enrolment and schools with enrolment 50 and below, classrooms, single teacher schools, no female teacher schools, schools with attached pre-primary classes etc.
- l) Quality indicators according to category of schools, pupil-teacher ratio, average number of teachers, availability of female teachers, school buildings, student-classroom ratio, common

toilets, girl's toilets, kitchen-shed, average number of instructional days, average number of days spent on non-teaching assignments during the previous academic year etc.

- m) Number of schools received and utilized school development and teaching learning material grant by school category; and
- n) A number of RTE related indicators including schools with SRC and PTR above 30 at Primary level and above 35 at Upper Primary level.

3. Methodology and Sources of Data

The Report Cards are based on the school level data provided by the State Project/Mission Directors to the Department of School Education and Literacy of the MHRD. The data are first cross-checked and validated at the district and then at the state level. After the state is satisfied with the quality and reporting of the data, it is submitted to the national level for analysis, dissemination and reporting to various project management agencies.

3.1 Indicators and their Formulation

The Report Cards contain both absolute data and percentage on selected indicators. For the purpose of presentation and ease of understanding and interpretation, certain classificatory variables are regrouped. The following paragraphs provide information on the variables where regrouping has been done for the purpose of presentation in the Report Cards:

- a) *School management*: The State Report Cards present data on management in terms of Government, Private and unrecognised category. The Government category includes all schools under the management of the Government (Central/State), Tribal and Social Welfare Departments and Local Bodies. The private category includes schools classified as Private Aided and Private Unaided. Unrecognized category includes unrecognised schools and recognised and unrecognised madrasas.
- b) *School buildings*: The classification of schools is also presented in terms of the number of school buildings and their type. Schools having more than one type of building structures are counted under the category of 'Multiple Type Building'.
- c) *Teachers in position*: The distribution of teachers in terms of educational qualifications has been presented separately for regular teachers and contractual-teachers. In addition, teachers received in-service training during the previous academic year is also presented which includes both regular as well as contractual-teachers.
- d) *Medium of instruction*: The State Report Cards present the number of children studying through various medium of instruction by category of schools. The data for four major medium of instruction are presented in the Report Cards and if a state has more than four mediums of instruction, these have been presented under the category, 'Others'. *However, under reporting of enrolment by medium of instruction is observed in a few districts across states. Hence, the same may not present the true picture of enrolment by mediums of instruction and be treated as incomplete and is applicable to schools those who have reported information and not to all the schools in the state.*
- e) *Schools, villages, districts, blocks and clusters*: The number of districts, blocks, villages and schools is based on the initialized entities in the DISE software. The list of districts, blocks, villages and schools is created at the time of DISE implementation and is updated annually. The number of clusters refers to the mapped entities with the blocks. Some states have often reorganized clusters. Towns and municipalities have been classified as separate blocks.

The main indicators presented in the State Report Cards have been derived by using the following illustrative formulae. The derivations are given for schools in primary category only. The same

method is applied for other categories and classificatory groups.

1. % Single-classroom schools	=	$\frac{\text{Primary schools having single classroom}}{\text{Total primary schools}}$	x 100
2. % Single-teacher schools	=	$\frac{\text{Primary schools with single teacher in position}}{\text{Total primary schools}}$	x 100
3. % Schools with pre-primary sections	=	$\frac{\text{Primary schools having pre-primary sections}}{\text{Total primary schools}}$	x 100
4. % Schools with common toilet	=	$\frac{\text{Primary schools having common toilet}}{\text{Total primary schools}}$	x 100
5. % Schools with girl's toilet	=	$\frac{\text{Primary schools having girls toilet}}{\text{Total primary schools}}$	x 100
6. % Enrolment in Government Schools	=	$\frac{\text{Enrolment in primary schools having Education Department, Local Body, Tribal Welfare Department \& Others as school management}}{\text{Total enrolment in primary schools}}$	x 100
7. % Enrolment in Private Schools	=	$\frac{\text{Enrolment in primary schools having Private Aided and Private Unaided as school management}}{\text{Total enrolment in primary schools}}$	x 100
8. % Enrolment in single-teacher schools	=	$\frac{\text{Enrolment in primary schools having single teacher}}{\text{Enrolment in total number of schools having primary category}}$	x 100
9. % No female teacher schools (teacher ≥ 2)	=	$\frac{\text{Primary schools having teacher } \geq 2 \text{ but no female teacher}}{\text{Total primary schools}}$	x 100

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

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

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

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

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

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

(Contractual teachers have been included while calculating PTR)

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

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

$$18. \text{ \% Female Teachers} = \frac{\text{Total female teachers in primary schools}}{\text{Total teachers in primary schools}} \times 100$$

(Contractual teachers have been included while calculating this indicator)

$$19. \text{ \% of Since 2001 schools established} = \frac{\text{Total schools established since 2001}}{\text{Total primary schools}} \times 100$$

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

20. Flow Rates

(a) Promotion Rate

$$\text{Promotion Rate (p}_g^t) = \frac{P_{g+1}^{t+1}}{E_g^t} \times 100$$

where

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

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

(b) Repetition Rate

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

where

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

(c) Dropout Rate

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

where

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

(d) *Transition Rate (TR)*

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

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)*

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

21. Average Promotion, Repetition and Dropout rates present average of these rates in Primary Classes and is calculated by using the standard methods based on common schools.

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

23. Ratio of Primary to Upper Primary Schools/Sections

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

$$24. \text{ Gross Enrolment Ratio (GER) = } \frac{\text{Total enrolment in Grades I-V}}{\text{Population of age 6-11 years}} \times 100$$

$$25. \text{ Net Enrolment Ratio (NER) = } \frac{\text{Enrolment, I-V/6-11 age group}}{\text{Population of age 6-11 years}} \times 100$$

26. In-service Training, School & TLM Grants received, Incentives in terms of number of beneficiaries, Examination Results etc. are presented for the previous academic year.

27. Percentage of teachers in different age-groups is presented only for teachers under Government managements

28. 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.

4. Coverage: Some Facts

■	Record date	:	30th September 2010
■	Grades covered	:	1 to 7 or 8 (depending upon the duration of elementary education cycle)
■	Total states	:	35
■	Total districts	:	637 (including bifurcated districts)
■	Total schools	:	13,62,324
■	Total students	:	193.05 million
■	Total teachers	:	6.40 million (including Contractual-teachers)
■	Total contractual-teachers	:	7,18,442
■	Number of repeaters	:	8.78 million
■	Number of students with disabilities	:	1.41 million

5. Limitations of the Data

Raw data presented in the document or used for calculating indicators are essentially based on data provided by the State Project Offices through annual data collection under SSA, (DISE) and the correctness of data reported is not checked by NUEPA. NUEPA is committed to provide professional and software support to all States and UTs as well as for dissemination and analysis of data. In no way, it is involved in data collection as such and therefore the accuracy and truthfulness of the data rest with the States/UTs. Further, the State Project Directors have certified that data is free from errors & inconsistencies and hence the same may be merged into the national database maintained at NUEPA, New Delhi.

Procedures for the data validation and verification of sample data capture formats at the district level have been prescribed, and the districts reported the steps taken by them to ensure quality and reliability of data collection. The DISE software also checks for internal inconsistencies in the data and generates reports for verification by the District Project Office. The State Project Office while transferring the data from the district to the state database ensures that the data received from the district is complete and free from any inconsistency. Most of the states have engaged an independent agency for sample checking of data. At the national level, data from the State Project Office is received to ensure compliance with various quality control measures. Despite these efforts, some inconsistencies and missing data are observed at the national level. In some cases data on key elements is found missing. In view of these problems, data presented in the Report Cards may not exactly match. In some cases, the discrepancies could not be resolved at the national level. For these reasons, data on such variables is not reported in a few districts.

Needless to mention that the percentages, rates and ratios presented in the report cards are based on the schools that have responded to a particular question and hence may not be applicable to the entire district. Thus, schools by management, their location in rural and urban areas, type of schools, schools by category, enrolment (General, SC, ST, OBC, Muslim and by medium of instructions), pupil-teacher ratio, student-classroom ratio, percentage of girls in primary and upper primary classes and other such indicators should therefore be viewed in the light of these limitations.

Over a period of time, the number of schools covered under DISE increased significantly. During 2010-11, data has been collected from more than 1.36 million schools, with a comprehensive profile of more than 6.40 million teachers, also being maintained by DISE. Despite best efforts, it is still possible that the field agencies might have not covered all the recognised schools imparting elementary education supposed to be covered under DISE which is specifically true for schools under private managements. A few districts have collected data from these schools while others might not have covered all such schools. Despite significant increase in number of private schools covered under DISE (264.6 thousand in 2010-11), field level functionaries reported that data from a few private un-aided schools couldn't be obtained for the one or the other reason. We are trying to reach all such schools and are hopeful that these efforts will be reflected in the following year.

It has also been observed that a few schools did not report age and grade matrix which is crucial in knowing the status of elementary education. A few districts even did not report enrolment of Grade VIII. Therefore, enrolment in upper primary classes does not present the complete picture in Grades VI-VIII; thus GER and NER may not give correct portrayal of universalisation in such districts and the same may be considered as percentage of children of an age-group enrolled in schools that reported data under DISE. The remaining children may be out-of-school children. 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, Grades VI-VIII.

The state-specific single-age population projected by the Office of the Registrar General of India is used to obtain 6-11 and 11-14 year child population at the district level which is used to compute GER and NER. The districts should feel free to revise enrolment ratio in the light of more recent estimates of child population, if available through the household survey.

An attempt has been made to compute flow rates in case of all the States and UTs which is based on two years DISE data. While analysing the flow rates, it is noticed that in some cases the data is inconsistent. Indicators in case of such districts have not been reported. Districts are advised to run consistency module of the DISE software to identify and remove inconsistencies in the data. In addition, the CRC Coordinators have been made accountable to ensure complete coverage as well as also to ensure that data is consistent and there are no missing values in the filled-in formats of the schools falling under his/her jurisdiction.

6. 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. It is heartening to note that many states initiated random sample checking of data in its very first year, most of which were conducted by the monitoring institutions (mostly ICSSR funded institutions and education department in the universities) identified for the states. In addition, NUEPA has also launched PES of DISE data initially in three states, namely Andhra Pradesh, Himachal Pradesh and Maharashtra. All these efforts would not only help in further improving the quality of data but would also help in ensuring complete coverage.

DISE 2010-11: Coverage

Sl. No.	State & UT	School Structure		Number of Districts Reported Data *				
		Primary	Upper Primary	2001 Census	DISE			
					2005-06	2008-09	2009-10	2010-11
1	Andaman & Nicobar Islands	I-V	VI-VIII	2	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	16	16	16
4	Assam	I-IV	V-VII	23	23	23	23	23
5	Bihar	I-V	VI-VIII	37	37	37	37	38
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	1
9	Daman & Diu	I-IV	V-VII	2	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	2
12	Gujarat	I-IV	V-VII	25	25	26	26	26
13	Haryana	I-V	VI-VIII	19	19	20	21	21
14	Himachal Pradesh	I-V	VI-VIII	12	12	12	12	12
15	Jammu & Kashmir	I-V	VI-VIII	14	14	22	22	22
16	Jharkhand	I-V	VI-VIII	18	22	24	24	24
17	Karnataka	I-IV	V-VII	27	27	33	33	34
18	Kerala	I-IV	V-VII	14	14	14	14	14
19	Lakshadweep	I-IV	V-VII	1	1	1	1	1
20	Madhya Pradesh	I-V	VI-VIII	45	48	50	50	50
21	Maharashtra	I-IV	V-VII	35	35	35	35	35
22	Manipur	I-V	VI-VIII	9	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	11	11	11
26	Odisha	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	20	20	20
29	Rajasthan	I-V	VI-VIII	32	32	33	33	33
30	Sikkim	I-V	VI-VIII	4	4	4	4	4
31	Tamil Nadu	I-V	VI-VIII	30	30	30	30	30
32	Tripura	I-V	VI-VIII	4	4	4	4	4
33	Uttar Pradesh	I-V	VI-VIII	70	70	70	71	71
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	604	633	635	637

Note: * : Including bifurcated districts.

Disclaimer

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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.

Elementary Education : State Report Cards


Apparent survival rate upto grade V			78		Retention rate (Prim.)		78.55		SIKKIM								
Enrolment* 2010-11					Total Repe- aters	Repe- -tition rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio						
Grade	Total	Girls enrolment	CWSN					Primary	U. Pry.	GER Primary	181.0						
			Boys	Girls				% SC enr.	7.7	6.2	GER U. Pry.	98.0					
I	21,801	10,213	116	73	2,242	13.4	3.3	% SC girls	49.0	53.9	NER Primary						
II	16,515	7,829	54	28	2,096	12.1	4.4	% ST enr.	37.6	35.9	NER U. Pry.	42.8					
III	17,428	8,416	59	33	2,597	14.0	7.6	% ST girls	47.9	56.5	Non-Tch assignment						
IV	17,134	8,424	43	35	2,305	12.1	9.4	% OBC enr.	38.8	40.2	% Teachers involved	0.1					
V	16,959	8,642	40	32	1,784	11.5	10.9	% OBC girls	49.1	53.7	Number of days involved	33					
VI	14,085	7,602	26	15	1,740	12.2	12.6				(only involved tchs)		Average Instructional days				
VII	12,038	6,547	22	12	1,101	9.7	7.8	% Muslim enr.	0.9	0.6	Pr. level	U. Pr. level					
VIII	10,582	5,774	12	10	1,080	10.5	N.A.				0	0					
Pry (I-V)	89,837	43,524	312	201	11,024	12.6	7.1	% Muslim girls	40.7	36.1							
U.Pry.	36,705	19,923	60	37	3,921						0	0					
Classrooms/Other rooms							Enrolment by nature of disability										
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII		
Pry. only	4.8	3,649	60.97	29.72	9.30	631	Blind	5	3	5	2	2	3	1	1		
Pry + U.Pry	8.9	2,203	62.52	26.59	10.89	453	Low- vision	19	13	28	22	25	11	9	8		
P+UP+Sec	16.7	3,043	66.27	25.51	8.21	727	Hearing	12	8	11	10	9	3	6	4		
U. Pry. only	15.0	30	83.33	16.67	0.00	12	Speech	48	16	12	20	17	5	4	2		
U.P. + Sec	8.3	50	43.75	56.25	0.00	21	Loco- motor	31	7	17	13	12	13	7	4		
Teachers by Edu. qualification (other than contract teachers)*																	
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.	Other	No Res.	Mentally Retarded	I	II	III	IV	V	VI	VII	VIII
Pr. only	248	1,100	1,626	667	55	2	9	8	Learning	50	23	13	5	5	1	6	1
Pr+UPr	120	524	695	1,066	121	4	5	1	Cerebral Palsy	3	1	0	0	0	1	0	0
P+UP+Sec	145	689	844	1,628	562	24	21	0	Autism	3	0	0	1	0	0	0	0
U Pr. only	0	0	3	19	1	0	0	0	Multiple	6	3	2	3	1	1	0	2
UP+Sec/HS	0	2	2	28	16	0	0	0	Total	189	82	92	78	72	41	34	22
Contract	11	13	57	92	30	1	2	0									
Teachers by gender & caste		Regular teachers			Contract teachers			SC teachers		ST teachers							
School category	Total	Male	Female	No res	Male	Female	No res	Male	Female	Male	Female						
Primary only	3,825	2,012	1,703	26	26	58	0	71	78	809	669						
Primary + U.Pry	2,593	1,273	1,263	11	25	21	0	55	52	451	495						
P + UP+Sec/HS	3,993	1,946	1,967	5	21	54	0	70	73	726	820						
Upper Pry. only	23	11	12	0	0	0	0	0	0	3	7						
U.P. + Sec/HS	59	26	22	10	0	1	0	1	2	3	10						
Enrolment by medium of instructions*									% Schools received								
School category	English			Others			Bhutia	Hindi	TLM Grant	SD Grant							
Primary only	34987			490			330	0	64.1	66.4							
Primary with Upper Primary	33336			0			71	0	55.2	52.4							
Primary with UP. Pri. and Sec/HS	53605			0			0	304	75.3	74.2							
Upper Primary only	339			0			0	0	0.0	0.0							
Upper Primary with Sec/HS	689			0			0	0	16.7	16.7							
Total / All Sch.	122956			490			401	304	63.6	64.4							
% Teachers recd. in-service training (previous year)						% Trained teachers			% Teachers by age @ ^(In years)			% Grants utilized					
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM Grant					
Male	0.4	0.0	0.0	0.0	0.0	71.3	41.7	52.1	2.85	2.57	1.39	90.4					
Female	0.1	0.1	0.0	0.0	0.0	71.5	31.8	55.9	2.29	1.49	0.88	School Dev. Grant					
All Tch.	0.2	0.0	0.0	0.0	0.0	70.9	36.0	54.6	2.58	2.04	1.14	92.8					

@ = Govt. only

= Govt. + Aided

* Some totals may not match due to no response in classificatory data items

Elementary Education in India: Where do we stand ?

STATE ELEMENTARY EDUCATION REPORT CARD : 2010-11												
Total districts	30	Dist. covered	30	State code	33	TAMIL NADU					 Chennai	
Primary cycle	1 - 5	Upper primary cycle	6 - 8	Ratio of P. to U.P. schools/sections				2.31				
Data reported from	Blocks/taluks	413	Clusters	4,088	Villages	19,119	Schools	55,175				
Basic data : 2001	Total population in (000's)		62405.7	%Urban population		44.0	%0-6 Population		11.6			
Decadal growth rate	11.7	Sex ratio	987	% SC population		19.0	%ST population		1.0	Area (Sq. Km)		
Overall literacy rate	73.5	Male literacy rate		82.4		Female literacy rate		64.4		130058		
Key data: Elementary education												
	Primary only	Primary with Upper Primary	Prim. with U. P. & Sec./H. Sec.	Upper Primary only	U. P. with Sec./H. Sec.	No response	Total					
Total Schools (Cur. Year)	34226	10491	3703	69	6686	0	55175					
Total Schools (Prev. Year)	33840	10458	3669	117	6344	0	54428					
Government schools	22,906	8,320	246	17	4,633	0	36,122					
Private schools	11,195	2,159	3,451	51	2,051	0	18907					
Madrasas & Unreco. Sch.	125	12	6	1	2	0	146					
Govt. schools: Rural	20,516	7,234	95	16	3,634	0	31,495					
Private schools: Rural	6,714	1,226	1,489	37	961	0	10,427					
Total Enrolment (Prev. Year)	3,305,573	2,356,366	2,293,287	11,246	1,958,089	0	9924561					
Enrolment in Govt. sch.	1,493,217	1,504,874	178,735	1,128	1,095,572	0	4,273,526					
Enrolment in Pvt. sch.	1,724,548	755,305	2,201,870	6,100	824,367	0	5,512,190					
Enr. in Madrasas & Unreco.	8172	1285	1999	5	87	0	11,548					
Enr. in Govt. sch. : Rural	1,268,407	1,262,858	47,109	1,081	800,285	0	3,379,740					
Enr. in Pvt. sch. : Rural	844,210	346,377	873,003	4,461	304,244	0	2,372,295					
Total Teachers (Prev. Year)	134230	74077	69005	626	52262	0	330,200					
Government teachers	61,121	53,414	5,615	52	30,618	0	150,820					
Private teachers	74,665	23,797	65,986	251	17,326	0	182,025					
Tch. in Madrasas & Unreco.	667	115	131	5	10	0	928					
Performance indicators												
	Primary only		Pry. with U.Pry		P+UP+Sec/HS		Upper P. only		U.P. + Sec/HS		All Schools	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
% Single-classroom schools	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
% Single-teacher schools	3.3	3.9	0.6	0.3	0.1	0.1	0.9	2.9	1.3	1.3	2.3	2.6
%Sch aproach by all weather road		95.8		96.2		98.5		95.7		97.1		96.2
% Schools with pre-primary	17.3	17.9	5.5	5.8	85.4	88.3	0.9	2.9	0.3	0.4	17.6	18.2
% Schools with common toilets	45.5	52.7	34.4	42.7	15.3	46.6	17.9	37.7	14.7	26.2	37.7	47.1
% Schools with girls toilets	45.1	92.1	50.6	96.9	12.3	98.9	26.5	87.0	33.3	86.7	42.5	92.8
% Schools with boys toilets	50.6	51.7	67.5	71.9	92.8	95.0	35.9	71.0	68.1	67.2	58.7	60.3
% Sch. with drinking water facility	100.0	100.0	99.9	100.0	98.7	100.0	100.0	100.0	99.8	100.0	99.9	100.0
% Schools providing mid day meal	98.3	98.6	98.7	99.1	35.6	27.5	72.1	94.3	97.4	97.8	97.7	98.0
% Sch. with electricity connection	88.0	92.6	95.9	97.7	98.3	99.7	93.2	89.9	96.8	97.1	91.3	94.6
% Schools with computers	21.4	25.3	51.1	78.7	94.8	98.1	58.1	42.0	76.8	83.4	38.6	47.4
% Schools with ramp	52.4	54.7	79.8	80.9	22.4	22.5	51.3	55.1	65.2	65.1	57.1	58.8
% Schools established since 2001	11.6	12.7	6.0	5.0	14.0	16.0	50.4	13.0	17.3	19.8	11.4	12.3
% Schools with kitchen-shed #	97.0	93.8	98.2	95.5	51.2	59.2	81.7	94.3	95.3	90.7	96.6	88.6
% No female tch. schools (tch>=2)	6.9	6.4	2.9	2.1	0.2	0.2	4.3	10.3	4.4	4.6	5.4	4.9
% Schools with <=50 students	45.1	46.9	2.3	2.3	1.4	1.8	42.7	17.4	2.3	2.9	28.9	30.0
% Schools having SMC#		98.6		98.2		30.6		96.2		97.0		97.7
Pupil-teacher ratio (PTR)	25	24	32	29	33	33	18	23	37	40	30	29
Student-classroom ratio (SCR)	23	22	29	27	32	31	27	26	32	33	27	27
Avg. no. of teachers per school	4.0	4.0	7.1	7.4	18.8	19.4	5.4	4.5	8.2	7.2	6.1	6.0
% Female teachers	81.4	81.9	69.7	70.3	84.8	85.2	79.2	58.4	63.6	64.9	74.3	77.4
% Enr. in single-teacher schools	1.4	1.5	0.3	0.1	0.0	0.0	0.8	0.5	0.5	0.5	0.6	0.6
% Enrolment in Govt. schools	47.7	46.3	67.3	66.5	6.9	7.5	39.5	15.6	57.9	57.1	44.9	43.6
% Girls enrolment	49.2	49.3	49.4	49.5	45.8	46.0	61.3	44.8	48.8	49.1	48.4	48.5
% Enr. in Pre-Primary	18.7		Total Grossness			Primary	Upper Primary		Transition Rate from Primary to Upper Primary			96.7
GPI: Primary Grades	0.95					17.0	24.6					
Facilities (Previous Year)												
	Text books	Uniform	Attendance	Stationary	Transport	Residential		% Sch with SCR >		% Sch with PTR >		
Primary Level	4002758	3079442	145719	457667	119177	11183		30 at Pr.	35 at U.P.	30 at Pr.	35 at U.P.	
Upper Primary Level	2874890	1687684	91091	439451	580078	20638		23.5	30.8	29.8	35.2	

Elementary Education : State Report Cards

Apparent survival rate upto grade V					Retention rate (Prim.)			TAMIL NADU					
Enrolment* 2010-11					Total Repe- ters	Repe- -tion rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio		
Grade	Total	Girls enrolment	CWSN					% SC enr.	Primary	U. Pry.	GER Primary	118.3	
			Boys	Girls	% ST enr.	24.3	24.6						GER U. Pry.
I	1,207,139	586,200	4,392	3,114	1,823	0.1	2.7	% SC girls	49.0	48.8	NER Primary	98.2	
II	1,194,626	581,625	4,529	3,322	1,651	0.1		% ST enr.	1.9	1.5	NER U. Pry.	90.9	
III	1,208,186	588,804	5,144	3,887	1,660	0.1		% ST girls	47.9	48.1	Non-Tch assignment		
IV	1,235,387	600,495	5,581	3,956	1,543	0.1		% OBC enr.	68.7	68.8	% Teachers involved	5.1	
V	1,264,881	612,669	6,377	4,538	2,022	0.2	4.0	% OBC girls	48.6	48.2	Number of days involved	9	
VI	1,256,880	609,602	6,167	4,766	6,012	0.5	2.5	% Muslim enr.	5.5	5.4	(only involved tchs)		
VII	1,206,947	582,628	6,661	5,322	5,817	0.5	2.7				Average Instructional days		
VIII	1,223,218	590,123	6,748	5,205	5,294	0.4	N.A.	% Muslim girls	49.1	49.5	Pr. level	U. Pr. level	
Pry (I-V)	6,110,219	2,969,793	26,023	18,817	8,699	0.1	1.2				214	213	
U.Pry.	3,687,045	1,782,353	19,576	15,293	17,123								

Classrooms/Other rooms							Enrolment by nature of disability								
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII
Pry. only	4.3	147,390	91.57	6.40	2.02	33,584	Blind	330	238	308	312	389	883	991	1058
Pry + U.Pry	7.9	82,402	90.92	6.95	2.13	16,686	Low-vision	507	662	825	928	1182	3090	3924	4163
P+UP+Sec	21.0	77,526	99.65	0.30	0.06	26,261	Hearing	952	1130	1224	1277	1535	1394	1462	1560
U. Pry. only	4.0	273	93.63	5.88	0.49	90	Speech	1017	923	1073	1027	1113	844	929	944
U.P. + Sec	8.7	57,938	92.82	5.75	1.43	24,960	Loco-motor	1132	1265	1559	1638	1745	1572	1662	1684

Teachers by Edu. qualification (other than contract teachers)*																	
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.	Other	No Res.									
Pr. only	1,685	19,807	48,892	43,437	18,035	1,648	0	0	Mentally Retarded	2347	2350	2679	2766	3243	1875	1796	1478
Pr+UPr	392	7,152	20,180	28,108	18,719	2,123	0	0	Learning	412	477	485	619	695	590	562	462
P+UP+Sec	726	3,074	7,356	35,616	20,231	2,310	0	0	Cerebral Palsy	229	241	246	294	244	190	158	166
U Pr. only	1	25	50	128	81	11	0	0	Autism	79	77	66	94	85	48	53	38
UP+Sec/HS	162	4,068	5,637	20,694	14,692	2,299	0	0	Multiple	501	488	566	582	684	447	446	400
Contract	115	412	1,432	3,115	1,209	150	0	0	Total	7506	7851	9031	9537	10915	10933	11983	11953

Teachers by gender & caste												
School category	Total	Regular teachers			Contract teachers			SC teachers		ST teachers		
		Male	Female	No res	Male	Female	No res	Male	Female	Male	Female	
Primary only	136,453	24,597	108,907	0	155	2,794	0	4,296	16,102	343	1,072	
Primary + U.Pry	77,326	22,868	53,806	0	103	549	0	4,531	7,744	284	454	
P + UP+Sec/HS	71,732	10,249	59,064	0	386	2,033	0	1,698	4,943	124	617	
Upper Pry. only	308	125	171	0	3	9	0	14	30	0	2	
U.P. + Sec/HS	47,954	16,723	30,830	0	130	271	0	3,161	4,529	158	316	

Enrolment by medium of instructions*							% Schools received	
School category	Tamil	English	Telugu	Urdu	Malayalam	TLM Grant	SD Grant	
Primary only	2369310	818319	14754	16791	3133	66.8	80.3	
Primary with Upper Primary	2071639	166763	10818	8748	1657	78.0	92.8	
Primary with UP. Pri. and Sec/HS	68432	2313984	194	411	172	2.2	2.8	
Upper Primary only	7060	173	0	0	0	49.3	69.6	
Upper Primary with Sec/HS	1693970	208229	7656	5955	2478	62.0	88.6	
Total / All Sch.	6210411	3507468	33422	31905	7440	64.0	78.5	

% Teachers recd. in-service training (previous year)						% Trained teachers			%Teachers by age ^(In years) @			% Grants utilized	
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM Grant	
Male	84.1	83.1	1.8	78.9	69.2	99.7	92.8	97.6	1.66	2.36	0.14	102.4	
Female	54.6	76.7	1.5	63.3	75.0	99.5	89.1	94.1	0.66	0.77	0.07	School Dev.	
All Tch.	60.0	78.6	1.6	69.8	72.9	99.6	89.8	94.6	0.89	1.13	0.09	Grant	99.8

@ = Govt. only

= Govt. + Aided

* Some totals may not match due to no response in classificatory data items

Elementary Education : State Report Cards

Apparent survival rate upto grade V			95	Retention rate (Prim.)		66.58	TRIPURA																																																							
Enrolment* 2010-11					Total Repe- aters	Repe- -tion rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio																																																			
Grade	Total	Girls enrolment	CWSN					% SC enr.	Primary	U. Pry.	GER Primary	134.3																																																		
			Boys	Girls	% ST enr.	18.6	21.6						GER U. Pry.	97.4																																																
I	80,767	39,426	250	187	3,984	4.2	15.2	% SC girls	48.9	49.8	NER Primary																																																			
II	79,890	39,538	250	152	1,913	2.3	8.7	% ST enr.	42.6	34.4	NER U. Pry.	83.5																																																		
III	78,052	38,255	216	166	2,408	2.7	12.3	% ST girls	48.6	47.1	Non-Tch assignment																																																			
IV	78,594	38,229	235	158	2,015	2.4	10.8	% OBC enr.	16.3	20.8	% Teachers involved	5.0																																																		
V	77,115	37,623	223	140	2,635	3.0	12.2	% OBC girls	49.5	50.0	Number of days involved	28																																																		
VI	83,231	40,602	247	176	7,895	9.0	15.9																																																							
VII	71,743	35,523	202	121	5,407	7.7	11.4	% Muslim enr.	9.8	10.1	(only involved tchs)																																																			
VIII	60,706	29,839	152	113	3,391	5.6	N.A.				Average Instructional days																																																			
Pry (I-V)	394,418	193,071	1,174	803	12,955	2.9	11.9	% Muslim girls	49.5	53.6	Pr. level	U. Pr. level																																																		
U.Pry.	215,680	105,964	601	410	16,693						240	240																																																		
Classrooms/Other rooms							Enrolment by nature of disability																																																							
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII																																															
Pry. only	3.8	8,574	72.59	16.81	10.60	2,308	Blind	33	29	21	28	33	45	42	28																																															
Pry + U.Pry	6.2	7,388	67.37	19.63	13.00	2,032	Low-vision	32	38	31	49	42	66	49	50																																															
P+UP+Sec	9.0	7,618	65.60	20.71	13.69	3,843	Hearing	51	43	67	54	38	56	37	20																																															
U. Pry. only	0.0	0				0	Speach	77	75	73	68	62	78	39	44																																															
U.P. + Sec	12.1	869	65.26	22.42	12.32	528	Loco- motor	112	99	86	96	92	96	110	82																																															
Teachers by Edu. qualification (other than contract teachers)*							Mentally Retarded	49	56	37	33	39	26	16	15																																															
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.										Other	No Res.	Learning	25	22	21	28	20	15	7	4																																				
Pr. only	2,314	3,269	1,338	464	77	16										6	0																																													
Pr+UPr	1,137	2,267	1,100	5,382	232	7										7	0										Cerebral Palsy	4	0	3	5	2	1	2	0																											
P+UP+Sec	851	2,811	1,844	5,662	324	12										4	0																																													
U Pr. only	0	0	0	0	0	0										0	0																			Autism	4	1	2	4	3	3	2	4																		
UP+Sec/HS	0	14	14	504	65	2										2	0																																													
Contract	280	646	190	1,031	129	3										0	0																												Multiple	50	39	41	28	32	37	19	18									
																																																						Total	437	402	382	393	363	423	323	265

Teachers by gender & caste		Regular teachers				Contract teachers			SC teachers		ST teachers	
School category	Total	Male	Female	No res	Male	Female	No res	Male	Female	Male	Female	
Primary only	8,560	5,545	1,939	0	804	272	0	685	225	3,752	1,142	
Primary + U.Pry	11,083	7,746	2,386	0	704	247	0	1,311	352	3,053	956	
P + UP+Sec/HS	11,751	8,128	3,380	0	200	43	0	1,574	423	1,948	930	
Upper Pry. only	0	0	0	0	0	0	0	0	0	0	0	
U.P. + Sec/HS	610	432	169	0	7	2	0	80	24	57	34	

Enrolment by medium of instructions*						% Schools received	
School category	Bengali	English	Others	Hindi		TLM Grant	SD Grant
Primary only	112902	4908	974	15		90.1	89.4
Primary with Upper Primary	164630	5470	635	0		93.9	92.7
Primary with UP. Pri. and Sec/HS	265325	26743	0	252		92.2	90.5
Upper Primary only	0	0	0	0			
Upper Primary with Sec/HS	12166	1278	0	0		90.3	86.1
Total / All Sch.	555023	38399	1609	267		91.5	90.4

	% Teachers recd. in-service training (previous year)					% Trained teachers			% Teachers by age @ ^(In years)			% Grants utilized	
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM	
Male	25.7	22.0	17.1		10.0	45.2	28.1	23.3	4.64	4.49	0.36	Grant	97.9
Female	19.6	21.9	13.3		4.7	43.8	27.2	21.9	4.50	4.05	0.31	School Dev.	
All Tch.	24.1	22.0	16.0		8.5	44.9	27.9	22.7	4.60	4.37	0.34	Grant	99.5

@ = Govt. only

= Govt. + Aided

* Some totals may not match due to no response in classificatory data items

Elementary Education in India: Where do we stand ?

STATE ELEMENTARY EDUCATION REPORT CARD : 2010-11															
Total districts		71		Dist. covered		71		State code		09		UTTAR PRADESH			
Primary cycle		1 - 5		Upper primary cycle		6 - 8		Ratio of P. to U.P. schools/sections		2.14					
Data reported from		Blocks/taluks		970		Clusters		8,949		Villages		95,407			
										Schools		201,475			
Basic data : 2001				Total population in (000's)		166197.9		%Urban population		20.8		%0-6 Population	19.0		
Decadal growth rate				25.9		Sex ratio		898		% SC population		21.1	%ST population	0.1	
Overall literacy rate				56.3		Male literacy rate		68.8		Female literacy rate		42.2		Area (Sq. Km)	240928
Key data: Elementary education		Primary only		Primary with Upper Primary		Prim. with U. P. & Sec./H. Sec.		Upper Primary only		U. P. with Sec./H. Sec.		No response	Total		
Total Schools (Cur. Year)		134412		8480		731		55694		2128		30	201475		
Total Schools (Prev. Year)		132297		8078		763		52021		1902		28	195089		
Government schools		106,510		895		138		43,562		359		30	151,494		
Private schools		27,621		7,477		586		12,102		1,762		0	49548		
Madrasas & Unreco. Sch.		281		108		7		30		7		0	433		
Govt. schools: Rural		101,448		643		94		42,300		285		1	144,771		
Private schools: Rural		21,202		4,693		399		10,011		1,443		0	37,748		
Total Enrolment (Prev. Year)		21,990,009		2,778,036		271,701		6,058,408		439,493		0	31537647		
Enrolment in Govt. sch.		15,246,717		244,380		37,607		4,101,367		59,330		428	19,689,829		
Enrolment in Pvt. sch.		6,641,681		2,702,635		226,897		2,265,071		401,076		0	12,237,360		
Enr. in Madrasas & Unreco.		50608		33324		2293		4534		1139		0	91,898		
Enr. in Govt. sch. : Rural		14,565,803		165,108		21,785		3,984,391		47,826		178	18,785,091		
Enr. in Pvt. sch. : Rural		5,288,646		1,791,118		137,021		1,930,409		330,438		0	9,477,632		
Total Teachers (Prev. Year)		482467		47069		4803		152694		10857		0	697,890		
Government teachers		376,321		4,306		775		108,193		1,857		3	491,455		
Private teachers		120,449		45,146		3,930		55,615		10,134		0	235,274		
Tch. in Madrasas & Unreco.		1166		659		47		126		28		0	2,026		
Performance indicators		Primary only		Pry. with U.Pry		P+UP+Sec/HS		Upper P. only		U.P. + Sec/HS		All Schools			
		09-10		10-11		09-10		10-11		09-10		10-11			
% Single-classroom schools		1.0		0.9		0.7		0.7		1.0		0.5			
% Single-teacher schools		2.7		3.0		1.9		1.3		2.2		2.6			
%Sch aproach by all weather road				100.0		100.0		100.0		100.0		100.0			
% Schools with pre-primary		7.7		11.2		2.4		3.3		2.5		4.4			
% Schools with common toilets		39.4		46.4		35.9		42.6		37.0		43.1			
% Schools with girls toilets		64.5		88.8		69.4		91.8		65.0		85.9			
% Schools with boys toilets		42.8		50.3		50.6		53.7		45.3		48.4			
% Sch. with drinking water facility		99.3		99.3		99.7		99.8		99.7		99.9			
% Schools providing mid day meal		85.2		80.8		28.3		29.9		26.6		39.0			
% Sch. with electricity connection		23.0		26.8		63.2		64.0		65.9		67.0			
% Schools with computers		2.8		3.1		16.1		18.1		20.4		22.7			
% Schools with ramp		64.7		76.6		20.7		41.6		24.8		44.9			
% Schools established since 2001		22.3		23.7		27.1		27.8		17.8		18.7			
% Schools with kitchen-shed [#]		64.6		62.4		12.0		12.7		13.5		15.2			
% No female tch. schools (tch>=2)		14.8		14.4		30.3		29.5		39.7		38.2			
% Schools with <=50 students		7.3		7.2		2.8		2.3		4.3		3.7			
% Schools having SMC [#]				8.6				7.6				11.5			
Pupil-teacher ratio (PTR)		46		44		59		59		57		56			
Student-classroom ratio (SCR)		39		38		46		47		33		33			
Avg. no. of teachers per school		3.6		3.7		5.8		5.9		6.3		6.5			
% Female teachers		43.2		43.7		38.2		38.3		35.7		37.0			
% Enr. in single-teacher schools		2.0		2.3		1.1		0.8		1.1		1.8			
% Enrolment in Govt. schools		71.2		69.5		9.0		8.2		13.4		14.1			
% Girls enrolment		49.9		49.8		44.8		45.1		49.1		50.1			
% Enr. in Pre-Primary		4.1		Total Grossness				Primary		Upper Primary		Transition Rate from Primary to Upper Primary		64.9	
GPI: Primary Grades		0.98						10.4		20.9					
Facilities (Previous Year)		Text books	Uniform	Attendance	Stationary	Transport	Residential	% Sch with SCR >		% Sch with PTR >					
Primary Level		12540777	5217927	12035736	338458	57297	29912	30 at Pr.	35 at U.P.	30 at Pr.	35 at U.P.				
Upper Primary Level		3622282	512438	3565837	68381	19054	273190	58.3	29.4	66.0	50.1				

Elementary Education : State Report Cards

Apparent survival rate upto grade V				85	Retention rate (Prim.)		69.85	UTTAR PRADESH									
Enrolment* 2010-11					Total Repeaters	Repetition rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio						
Grade	Total	Girls enrolment	CWSN					Primary	U. Pry.	GER Primary	105.2						
			Boys	Girls	% SC enr.	28.5	26.3					GER U. Pry.	59.6				
I	5,161,149	2,520,129	6,710	4,762	104,660	2.0	5.3	% SC girls	49.0	50.2	NER Primary	94.2					
II	5,064,343	2,481,900	7,337	5,399	99,776	2.0	3.8	% ST enr.	0.7	0.6	NER U. Pry.	47.1					
III	4,810,519	2,365,092	8,023	6,146	93,993	1.8	7.4	% ST girls	48.2	50.3	Non-Tch assignment						
IV	4,640,294	2,306,057	8,251	6,206	91,072	1.9	6.8	% OBC enr.	49.7	50.3	% Teachers involved	5.6					
V	4,364,903	2,195,744	7,945	6,474	87,696	2.0	35.9	% OBC girls	49.6	50.8	Number of days involved	16					
VI	2,782,297	1,422,190	4,180	3,236	60,730	2.2	3.4	% Muslim enr.	10.4	8.1	(only involved tchs)						
VII	2,660,730	1,346,953	3,488	2,899	58,036	2.3	2.1				Average Instructional days						
VIII	2,531,395	1,268,976	2,977	2,458	54,507	2.2	N.A.	% Muslim girls	48.2	49.4	Pr. level	U. Pr. level					
Pry (I-V)	24,041,208	11,868,922	38,266	28,987	477,197	1.9	11.1				225	224					
U.Pry.	7,974,422	4,038,119	10,645	8,593	173,273												
Classrooms/Other rooms							Enrolment by nature of disability										
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII		
Pry. only	4.2	570,010	81.50	14.48	4.01	188,056	Blind	865	571	685	741	771	797	416	253		
Pry + U.Pry	7.6	63,712	89.34	9.44	1.22	14,746	Low-vision	883	1028	1099	1217	1224	584	489	441		
P+UP+Sec	11.0	7,974	91.44	6.98	1.58	1,897	Hearing	505	611	705	640	719	356	300	226		
U. Pry. only	4.3	239,038	85.25	11.85	2.90	84,318	Speech	2005	1996	2215	2148	2130	1029	869	646		
U.P. + Sec	11.5	24,436	90.46	7.34	2.20	7,020	Locomotor	3269	3998	4405	4523	4742	2904	3014	2888		
Teachers by Edu. qualification (other than contract teachers)*																	
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.	Other	No Res.	Mentally Retarded								
Pr. only	10,886	21,546	62,810	126,872	100,054	2,596	707	2	Learning	1061	1314	1503	1584	1411	641	504	387
Pr+UPr	1,509	1,977	7,202	24,074	14,093	207	177	0	Cerebral Palsy	94	148	109	94	122	55	37	25
P+UP+Sec	127	198	589	1,867	1,818	27	13	0	Autism	20	20	21	19	26	14	11	10
U Pr. only	4,679	7,304	36,286	62,275	50,463	805	201	0	Multiple	373	384	392	419	434	140	93	83
UP+Sec/HS	199	299	765	4,135	6,385	64	15	0	Total	11472	12736	14169	14457	14419	7416	6387	5435
Contract	3,302	5,603	62,664	73,060	30,254	505	128	2									
Teachers by gender & caste		Regular teachers			Contract teachers			SC teachers		ST teachers							
School category	Total	Male	Female	No res	Male	Female	No res	Male	Female	Male	Female						
Primary only	497,936	206,313	119,159	8	73,840	98,615	1	47,468	27,445	2,455	1,800						
Primary + U.Pry	50,111	30,378	18,861	0	522	350	0	3,569	1,526	329	195						
P + UP+Sec/HS	4,752	2,924	1,715	0	72	41	0	273	144	33	10						
Upper Pry. only	163,934	114,879	47,134	2	1,219	700	0	20,527	7,072	1,113	443						
U.P. + Sec/HS	12,019	10,134	1,728	0	133	24	0	1,056	196	112	26						
Enrolment by medium of instructions*										% Schools received							
School category	Hindi		Others		Urdu		English		TLM Grant	SD Grant							
Primary only	20093138		241170		119406		16274		61.9	63.0							
Primary with Upper Primary	2657962		44742		69767		20744		3.7	3.9							
Primary with UP. Pri. and Sec/HS	226238		4668		7940		15760		7.0	5.7							
Upper Primary only	5898234		109263		4338		3765		51.8	56.4							
Upper Primary with Sec/HS	426090		10671		571		813		3.9	5.1							
Total / All Sch.	29301662		410514		202022		57356		55.9	57.9							
% Teachers recd. in-service training (previous year)								% Trained teachers		% Teachers by age @		% Grants utilized					
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM Grant	SD Grant				
Male	13.3	0.5	0.4	10.7	0.3	94.1	36.8	69.7	2.71	3.78	4.24	98.0					
Female	14.8	0.4	0.3	10.8	0.5	94.4	31.9	65.1	1.83	1.99	1.92	School Dev.					
All Tch.	13.9	0.5	0.4	10.8	0.3	94.2	34.0	68.2	2.36	3.07	3.32	Grant	98.0				

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Elementary Education : State Report Cards

Apparent survival rate upto grade V			80		Retention rate (Prim.)		92.73		UTTARAKHAND								
Enrolment* 2010-11					Total Repeaters	Repe-tition rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio						
Grade	Total	Girls enrolment	CWSN					Primary	U. Pry.	GER Primary	110.2						
			Boys	Girls	% SC enr.	26.0	25.4					GER U. Pry.	96.1				
I	251,154	118,340	618	417	22,088	9.0	9.4	% SC girls	48.8	49.4	NER Primary	88.9					
II	218,632	103,848	523	411	11,880	5.4	4.1	% ST enr.	3.3	3.6	NER U. Pry.	70.4					
III	210,065	100,005	606	536	10,848	5.0	5.0	% ST girls	49.6	50.3	Non-Tch assignment						
IV	204,177	98,368	642	503	9,163	4.2	3.7	% OBC enr.	26.1	19.9	% Teachers involved	10.6					
V	200,232	96,518	575	425	4,547	2.1	6.4	% OBC girls	47.2	48.0	Number of days involved		20				
VI	192,108	93,559	339	267	8,314	4.3	3.5				(only involved tchs)		Average Instructional days				
VII	183,626	89,131	304	242	6,056	3.3	2.1	% Muslim enr.	17.1	10.2	Pr. level	U. Pr. level					
VIII	178,498	86,449	246	212	4,026	2.2	N.A.				223	221					
Pry (I-V)	1,084,260	517,079	2,964	2,292	58,526	5.3	5.8	% Muslim girls	47.0	48.2							
U.Pry.	554,232	269,139	889	721	18,396												
Classrooms/Other rooms							Enrolment by nature of disability										
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII		
Pry. only	3.0	45,846	68.51	17.38	14.10	19,094	Blind	38	37	30	31	38	27	27	17		
Pry + U.Pry	8.8	7,365	94.48	4.79	0.73	2,314	Low-vision	75	61	109	87	108	82	65	67		
P+UP+Sec	17.2	6,105	97.40	2.27	0.33	2,462	Hearing	51	38	64	61	53	48	42	37		
U. Pry. only	3.4	12,627	71.76	17.01	11.23	7,188	Speech	130	119	99	110	88	68	90	53		
U.P. + Sec	6.4	13,148	68.39	19.93	11.68	7,264	Loco-motor	159	155	188	204	228	127	131	135		
Teachers by Edu. qualification (other than contract teachers)*																	
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.	Other	No Res.	Mentally Retarded	I	II	III	IV	V	VI	VII	VIII
Pr. only	524	1,729	5,504	12,007	15,092	179	56	48	Learning	153	188	271	319	233	124	84	72
Pr+UPr	57	113	483	1,961	2,382	35	14	4	Cerebral Palsy	21	12	16	13	7	12	7	5
P+UP+Sec	22	46	98	827	1,583	20	2	0	Autism	13	10	14	12	10	2	7	6
U Pr. only	118	207	2,100	4,520	6,687	53	10	16	Multiple	156	96	124	110	82	45	33	31
UP+Sec/HS	47	89	427	1,942	8,480	156	9	31	Total	1035	934	1142	1145	1000	606	546	458
Contract	57	68	581	2,218	2,044	18	3	1									
Teachers by gender & caste			Regular teachers			Contract teachers			SC teachers		ST teachers						
School category	Total	Male	Female	No res	Male	Female	No res	Male	Female	Male	Female						
Primary only	39,501	15,704	19,435	0	2,236	2,126	0	2,263	1,909	534	565						
Primary + U.Pry	5,283	1,835	3,214	0	90	144	0	208	203	32	65						
P + UP+Sec/HS	2,652	679	1,919	0	19	35	0	60	74	20	31						
Upper Pry. only	13,900	8,882	4,829	0	108	81	0	1,503	596	253	184						
U.P. + Sec/HS	11,332	8,374	2,807	0	109	42	0	1,102	359	142	85						
Enrolment by medium of instructions*										% Schools received							
School category	Hindi	English	Others	Urdu	TLM Grant	SD Grant											
Primary only	851411	17334	2888	5627	74.8	75.5											
Primary with Upper Primary	115196	29828	2111	1435	3.0	3.7											
Primary with UP. Pri. and Sec/HS	49887	90828	1076	0	9.4	6.1											
Upper Primary only	220942	2924	671	0	75.3	70.8											
Upper Primary with Sec/HS	208993	2592	901	0	82.2	74.4											
Total / All Sch.	1446429	143506	7647	7062	71.8	70.7											
% Teachers recd. in-service training (previous year)									% Trained teachers			% Teachers by age^(In years)@			% Grants utilized		
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM Grant					
Male	60.9	4.8	3.3	72.7	58.6	98.1	40.0	66.6	3.82	4.24	3.02	Grant	99.8				
Female	55.2	3.1	6.5	67.2	52.9	98.1	34.1	56.0	2.54	2.52	1.84	School Dev.					
All Tch.	57.8	3.7	5.7	70.8	57.2	98.1	37.4	60.6	3.21	3.42	2.46	Grant	95.7				

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Elementary Education : State Report Cards

Apparent survival rate upto grade V				73		Retention rate (Prim.)		68.51		WEST BENGAL										
Enrolment* 2010-11					Total Repe- rators	Repe- tition rate	Drop out rate	SC/ST/OBC enrolment			Enrolment ratio									
Grade	Total	Girls enrolment	CWSN					% SC enr.	Primary	U. Pry.	GER Primary	136.9								
			Boys	Girls									GER U. Pry.							
I	2,552,380	1,237,863	17,356	12,275	558,901	21.1	10.0	% SC girls	49.2	50.0	NER Primary									
II	1,981,477	972,751	12,191	8,850	155,962	7.7	3.4	% ST enr.	7.4	5.6	NER U. Pry.									
III	1,918,238	950,720	11,743	8,974	108,006	5.5	1.5	% ST girls	49.4	49.1	Non-Tch assignment % Teachers involved 18.3 Number of days involved 14 (only involved tchs) Average Instructional days									
IV	1,921,232	952,551	12,214	9,076	120,602	6.2	9.1	% OBC enr.	4.6	9.2										
V	1,858,243	938,842	8,118	6,626	221,883	11.9	7.4	% OBC girls	48.9	49.4										
VI	1,664,425	851,715	6,378	5,556	141,628	8.6	3.7	% Muslim enr.	31.7	26.7										
VII	1,588,627	819,368	5,931	5,186	137,780	9.0	4.7													
VIII	1,447,143	753,384	5,298	4,786	113,047	8.4	N.A.													
Pry (I-V)	10,231,570	5,052,727	61,622	45,801	1,165,354	11.2	6.5	% Muslim girls	49.9	56.1	Pr. level U. Pr. level									
U.Pry.	4,700,195	2,424,467	17,607	15,528	392,455						201 199									
Classrooms/Other rooms							Enrolment by nature of disability													
School category	Avg. CLS	Total CLS rooms	%good cond.	%minor repair	%major repair	Other rooms	Nature of Disability	I	II	III	IV	V	VI	VII	VIII					
Pry. only	3.3	239,974	67.63	16.97	15.40	70,582	Blind	1652	1131	1130	1223	977	728	708	660					
Pry + U.Pry	8.9	8,053	77.79	13.71	8.50	2,165	Low-vision	2603	2304	2527	2756	3423	3100	2865	2731					
P+UP+Sec	18.7	12,071	86.04	8.80	5.16	4,197	Hearing	2780	2259	2305	2419	2227	1858	1620	1346					
U. Pry. only	3.3	13,515	67.83	15.37	16.80	3,870	Speech	4558	2950	2696	2660	1587	1266	1156	1010					
U.P. + Sec	12.1	101,807	65.57	18.58	15.85	45,141	Loco-motor	3908	3013	3008	3150	2002	1879	1877	1851					
Teachers by Edu. qualification (other than contract teachers)*							Teachers by gender & caste													
School category	Below Sec	Sec.	Hr. Sec.	Grad.	Post Grad.	M. Phil.	Other	No Res.	Regular teachers	Contract teachers			SC teachers		ST teachers					
Pr. only	8,913	88,882	67,310	83,158	11,669	778	569	30	Total	Male	Female	No res	Male	Female	Male	Female				
Pr+UPr	475	1,257	1,407	4,309	1,047	42	142	6	Primary only	282,782	147,286	114,013	227	10,425	10,831	0	35,813	19,834	8,543	4,774
P+UP+Sec	217	655	883	6,375	4,424	184	80	1	Primary + U.Pry	8,789	5,073	3,612	31	48	25	0	339	271	187	197
U Pr. only	100	227	293	14,348	4,911	78	35	1	P + UP+Sec/HS	13,357	5,843	6,976	69	202	267	0	475	381	159	242
UP+Sec/HS	253	725	1,221	69,811	65,234	1,624	366	14	Upper Pry. only	20,799	15,991	4,002	81	391	334	0	2,357	711	410	188
Contract	765	9,709	4,857	29,321	5,971	181	89	1	U.P. + Sec/HS	168,551	91,794	47,454	932	12,730	15,641	0	21,562	11,374	4,836	2,049
									Total	29631	21041	20717	21290	14744	11934	11117	10084			
Enrolment by medium of instructions*							% Teachers recd. in-service training (previous year)					% Trained teachers			% Teachers by age @			% Grants utilized		
School category	Bengali		Hindi		English		Urdu		Nepali		TLM Grant	SD Grant								
Primary only	7656976		241704		61848		93335		57559		66.8	61.6								
Primary with Upper Primary	89865		16664		43676		6465		147		1.0	1.2								
Primary with UP. Pri. and Sec/HS	131331		16211		130692		7221		1222		18.4	18.0								
Upper Primary only	641759		15716		13705		13308		6248		33.9	22.7								
Upper Primary with Sec/HS	5253104		175650		29971		45698		15696		86.7	82.6								
Total / All Sch.	13773035		465945		279892		166027		80872		65.9	60.6								
	P. only	P + UP	P+Sec/HS	U.P. only	UP+Sec/HS	Government Regular	Contract	Private	55 - 56	57-58	59-60	TLM Grant	91.4							
Male	45.9	0.4	4.9	10.5	16.7	63.1	20.3	19.1	4.33	5.24	4.29	Grant								
Female	31.5	0.8	2.1	10.0	16.8	52.5	19.8	23.0	3.86	3.66	2.58	School Dev.								
All Tch.	39.5	0.6	3.3	10.4	16.7	58.9	20.0	21.3	4.14	4.59	3.58	Grant								

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