# ELEMENTARY 

## EDUCATION

## IN INDIA

Where do we stand?

## Arun C. Mehta



National Institute of Educational Planning and Administration 17-B, Sri Aurobindo Marg, New Delhi-110 016

##  <br>  <br> inindis <br> Where do we stand?

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## PROJECT TEAM

This publication is the outcome of the collaborative activities of the Department of Elementary Education and Literacy, MHRD, National Institute of Educational Planning and Administration (NIEPA), MIS Unit at the Technical Support Group and State and District level MIS Units. The key officials involved in the collection and implementation of the DISE activities are as under:
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Andhra Pradesh
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Chandigarh
Chhattisgarh
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Karnataka
Kerala
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## FOREWORD

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

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

About 581 districts in twenty-nine States \& UTs have now adopted DISE and it is proposed to cover all districts and completely replace the existing manual system of collection of educational statistics, in so far as elementary education is concerned, in a year or so. Information generated through DISE will then acquire status of official statistics.

The present volumes present the District Report Cards (Volume I \& II) on more than four hundred variables for the year 2004-05. Most of the indicators are presented according to school category. Information presented in these volumes is particularly valuable for implementing educational programmes like SSA in the decentralized context. I am confident that this set of data will be used in planning for good quality elementary education at different levels, and that data users, researchers and development planners interested in the Indian education system will find these volumes useful.

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

# राष्ट्रीय रौक्षिक योजना और प्रशासन संस्थान <br> NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION 

## Prof. Ned Prakash

Director

## From the Director's Desk

I am happy to present Elementary Education in India: Where Do We Stand: District Report Cards, which is based upon the DISE 2005 data. In September 2005, NIEPA brought out Elementary Education in India: Where Do We Stand: Analytical Report 2004 which contains a large number of state-specific indicators spread over different aspects of universalisation of elementary education. I have been given to understand that the amount of data which is being disseminated through the present publication is enormous and very rich in contents. The District Report Cards 2005 present a variety of district-specific indicators which would be of immense help to users.

NIEPA is committed to provide professional and technical support to all the States and UTs. We have been conducting workshops on DISE across the country. This has helped in improving the capacity of both the state and district level MIS officers substantially. We plan to further intensify our capacity building activities in the year that follows.

I am confident that all the remaining States and Districts would be covered under DISE in a year or two. This is important in the light of the Government's decision to gradually replace the existing manual system of data collection by the DISE.

I would like to place on record my appreciation for all the hard work put in by the DISE team led by Dr Arum C. Mehta in bringing out this publication. I am certain that the researchers, policy makers, administrators and planners will find the publication both informative and useful.

(Vied Prakash)
New Delhi
January 2006


For the last several years, NIEPA has been actively involved in strengthening the Educational Management Information System (EMIS) in the country. The year 2005 District Report Cards are based on the data received from 581 districts across twenty-nine States and UTs. This publication contains data received at the national level till the end of August 2005.

The study of this magnitude cannot be completed without the active involvement and participation of the professionals compared with the implementation of EMIS 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.

Ms. Kumud Bansal, Secretary in the Department of Elementary Education and Literacy, MHRD and her team has always been a source of great inspiration. In particular, I am thankful to Ms. Vrinda Sarup, Joint Secretary and Shri Dhir Jhingran, Director for playing crucial role in facilitating the implementation of DISE in various states.

I take this opportunity in thanking UNICEF, Delhi, especially Dr Suzanne Allman, for consistently supporting EMIS activities for the last more than ten years.

I envisage full support in DISE operations from Prof. Ved Prakash, Director, NIEPA who assumed office recently. I am thankful to Prof. Marmar Mukhopadhyay for his encouragement. I appreciate the support that I have been receiving from my faculty colleagues from time to time.

Although it is not possible to name each and every individual working at the state and district levels, their contribution is gratefully acknowledged. At the national level, the MIS Unit of the Technical Support Group (ED.CIL) led by Shri M. K. Talukdar, Chief Consultant (MIS) played a significant role in providing professional support to the states in the implementation of DISE.

The mammoth task of collecting data from 581 districts, meeting day-to-day queries of the EMIS field staff, and providing professional and software support to all the states could not have been possible without the active support from each and every member of the DISE project team located at NIEPA. The contribution of Shri Naveen Bhatia, Computer Programmer, in database management \& software development and Dr. R. S. Thakur, Consultant in data scrutiny is gratefully acknowledged. Special thanks are due to

Shri Shalender Sharma, Project Associate Fellow, for facilitating the preparation and design of District Report Cards.

I also express thanks to Shri Pramod Rawat, Deputy Publication Officer and his colleagues in the Publication Unit, especially Shri Sudhakar Mishra for extending all the help. I am also thankful to Shri S. A. Siddiqui and Ms. Alka Mishra of the DISE project for providing useful assistance.
I hope that this publication will be of value for education planners, policy formulators and researchers.

Any suggestion for improvement is most welcome.

Arun C. Mehta arunmehta@niepa.org

|  | Abbreviations |
| :---: | :---: |
| Avg | Average |
| BRC | Block Resource Center |
| CDR | Compact Disk ROM |
| CR | Completion Rate |
| CRC | Cluster Resource Center |
| DISE | District Information System for Education |
| DOR | Drop out Rate |
| DPEP | District Primary Education Programme |
| DRC | District Report Cards |
| EMIS | Educational Management Information System |
| GER | Gross Enrolment Ratio |
| Govt. | Government |
| GPI | Gender Parity Index |
| M. Phil | Master of Philosophy |
| NER | Net Enrolment Ratio |
| No. | Number |
| No Res | No Response |
| $\mathrm{P}+\mathrm{Sec} . / \mathrm{Hs}$. | Primary with Upper Primary \& Secondary/Higher Secondary |
| $\mathrm{P}+\mathrm{UP}$ | Primary with Upper Primary |
| P. only | Primary only |
| Pop. | Population |
| PR | Promotion Rate |
| Pr./Prim. | Primary |
| PTR | Pupil Teacher Ratio |
| Pvt. | Private |
| RR | Repetition Rate |
| Recd | Received |
| SC | Scheduled Castes |
| SCR | Student Classroom Ratio |
| SDG | School Development Grant |
| Sec. | Secondary |
| SRC | State Report Cards |
| SSA | Sarva Shiksha Abhiyan |
| ST | Scheduled Tribes |
| U. Prim./U.P | Upper Primary |
| U.P. Only | Upper Primary only |
| UP + Sec | Upper Primary with Secondary/Higher Secondary |
| Tch | Teachers |
| TLM Grant | Teaching Learning Material Grant |
| TR | Transition Rate |

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## 1. Introduction

Ever since its inception, the DPEP has emphasized decentralized planning of education with a focus on district planning. This was again reiterated in Sarva Shiksha Abhiyan Programme that envisages achieving goal of universal elementary education by 2010. In order to operationalize this premise into reality, considerable amount of educational and allied data is required for each district. 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 computerized at the district level and disseminated upto the school level in various ways. The data capture formats; definitions and concepts used for data collection are available at http:// www.dpepmis.org which is being followed uniformly across states.

## 2. District Report Cards

Since 1999, efforts are being made to share the district level data with the educational planners, administrators and the data users in the form of District Report Cards. In addition to print material, a variety of dissemination strategies, including CDR and web publishing, were adopted to improve availability of district level data to the data users. From the year 2001-02, the scope of DISE has been extended to cover new data elements as well as to expand the scope to the whole of the elementary education sector. The present volumes present the District Report Cards (Volume I \& II); and contain a comprehensive district-specific database on elementary education in India. The District Report Cards incorporate information on the following important areas of elementary education:
a) Basic data on population, literacy, sex ratio, number of 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). Details of schools and enrolment in rural areas are also made available category-wise and management-wise.
c) Grade-wise and level-wise enrolment along with percentage of overage and underage children at primary and upper primary levels of education in each district.
d) Examination results for the previous academic session for the terminal class at primary and upper primary levels of education.
e) Classrooms categorized into good condition, requiring minor and major repairs by school category.
f) Number of schools by category and by type of building.
g) Distribution of regular and para teachers by educational and professional qualifications and by school category.
h) Sex-wise enrolment of children with disabilities in primary and upper primary classes.
i) Gender and caste distribution of regular and para teachers and proportion of teachers undergoing inservice teacher training by school category.
j) Enrolment by medium of instruction and by school category.
k) Sex-wise number of students benefited by various incentive schemes at primary and upper primary levels.

1) Grade-specific promotion, repetition and drop out rates at primary and upper primary levels of education. This has been presented for the districts having atleast 2 years DISE data.
m) Transition from primary to upper primary level and retention rate at the primary level. Transition rate is presented in case of districts having atleast 2 years data and completion in case of districts having $4 / 5$ years DISE data.
n) Performance indicators in terms of school category, enrolment distribution: total, Scheduled Castes, Scheduled Tribes, percentage of girl's enrolment, GPI, classrooms, single teacher schools, schools with attached pre-primary classes etc.
o) Quality indicators according to category of schools, teacher pupil ratio, average number of teachers, availability of female teachers, school buildings, students classroom ratio, common toilets, girl's toilets, schools without building and blackboard etc.
p) Number of schools received school development and teaching learning material grant by school category.

## 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 Elementary 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. At the national level thorough scrutiny of state-specific data is undertaken and limitations, if any, are reported to the states concerned.

In addition to the DISE, the District Report Cards also present selected data from the 2001Census. The definitions and concepts followed in the preparation of District Report Cards are the same as used in the DISE data capture formats. The MIS Unit at TSG also undertakes processing of data and shares the major findings with the states in the form of tables derived from the state/district level DISE data.

Despite best efforts, some schools have not responded to all the classificatory variables, like management, year of establishment, rural/urban classification, school category, building status, academic and professional qualifications of teachers, caste and sex code for teachers etc. Wherever possible, efforts have been made to analyze the data by excluding the no-response values. In some tables, the no-responses are also shown separately. However, in some cases, the no-responses are explicit from the tables and hence the totals may not match across various tables due to different number of no-responses. In cross tabulation, the no-responses are excluded.

### 3.1 Indicators and their Formulation

The report cards contain absolute data on selected variables and also present trends and analysis of indicators derived from the school and the district level data. 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 District Report Cards present data on management in terms of Government and Private category. The Government category includes all schools under the management of the Government (Central/State), Tribal/Social Welfare Department, Local Bodies, and Kendriya Vidyalyas, Army Schools, Navodaya Vidyalayas, Sainik Schools, Tibetan Schools, Navy Schools, Project Schools etc. The private category includes schools classified as Private Aided and Private Unaided. It may be noted that DISE covers only the recognized schools falling under the above categories. Unrecognized schools are not included in the DISE information collection system.
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 analysis of teachers' data is in terms of the teachers shown as 'in position'. The distribution of teachers in terms of educational qualifications has been presented separately for teachers and para teachers. Teachers include TGTs, Head Teachers, Center Head Teachers, regular and temporary primary/elementary teachers, subject teachers such as: Art \& Craft Teachers, Oriental Teachers, Language Teachers, Drawing Teachers, Music Teachers, Computer Instructors, and Physical Education Teachers. Community teachers, voluntary teachers, Guruji, are included amongst para teachers. The analysis of teachers' data for in-service training is presented for the regular teachers. Para teachers have been excluded from this analysis in the Report Cards.
d) Mediums of instruction: The District Report Cards present the number of children studying through various mediums of instruction by category of schools. The data for four major mediums of instruction are presented in the Report Cards and if a state/district has more than four mediums of instruction, these have been presented under the category, 'Others'.
e) Schools, villages, blocks and clusters: The number of blocks, villages and schools is based on the initialized entities in the DISE software. The list of 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 Report Cards 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 | $=$ | Primary schools having single classroom | x 100 |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total primary schools |  |
| 2. |  |  | Primary schools with single teacher in position | x 100 |
|  | \% Single teacher schools | $=$ | Total primary schools |  |
| 3. | \% Schools with SCR $\geq 60$ | $=$ | Primary schools having student classroom ratio $\geq 60$ | x 100 |
|  |  |  | Total primary schools |  |
| 4. | \% Schools with pre-primary sections | $=$ | Primary schools having pre-primary sections | x 100 |
|  |  |  | Total primary schools |  |
| 5. | \% Schools with common toilet | = | Primary schools having common toilet | x 100 |
|  |  |  | Total primary schools |  |
| 6. | \% Schools with girl's toilet | = | Primary schools having girls toilet | x 100 |
|  |  |  | Total primary schools |  |


(Para-teachers have been included while calculating PTR)

Total enrolment in primary schools
19. Student-Classroom Ratio (SCR)
$=$
Total classrooms in primary schools
Number of primary schools having enrolment $\geq 50$ in Grades I - IV/V
20. $\%$ Schools with $\geq 50$
$=$ students in Grades I - IV/V

Total primary schools having PTR $\geq 100$
21. $\%$ Schools with $\mathrm{PTR} \geq 100=$

Total primary schools
Total female teachers in primary schools
22. \% Female Teachers
$=$
Total teachers in primary schools
(Para teachers have been included while calculating this indicator)
Total primary schools established since 1994
23. $\%$ of Primary schools established $=$ $\qquad$ since 1994

Total primary schools
(The denominator excludes the schools for which year of establishment is not given)
24. Flow Rates
(a) Promotion Rate

$$
\begin{equation*}
\left(\mathrm{p}_{\mathrm{g}}^{\mathrm{t}}\right) \quad=\frac{\mathrm{P}_{\mathrm{g}+1}^{\mathrm{t}+1}}{\mathrm{E}_{\mathrm{g}}^{\mathrm{t}}} \tag{x 100}
\end{equation*}
$$

where

$$
\begin{array}{ll}
\mathrm{P}_{\mathrm{g}+1}{ }^{\mathrm{t}+1} & =\text { Number of students promoted to grade ' } \mathrm{g}+1 \text { ' in year ' } \mathrm{t}+1 \text { ' and } \\
\mathrm{E}_{\mathrm{g}}^{\mathrm{t}} & =\text { Total number of students in grade ' } \mathrm{g} \text { ' in year ' } \mathrm{t} \text { ' }
\end{array}
$$

(b) Repetition Rate
$\left(\mathrm{r}_{\mathrm{g}}^{\mathrm{t}}\right)$
$=\frac{R_{g}{ }^{t+1}}{E_{g}{ }^{t}}$
where
$\mathrm{R}_{\mathrm{g}}{ }^{\mathrm{t}+1}=\quad$ Number of repeaters in grade ' g ' in year ' $\mathrm{t}+1$ '
(c) Dropout Rate

$$
\left(\mathrm{d}_{\mathrm{g}}^{\mathrm{t}}\right) \quad=\frac{\mathrm{D}_{\mathrm{g}}^{\mathrm{t}}}{\mathrm{E}_{\mathrm{g}}^{\mathrm{t}}} \quad \mathrm{x} 100
$$

where
$d_{g}^{t} \quad=$ Number of student's dropping out from grade ' $g$ ' in year ' $t$ '
(d) Transition Rate (TR)

TR

$$
=\frac{\mathrm{E}_{\mathrm{g}+1}^{\mathrm{t}+1}}{\mathrm{E}_{\mathrm{t}}^{\mathrm{t}}} \quad \mathrm{x} 100
$$

where

$$
\begin{array}{ll}
\mathrm{E}_{\mathrm{g}+1}{ }^{\mathrm{t}+1} & =\text { New entrants into Grade V/VI in year ' } \mathrm{t}+1 \text { ' and } \\
\mathrm{E}_{\mathrm{g}}{ }^{\mathrm{t}} & =\text { Enrolment in Grade IV/V in year ' } \mathrm{t} \text { ' }
\end{array}
$$

(e) Retention Rate $(R R)$

RR

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

25. Average Promotion, Repetition and Dropout rates present average of these rates in primary classes and is calculated by using the standard methods.
26. Gender Parity Index (GPI) $=\frac{\text { Girl's enrolment in Primary Grades in year ' } t \text { ' }}{\text { Boy's enrolment in Primary Grades in year ' } t \text { ' }}$

| 27. Ratio of Primary to Upper |
| :--- |
| Primary Schools/Sections |$\quad=\frac{\text { Total number of Primary Schools/Sections in year ' } t \text { ', }}{\text { Total number of Upper Primary Schools/Sections in year ' } t \text { ' }}$

Total enrolment in Grades I-V

| 28. Gross Enrolment Ratio (GER) |  |  |
| :--- | :--- | :--- |
| Population of age 6-11 years | x 100 |  |
| 29. Net Enrolment Ratio (NER) $=$ | Enrolment, I-V/6-11 age group | Population of age 6-11 years 100 |

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

## 4. Coverage: Some Facts

■ Record date : 30th September 2004

- Grades covered
: 1 to 7 or 8 (depending upon the duration of elementary education cycle)
- Total states
: 29
- Total districts
: $\quad 581$ (including bifurcated districts)
- Total schools
: $10,37,813$
- Total students
: $\quad 156.01$ million
- Total teachers
: $\quad 4.17$ million (including para teachers)
- Total para teachers
: 3,79,385
- Number of repeaters : 11.83 million
- Number of students with disabilities : 13,98,300


## 4. Limitations of the Data

The analysis presented in the Report Cards is based on the information received from the State Project Offices and the District Project Offices. 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 many 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. 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, the data presented in the Report Cards may not exactly match. In some cases the discrepancies could not be resolved at the national level. Data for such districts is rejected due to gross inconsistencies and the same is not reported in the present publication. Previous year data is reported in such cases.

Despite all our efforts, it is possible that the field agencies might have not covered all Navodaya Vidyalayas, Sainik Schools, Military Schools, Kendriya Vidyalayas, Tibetan Schools etc. under DISE. All these schools are recognized schools and are supposed to be covered under DISE but their coverage varies from state to state and district to district. A few states have collected data from these schools while others might not have covered all such schools. Similarly, field level functionaries reported that data from a few private recognized schools couldn't be obtained for one or the other reason. We are trying to reach all such schools through the highest level, and are hopeful that these efforts will be reflected in the year that follows.

An attempt has been made to present flow rates in case of districts having DISE data for more than two years. While analyzing flow rates it is noticed that in a few districts the same was found incorrect, largely because of the inconsistent data. Flow rates in case of such districts have not been reported. States are advised to use consistency module of DISE software to identify and remove inconsistencies in the data. In addition, CRC coordinators are being made accountable to ensure that data is consistent and there are no missing values.

One of the other important limitations of the data is incomplete reporting of the school age population, which is very crucial in assessing the progress towards universal elementary education. It has been observed that information received on this aspect through the Village Data Capture Format, in most of the cases, is either incomplete or simply not reported. In the absence of reliable school age population, it is not possible to construct crucial indicators such as GER and NER both at the primary and upper primary levels of education.

The district-specific Census 2001 figures on single-age population are not yet available. Alternatively, the state-specific share of 6-11 and 11-14 year population in total population in 2001 has been applied to total projected population of the district in the current year to obtain district-specific child population and the same has been used to construct GER and NER. By using the compound growth rate between the periods 1991 and 2001, total population is obtained for the current year. Sprague Multipliers are applied to state's actual 2001 age group population to obtain singe age population. The GER and NER presented in the present volume should, therefore, be analyzed in the light of these limitations. The estimates are likely to be changed once projections based on actual district-specific Census 2001 figures are available.

Indicators constructed and data presented in this volume are based on the data as has been received from the States \& UTs as on September 30, 2004

Elementary Education: Report Card - ADILABAD


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHITTOOR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - EAST GODAVARI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - HYDERABAD

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District HYDERABAD |  |  |  |  |  |  | State ANDHRA PRADESH |  |  |  |  |  |  | Primary cycle |  | U. primary cycle |  | 6-8 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  |  | 19 No. of CRC's |  |  |  | 186 ${ }^{\text {No. of villages }}$ |  |  |  |  |  |  | 625 Number of schools |  |  |  | 2,789 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  |  | 383017.2 | \% 0-6 Population |  |  | 12.78.0 |  | \% Urban population |  |  |  | Sex ratio | \| ${ }_{\text {eracy }} 93$ | Sex ratio 0-6 |  |  | 943 |
| Key data: Elementary Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  |  | Total schools* |  |  | Rural schools* |  |  | Total enrolment* |  |  | Rural enrolment* |  |  | Teachers* |  |
|  |  |  |  |  | Govt. |  | Private | Govt. rural P |  | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. rural |  | Govt. | Private |
| Primary only |  |  |  |  |  | 559 | 803 |  | 3 | 1 | 79,5 |  | 235,545 | 45 |  | 261 | 2,401 | 6,851 |
| Primary with upper primary |  |  |  |  |  | 87 | 375 |  | 0 | 3 | 20,4 |  | 81,415 |  |  | 522 | 754 | 3,294 |
|  |  |  |  |  |  | 10 | 41 |  | 0 | 0 |  | 708 | 31,835 |  |  | 0 | 450 | 1,650 |
| Primary with upper primary \& sec/higher sec. <br> Upper primary only <br> Upper pimay |  |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  |  |  | 0 | 0 | 0 |
|  |  |  |  |  |  | 173 | 74 |  | 1 | 2 | 27,8 |  | 140,827 | 7 10 |  | 340 | 1,975 | 8,028 |
| Upper primary with sec./higher secondary No response in school category |  |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 |  | 0 | 0 | 0 |
| Performance indicators |  |  |  | School category |  |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  |  |  | $\mathrm{P}+\mathrm{U}$ |  | ec/hs | U.P. only | ly UP+sec | Grade |  | 000-01 | 2001-02 | 2002-03 |  | 3-04 ${ }^{20}$ | 2004-05 |
| \% Single classroom schools |  |  |  |  | 7.3 |  | 0.2 | 0.0 | 0.0 | 00.0 | I |  |  |  | 140,8 | ,897 8 | 6,071 | 88,564 |
| \% Single teacher schools |  |  |  |  | 3.0 |  | 0.4 | 0.0 | 0.0 | 0.1 | II |  |  |  | 122,3 | 368 8 | 0,514 | 84,098 |
| \% Schools with SCR > 60 |  |  |  |  | 10.4 |  | 3.5 | 2.0 | 0.0 | 00.3 | III |  |  |  | 115,5 | 505 7 | 5,349 | 82,928 |
| \% Schools with pre-primary sections |  |  |  |  | 31.3 |  | 1.8 | 52.9 | 0.0 | 013.9 | IV |  |  |  | 108,6 | ,607 7 | 2,911 | 79,859 |
| \% Schools with common toilets |  |  |  |  | 60.8 |  | 67.7 | 52.9 | 0.0 | 0 64.4 | V |  |  |  | 105,0 | ,021 69, | 9,550 | 78,116 |
| \% Schools with girls toilets |  |  |  |  | 68.5 |  | 0.5 | 94.1 | 0.0 | 086.4 | VI |  | \# |  | 101,0 | ,091 70, | 0,522 | 74,961 |
| \% Schools with drinking water facility |  |  |  |  | 30.8 |  | 89.4 | 96.1 | 0.0 | 091.6 | VII |  | \# |  |  | ,039 67 | 7,169 | 73,969 |
| \% Schools with Black Board |  |  |  |  | 87.7 |  | 8.1 | 90.2 | 0.0 | 087.9 | VIII |  | \# |  |  | , 543 | 8,100 | 62,740 |
| \% Enrolment in Govt. schools |  |  |  |  | 25.3 |  | 0.1 | 19.5 | 0.0 | 0 16.5 | Total Pr. |  |  |  | 592,3 | ,398 38 | 4,395 | 413,565 |
| \% Enrolment in single teacher schools |  |  |  |  | 1.2 |  | 0.0 | 0.0 | 0.0 | 00.0 | Total U.P |  | \# |  | 275,3 | ,373 19 | 5,791 | 211,670 |
| \% No female teacher schools (tch>=2) |  |  |  |  | 4.3 |  | 1.3 | 7.8 | 0.0 | 0.1 | Transition rate Prim. to U. Prim |  | 100.6 | GER / NER |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  |  | 0.4 |  | 0.1 | 0.0 | 0.0 | 0.1 |  |  |  |  | 2002-03 | 2003-04 | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  |  | 10.0 |  | 2.7 | 11.2 | 0.0 | 013.1 | Primary Level |  |  | GER (Pri | mary) | 112.9 | 81.4 | 86.1 |
| Enrolment of SC/ST |  |  | Primary schools |  |  |  | Upper Primary |  |  |  | Retention rate |  |  |  |  |  | 88.0 | 63.0 | 65.3 |
|  |  |  | 2002-03 | 2003 | -04 | 2004- | -05 2002 | 2-03 | 2003-04 | 4 2004-05 |  |  |  | $\frac{\text { NER (Primary) }}{\text { GER(U.Prim) }}$ |  | 117.6 | 72.2 | 76.2 |
| \% SC enrolment |  |  | 10.5 |  | 9.4 |  | 0.4 | 9.2 | 8.9 | 9.9 .8 | GPI |  | 1.03 | 3 NER(U.Prim) |  | 85.9 | 53.8 ${ }^{\text {tor of children }} 5$ |  |
|  |  |  | 50.1 |  | 51.0 |  | 0.5 | 52.3 | 52.1 | 151.1 | Flow rates |  |  |  | Enrolment of children |  |  |  |
| $\begin{aligned} & \text { \% SC girls to SC enrolment } \\ & \hline \text { \% ST enrolment } \\ & \hline \end{aligned}$ |  |  | 2.1 |  | 1.8 |  | 2.3 | 1.3 | 1.4 | 4 1 1.8 |  |  |  |  |  | All | With dis | disability |
| \% ST girls to ST enrolment |  |  | 48.2 |  | 47.9 |  | 6.2 | 45.7 | 46.6 | 6 - 42.9 | Grade | R.R. | D.O.R | R. ${ }^{\text {R P.R. }}$ | Grade | Girls | Boys | Girls |
| Indicators |  |  |  | School category |  |  |  |  |  |  | I |  | 9.2 |  | 1 | 44,083 | 190 | 0 140 |
|  |  |  |  | P. |  | $\mathrm{P}+$ | UP $\mathrm{P}^{\text {+ }}$ | ec/hs | U.P. only | y UP+sec | II |  | 3.3 |  | II | 42,328 | 178 | 8 - 144 |
| \% Girls |  |  |  |  | 51.6 |  | 8.4 | 50.2 | 0.0 | O 52.4 | III |  | 2.9 |  | III | 42,335 | 161 | $1{ }^{1} 175$ |
| Pupil teacher ratio (PTR) |  |  |  |  | 34 |  | 25 | 19 |  | 17 | IV |  | 2.3 |  | IV | 40,838 | 175 | 5 5 135 |
| Student classroom ratio (SCR) |  |  |  |  | 31 |  | 25 | 23 |  | 17 | V |  | 2.1 |  | V | 40,400 | 167 | $7 \quad 147$ |
| \% Schools with <=50 students |  |  |  |  | 12.6 |  | 0.0 | 19.6 | 0.0 | 0 | I-V |  | 4.1 |  | VI | 38,46 | 82 | 2.96 |
| \% Schools with PTR > 100 |  |  |  |  | 2.4 |  | 0.6 | 0.0 | 0.0 | 00.2 | VI |  | 7.0 |  | VII | 38,486 | 92 | 2.98 |
| \% Female teachers |  |  |  |  | 84.3 |  | 7.7 | 63.0 |  | 69.6 | VII |  | 0.9 | 7.3 91.8 | VIII | 33,139 | 73 | 3.89 |
| \% Schools established since 1995 |  |  |  |  | 30.6 |  | 1.2 | 9.8 | 0.0 | 012.5 | VIII |  | 1.8 | \# | Total | 320,076 | 6 1,118 | 8 1,024 |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  |  | Total classrooms |  | \% good condition |  | \% minor <br> repair\% major <br> repair |  |  |  | Pucca |  | Partially <br> Pucca | Kuccha | Tent |  | Multiple Type | No Building |
| Primary only |  |  | 10,291 |  |  | 92.7 | 5.8 |  | 1.5 | 2,904 |  | 586 | 216 | 6 |  | 0 | 59 | 46 |
| Primary with upper primary |  |  | 4,153 |  |  | 94.0 | 4.8 | 8 | 1.2 | 1,137 |  | 575 |  | 89 13 |  | 1 | 27 | 21 |
| Primary with U.P. \& sec/h. sec. |  |  | 1,685 |  | 98.5 |  | 1.5 | 5 | 0.0 | 482 |  | 119 |  | $1 \quad 0$ |  | 0 | 28 | 2 |
| Upper primary only |  |  | 1,685 |  |  | 0.0 | 0. |  | 0.0 | 0 |  | 0 |  | , |  | 0 | 0 | 0 |
| Upper primary with sec./higher sec |  |  | 9,962 |  | 93.7 |  | 4.8 |  | 1.5 | 3,616 |  | ,324 | 144 | 44.20 |  | 0 | 41 | 47 |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | nination results |  |  |
| School category |  |  |  |  |  | Secondary |  | $\begin{array}{\|c\|} \hline \text { Higher } \\ \text { secondary } \\ \hline \end{array}$ |  | Gradu | Post graduate | M. Phil. |  | Others | Noesponse | (Previous <br> Terminal grade | \%ademic | ic year) |
|  |  |  |  |  | cond |  |  | Gradu | \% \% | \% Passed |  |  |  |  |  |  |  |  |  |
| Primary only |  |  |  |  |  | 51 | 469 |  |  |  | 1,478 | 5,349 | 9 1,485 |  | 25 |  | 12 | 225 | Passed with | with $>60 \%$ |
| Primary with upper primary |  |  |  |  |  | 25 | 201 |  | 522 | 2,400 | 067 |  | 33 | 9 | 122 V | boys | 97.84 | 65.42 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  |  |  | 13 | 53 |  | 94 | 929 | 971 |  | 31 | 3 | 239 V | girls | 97.91 | 64.75 |
| Upper primary only |  |  |  |  |  | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 V | IIII boys | 97.39 | 69.60 |
| Upper primary with sec./higher secondary |  |  |  |  |  | 52 | 238 |  | 662 | 5,680 | 2,71 |  | 107 | 23 | 447 VII | IIII girls | 97.67 | 67.49 |
| Para teachers |  |  |  |  |  | 3 | 32 |  | 66 | 169 |  | 1 | 2 | 0 | 2 |  | \%Teachers recvd. in-service training |  |
| Gender and caste distribution of teachers* |  |  |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. | No. of Tch |  | Total |  | Male ${ }^{\text {F }}$ | Female | No res | Male | Female | No res | S Male | Female | Male | Female | Male | Female |
| Primary only |  |  |  | 6.8 |  | 252 | 1,253 | 7,659 | $9 \quad 182$ | 2-15 | 143 |  | 075 | 75 378 | 39 | 96 | 13.8 | 84.2 |
| Primary with upper prim. |  |  |  | 8.8 |  | 048 | 818 | 3,092 | 275 | 5 | 53 |  | 45 | 45191 | 17 | 31 | 20.5 | 77.6 |
| Prim.with U.P.\&Sec/H.S |  |  |  | 41.2 |  | 100 | 397 | 1,298 | 8378 | 8 | 25 |  | 0 | 9 37 | 2 | 15 | 19.2 | 62.6 |
| Upper Primary only |  | 0.0 |  |  |  | 0 | 0 |  | 0 0 | 0 | 0 |  | 0 | $0 \quad 0$ | 0 | , | 0.0 | 0.0 |
| U. Primary with Sec./H.S. |  | 10.9 |  |  |  | 003 | 2,633 | $6,917$ | 7376 | 26 | 48 |  | 3118 | 8234 | 25 | 42 | 26.5 | 69.7 |
| Enrolment by medium of instructions |  |  |  |  | \% TotalGrossness |  |  | Primary U | ary Up <br> 24.1  | Upper Primary | \% Schools recvd.(Previous year) |  |  | Incentives : <br> (Previous a | Numbe cademic | er bene c year) | ficiaries |  |
| Category | English |  | elugu |  | Urc |  |  | Hindi |  | Marathi | dev. |  | grant | Incentive |  | imary | Upper p | primary |
| P. only | 203043 |  | 5335 |  |  | 5167 |  |  | 5626 |  | 559 | 47.1 | 46.8 | Type | Boys | Girls | Boys | Girls |
| P + UP | 70796 |  | 1801 |  |  | 1220 |  |  | 481 |  | 293 | 24.9 | 25.3 | Text books | 64877 | 784352 | 24872 | 239177 |
| P+sec/hs | S 39458 |  |  | 85 |  |  | 0 |  | 0 |  | 0 | 5.9 | 0.0 | Uniform | 1619 | 9.1727 | 568 | 8314 |
| U.P. only | - 0 |  |  | 0 |  |  | 0 |  | 0 |  | 0 | 0.0 | 0.0 | Attendance | 172 | 2153 | 159 | 9165 |
| UP+sec | 123229 |  | 2556 |  |  | 1662 |  |  | 2776 |  | 384 | 2.3 | 3.4 | Stationery | 1437 | 1347 | 2151 | 1 719 |
|  | \# = not applicable |  |  |  |  | val |  |  |  |  |  |  |  |  |  |  |  |  |

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KHAMMAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KURNOOL


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MEDAK


Elementary Education in India - Where do we stand?

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District NALGONDA |  |  |  |  |  |  | State ANDHRA PRADESH |  |  |  |  |  | Primary cycle |  | U. primary cycle |  | 6-8 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  |  | ${ }^{68}$ No. of CRC's |  |  | 393 No. of villages |  |  |  |  |  |  | 1,432 ${ }^{\text {Number of schools }}$ |  |  |  | 4,221 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  |  | 3248 | \% 0-6 Population |  |  | 14.0 | \% Urban population |  | 13.3 |  | Sex ratio | 966 Sex ratio 0-6 |  |  |  | 95 |
| Decadal growth rate |  |  |  | \% SC Population |  |  |  | \% ST Population |  |  | 10.6 | Overall literacy |  | 57.2 | Female lite | literacy | 44.7 |
| Key data: Elementary Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  |  | Total schools* |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  |  | Teachers* |  |
|  |  |  |  |  | Govt. | Private | Govt. rural |  | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. rural |  | Govt. | Private |
| Primary only |  |  |  |  | 2,499 |  | 296 | 2,416 | 181 | 206,3 |  | 66,089 | 89 198,975 |  | 8,848 | 7,557 | 1,935 |
| Primary with upper primary |  |  |  |  | 380 |  | 215 | 355 | 141 |  |  | 49,166 | 66 70,969 |  | 2,919 | 2,860 | 1,930 |
| Primary with upper primary \& sec/higher sec. |  |  |  |  | 1 |  | 4 | 1 | 2 |  | 209 | 1,612 | 12 209 |  | 609 | 23 | 76 |
| Upper primary only |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Upper primary with sec./higher secondary |  |  |  |  | 540 |  | 286 | 496 | 172 | 103,7 |  | 43,249 | 49 93,522 |  | 5,025 | 5,360 | 2,796 |
| No response in school category |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 |  | 0 | 0 |  |
| Performance indicators |  |  |  | School category |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  |  | nly ${ }^{\text {P + }}$ |  | P+sec/hs | U.P. only | $1 \mathrm{UP}+\mathrm{sec}$ | Grade |  | 000-01 | 2001-02 | 2002-0 |  | 2003-04 200 | 2004-05 |
| \% Single classroom schools |  |  |  |  | 23.0 | 0.8 | 0.0 | 0.0 | - 1.8 | I |  | 154,220 | 103,998 |  | ,289 68 | 68,336 | 84,877 |
| \% Single teacher schools |  |  |  |  | 2.3 | 0.0 | 0.0 | 0.0 | - 0.0 | II |  | 79,252 | 85,720 |  | ,134 61 | 61,054 | 65,993 |
| \% Schools with SCR > 60 |  |  |  |  | 10.0 | 16.8 | 0.0 | 0.0 | 0 6.2 | III |  | 65,331 | 74,544 |  | , 65 | 65,880 | 70,956 |
| \% Schools with pre-primary sections |  |  |  |  | 8.8 | 16.0 | 60.0 | 0.0 | - 7.1 | IV |  | 59,669 | 62,907 |  | ,530 58, | 58,684 | 72,571 |
| \% Schools with common toilets |  |  |  |  | 59.6 | 74.8 | 80.0 | 0.0 | 0 66.5 | V |  | 57,896 | 59,783 |  | ,217 55, | 55,861 | 72,995 |
| \% Schools with girls toilets |  |  |  |  | 26.7 | 53.1 | 100.0 | 0.0 | 0 65.6 | VI |  | \# | 54,123 |  | ,286 33 | 33,097 | 66,372 |
| \% Schools with drinking water facility |  |  |  |  | 61.7 | 36.6 | 0.0 | 0.0 | - 84.9 | VII |  | \# | 45,938 |  | ,418 30, | 30,422 | 61,404 |
| \% Schools with Black Board |  |  |  |  | 89.9 | 95.1 | 0.0 | 0.0 | - 87.8 | VIII |  | \# | 35,773 |  | , 26 | 26,097 | 52,433 |
| \% Enrolment in Govt. schools |  |  |  |  | 75.7 | 61.1 | 11.5 | 0.0 | 0 70.6 | Total Pr. |  | 416,368 | 386,952 | 374,0 | ,029 309, | 309,815 | 367,392 |
| \% Enrolment in single teacher schools |  |  |  |  | 0.7 | 0.0 | 0.0 | 0.0 | 0.0 | Total U.P |  | \# | 135,834 | 141,7 | ,759 89 | 89,616 | 180,209 |
| \% No female teacher schools (tch>=2) |  |  |  |  | 37.9 | 12.8 | 0.0 | 0.0 | - 16.5 | Transition rate Prim. to U. Prim |  |  | GER / NER |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  |  | 2.5 | 0.2 | 0.0 | 0.0 | - 0.9 |  |  |  | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  |  | 7.6 | 5.1 | 0.0 | 0.0 | - 13.7 | Primary Level |  |  |  |  |  |  | GER (Prim | mary) | 81.4 | 488 | 91.1 |
| Enrolment of SC/ST |  |  | Primary schools |  |  |  | Upper Primary |  |  | Retention rate |  | 年 46.7 |  |  |  | 60.8 | 70.2 |
|  |  |  | 2002-03 | 2003 | [-04 2004 | -05 2 | 2002-03 | 2003-04 | 4 2004-05 |  |  | - 46.7 | $\begin{aligned} & \text { NER (Primary) } \\ & \hline \text { GER(U.Prim) } \\ & \hline \end{aligned}$ |  |  | 1 45.6 | 77.3 |
| \% SC enrolment |  |  | 22.7 |  | 22.8 | 21.5 | 21.3 | 20.5 | 520.9 | GPI |  |  | .95 NER(U.Pr | rim) | 54.4 | 433.0 | 56.9 |
| \% SC girls to SC enrolment |  |  | 51.5 |  | 49.54 | 9.6 | 42.0 | 45.3 | 345.2 | Flow rates |  |  |  | Enrolment of children |  |  |  |
| \% ST enrolment |  |  | 17.3 |  | 17.1 | 5.4 | 6.9 | 7.0 | - 9.2 |  |  |  |  |  | All | With disability |  |
| \% ST girls to ST enrolment |  |  | 46.6 |  | 45.9 - 4 | 5.5 | 30.0 | 35.5 | - 35.1 | Grade | R.R. | . | O.R. ${ }^{\text {P.R. }}$ | Grade | G Girls | s Boys | Girls |
| Indicators |  |  |  | School category |  |  |  |  |  | 1 |  | 6.5 |  | 1 | 41,146 | 146885 | 5 439 |
|  |  |  |  | P. 0 | nly ${ }^{\text {P + }}$ |  | P+sec/hs | U.P. only | 1) UP + sec | II |  | 5.2 |  | II | 32,806 | 806 374 | 405 |
| \% Girls |  |  |  |  | 49.4 | 46.8 | 37.4 | 0.0 | - 45.7 | III |  | 2.6 |  | III | 34,924 | 924 483 | 3291 |
| Pupil teacher ratio (PTR) |  |  |  |  | 29 | 26 | 18 |  | 18 | IV |  | 2.0 |  | IV | 35,271 | 271 479 | 934 |
| Student classroom ratio (SCR) |  |  |  |  | 36 | 35 | 29 |  | 29 | V |  | 1.8 |  | V | 35,099 | 099 467 | 7328 |
| $\%$ Schools with <=50 students |  |  |  |  | 46.7 | 4.7 | 20.0 | 0.0 | 0.0 | I-V |  | 8.1 |  | VI | 30,986 | 986433 | 3285 |
| \% Schools with PTR > 100 |  |  |  |  | 0.2 | 0.5 | 0.0 | 0.0 | 0.0 | VI |  | 3.7 |  | VII | 28,024 | 024 476 | 346 |
| \% Female teachers |  |  |  |  | 36.7 | 36.2 | 36.4 |  | 25.8 | VII |  | 2.5 |  | VIII | 23,269 | 269552 | 2.259 |
| \% Schools established since 1995 |  |  |  |  | 34.6 | 21.5 | 0.0 | 0.0 | - 33.9 | VIII |  | 2.2 | \# $\quad$ \# | Total | 261,525 | 525 4,149 | 2,593 |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  |  | Totalclassrooms |  | $\begin{array}{\|c\|c} \hline \text { \% good } \\ \text { is } & \text { condition } \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \% \text { minor } \\ \text { repair } \end{array}$ |  |  |  | Pucca |  | Partially Pucca | Kuccha | Tent |  | Multiple Type | $\begin{gathered} \text { No } \\ \text { Building } \end{gathered}$ |
| Primary only |  |  | 7,672 |  | 81.7 |  | 13.0 | 5.3 | 1,578 |  | ,074 |  | 74.146 |  | 11 | 285 | 253 |
| Primary with upper primary |  |  | 3,597 |  | 85.8 |  | 9.9 | 4.3 | 806 |  | ,416 |  | 59 102 |  | 1 | 194 | 8 |
| Primary with U.P. \& sec/h. sec. |  |  | 62 |  | 87.1 |  | 12.9 | 0.0 | 26 |  | 8 |  | 20 |  | 0 | 36 | 0 |
| Upper primary only |  |  | 5,042 |  | 0.0 |  | 0.0 | 0.0 |  |  | 0 |  | 0 |  | 0 | 7 |  |
| Upper primary with sec./higher sec |  |  |  |  | 86.6 |  | 9.0 | 4.4 | 1,973 |  | ,882 |  | 90 138 |  | 0 | 102 | 34 |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Examination results <br> (Previous academic year) |  |  |
| School category |  |  |  |  | Below | Secondary | Higher secondary |  |  | graduate | M. Phil. |  | Others | No (P) |  |  |  |
|  |  |  |  |  | condary |  |  |  |  |  |  |  | Terminal |  | $\left\lvert\, \begin{gathered} \% \\ \text { Passed } \end{gathered}\right.$ | \% Passed |
| Primary only |  |  |  |  | 29 |  | 183 | 1,416 | 4,227 | 1,91 |  | 13 |  | 3 |  |  | 386 | grade ${ }^{\text {P }}$ |
| Primary with upper primary |  |  |  |  | 24 |  | 91 | 524 | 2,213 | 81 | 16 | 14 | , | 247 V | $\checkmark$ boys | 97.38 | 67.76 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  |  | - |  | 0 |  | 42 |  | 9 | 0 | 0 | 37 V | girls | 97.75 | 67.22 |
| Upper primary only |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 |  | VIII boys | 98.60 | 72.01 |
| Upper primary with sec./higher secondary |  |  |  |  | 23 |  | 116 | 461 | 4,168 | 1,81 |  | 21 | 11 | 495 VII | VIII girls | 98.70 | 74.70 |
| Para teachers |  |  |  |  | 78 |  | 819 | 885 | 1199 | 15 | 58 |  | $3$ | 77 |  | \%Teachers recvd. in-service training |  |
| Gender and caste distribution of teachers* |  |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. | No. of Tch |  | Total | Male | Female | No res | S Male | Female | No res | Male | Female | Male | Female | e Male | Female |
| Primary only |  |  |  | 3.4 | 9,492 | 5,000 | 0 2,850 | 0 323 | 673 | 638 |  | 635 | 35 399 | 305 | 125 | 5 61.2 | 34.9 |
| Primary with upper prim. |  |  |  | 8.1 | 4,790 | 2,469 | 9 1,327 | $7 \quad 139$ | 9 450 | 405 |  | 27 | 71.166 | 95 | 37 | 762.7 | 33.7 |
| Prim.with U.P.\&See/H.S |  |  |  | 9.8 | 99 |  | 61 32 | 22 | 20 | 4 |  | 0 5 | 5 | , |  | 64.2 | 33.7 |
| Upper Primary only |  |  |  | 0.0 | 0 |  |  | 0 0 | 0 | 0 |  | 0 | 0 | - |  | 0 0.0 | 0.0 |
| U. Primary with Sec./H.S. |  |  |  | 9.9 | 8,156 | 5,003 | 3 1,764 | 4345 | $5 \quad 694$ | 340 |  | 0 428 | 28181 | 88 | 35 | 5 70.3 | 24.8 |
| Enrolment by medium of instructions |  |  |  |  | $\begin{aligned} & \% \text { Total } \\ & \text { Grossness } \end{aligned}$ |  | Primary U <br> 23.0  |  | $\frac{\text { Jpper Primar }}{26}$ |  | hools |  | Incentives : (Previous a | Number cademic | er of bene c year) | neficiaries |  |
| Category | Telugu |  | English |  | Urdu |  |  |  |  | dev. | grant | grant | Incentive |  | Pimary | Upper p | primary |
| P. only | 251377 |  | 1954 |  |  | 29 |  |  |  |  | 86.6 | 85.8 | Type | Boys | Girls | s Boys | Girls |
| P + UP | 110804 |  | 1464 |  |  | 85 |  |  |  |  | 62.5 | 61.2 | Text books | 153523 | 23150265 | 26570272 | 61938 |
| P+sec/hs | 143 |  | 1678 |  |  | 0 |  |  |  |  | 0.0 | 0.0 | Uniform | 1340 | 01103 | 03 974 | - 2217 |
| U.P. only | 0 |  |  | 0 |  | 0 |  |  |  |  | 0.0 | 0.0 | Attendance | 105 | 5 173 | 73 186 | - 892 |
| UP+sec | 137243 |  | 922 |  |  | 25 |  |  |  |  | 46.2 | 5.9 | Stationery | 26761 | 1 26591 | [1734 | 43029 |
|  | not applicable |  |  |  | = not avai | lable |  |  | me to | may not | match | due to n | espo | lassifi | ry | ems |  |

Elementary Education: Report Card - NELLORE
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PRAKASAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SRIKAKULAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - VIZIANAGARAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - WEST GODAVARI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DIBANG VALLEY


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - EAST SIANG


## Arunachal Prade

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - LOHIT
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - LOWER SUBANSIRI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - TAWANG
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05

| District \|TIRAP |  |  | State AR | RUNACHAL P | SH |  | Primary | cycle |  |  | J. primary cy | 6-8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks | 61 N | 0. of CRC's |  | $7{ }^{\text {N }}$ No. of villages |  |  |  | Numb | ber of | scho | hools | 158 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) | 100 | \% 0-6 Population | 20.2 | \% Urban population | 15.2 | Sex ratio |  | 910 | Sex | ratio | 0-6 | 941 |
| Decadal growth rate | 17.2 | \% SC Population | 0.2 | \% ST Population | 83.7 | Overall | literacy |  | 41.7 |  | male literacy | 28.8 |


| Key data: Elementary Education |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| School category | Total schools* |  | Rural schools* |  |
|  | Govt. | Private | Govt. rural | Pvt. rural |
| Primary only | 114 | 3 | 110 | 0 |
| Primary with upper primary | 25 | 1 | 23 | 1 |
| Primary with upper primary \& sec/higher sec. | 11 | 1 | 6 | 0 |
| Upper primary only | 0 | 0 | 0 | 0 |
| Upper primary with sec./higher secondary | 3 | 0 | 1 | 0 |
| No response in school category | 0 | 0 | 0 | 0 |


| Performance indicators |
| :--- |
| \% Single classroom schools |
| \% Single teacher schools |
| \% Schools with SCR $>60$ |
| \% Schools with pre-primary sectio |
| \% Schools with common toilets |

\% Schools with girls toilets \% Schools with drinking water
\% Enrolment in Govt. schools

\% Enrolment in single teacher schools \% No female teacher schools (tch>=2) | \% Enrolment in schools without buildings |
| :--- |
| \%Enrolment in schools without blackboard | | Enrolment of SC/ST |
| :--- |
| \% SC enrolment |
| \% SC girls to SC enrolment | | \% SC girls to SC enrolment |
| :--- |
| \% ST enrolment |
| \% ST girls to ST enrolment | |ndicators


|  |  |
| :--- | :--- |
|  | 20 |
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|  |  |
| cility |  |
|  |  |


| \% Girls |
| :--- |
| Pupil teacher ratio (PTR) |

Student classroom ratio (SCR)
\% Schools with <=50 students
\% Schools with PTR > 100
\% Female teachers
\% Schools established since 1995



| ary | Gra |
| ---: | :--- |
| 62 |  |
| 30 |  |
| 25 |  |
| 0 |  |
| 1 |  |
| 60 |  |
| hers |  |


| Total enrolment* |  | Rural enrolment* |  | Teachers* |  |
| :---: | ---: | ---: | ---: | ---: | ---: |
| Govt. | Private | Govt. rural | Pvt. rural | Govt. | Private |
| 5,901 | 295 | 5,600 | 0 | 200 | 22 |
| 3,441 | 229 | 2,539 | 229 | 145 | 9 |
| 2,865 | 273 | 688 | 0 | 92 | 15 |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 837 | 0 | 234 | 0 | 43 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 |

Elementary Education: Report Card - UPPER SIANG


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - WEST KAMENG


Elementary Education in India - Where do we stand?




Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CACHAR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DHEMAJI

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DIBRUGARH
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GOLAGHAT
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KARBI ANGLONG


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KOKRAJHAR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MARIGAON
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - NALBARI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - TINSUKIA
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - AURANGABAD (Bihar)


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BEGUSARAI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BHOJPUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DARBHANGA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GOPALGANJ


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JEHANABAD


Elementary Education in India - Where do we stand?


## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KISHANGANJ


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MADHEPURA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MUNGER
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - NALANDA
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PASHCHIM CHAMPARAN


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PURBA CHAMPARAN


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - ROHTAS


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SAMASTIPUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SHEIKHPURA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SITAMARHI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SUPAUL


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHANDIGARH


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DHAMTARI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KANKER
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KORBA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MAHASAMUND


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - RAIPUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SURGUJA
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - EAST DELHI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - NORTH DELHI

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District NORTH DELHI |  |  |  |  |  |  |  | State DELHI |  |  |  |  |  | Primary cycle 1 -5 |  | U. primary cycle |  | 6-8 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  |  | $10 \mid$ No. of CRC's |  |  |  |  | 2 No. of villages |  |  |  |  |  | 11\|Number of schools |  |  |  | 217 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  |  |  | \% 0-6 Population |  |  |  | 13.7 | \% Urban population |  | 1 9 94.0 |  | Sex ratio | 826 Sex ratio 0-6 |  |  |  | 886 |
| Decadal growth rate |  |  | 13.3 | \% SC Population |  |  |  | 17.2 | \% ST Population |  |  |  | Overall literacy |  | 80.1 | Female literacy |  | 74.5 |
| Key data: Elementary Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  |  | Total schools* |  |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  |  | Teachers* |  |
|  |  |  |  |  | Govt. |  | Private |  | Govt. rural | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. rural |  | Govt. | Private |
| Primary only |  |  |  |  |  | 115 |  | 4 | 14 | 1 | 42,3 | 357 | 687 | 87 7,734 |  | 72 | 1,061 | 23 |
| Primary with upper primary |  |  |  |  |  | 1 |  | 3 | 0 | 1 |  | 254 | 590 | 90 | 0 | 98 | 7 | 26 |
| Primary with upper primary \& sec/higher sec. |  |  |  |  |  | 31 |  | 14 | 0 | 1 | 20,8 | 804 | 7,410 |  | 0 | 42 | 714 | 227 |
| Upper primary only |  |  |  |  |  | 8 |  | 3 | 1 | 0 |  | 867 | 704 | 24 446 |  | 0 | 67 | 16 |
| Upper primary with sec./higher secondary |  |  |  |  |  | 27 |  | 11 | 2 | 1 |  | 647 | 1,901 | 1,609 |  | 91 | 315 | 89 |
| No response in school category |  |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 |  | 0 | 0 | 0 |
| Performance indicators |  |  |  | School category |  |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  | P. o |  | $\mathrm{P}+\mathrm{U}$ |  | P+sec/hs | U.P. only | ly UP+sec | Grade |  | 000-01 | 2001-02 | 2002-03 |  | 003-04 ${ }^{2}$ | 2004-05 |
| \% Single classroom schools |  |  |  |  | 0.0 |  | 0.0 | 0.0 | 0.0 | 0.0 | I |  |  |  |  |  |  | 13,029 |
| \% Single teacher schools |  |  |  |  | 0.0 |  | 0.0 | 0.0 | 0.0 | 0.0 | II |  |  |  |  |  |  | 11,437 |
| \% Schools with SCR > 60 |  |  |  |  | 11.8 |  | 0.0 | 0.0 | 0.0 | 0.6 | III |  |  |  |  |  |  | 10,720 |
| \% Schools with pre-primary sections |  |  |  |  | 37.8 |  | 5.0 | 13.3 | 18.2 | 2.6 | IV |  |  |  |  |  |  | 11,238 |
| \% Schools with common toilets |  |  |  |  | 91.6 | 100 |  | 91.1 | 100.0 | 0 89.5 | V |  |  |  |  |  |  | 10,283 |
|  |  |  |  |  | 85.7 | 100 |  | 91.1 | 63.6 | 6 86.8 | VI |  | \# |  |  |  |  | 11,867 |
| \% Schools with drinking water facility |  |  |  |  | 94.1 |  | 0.0 | 95.6 | 0.0 | 0 94.7 | VII |  | \# |  |  |  |  | 9,335 |
| \% Schools with Black Board |  |  |  |  | 84.9 |  | 0.0 | 80.0 | 72.7 | 786.8 | VIII |  | \# |  |  |  |  | 7,312 |
| \% Enrolment in Govt. schools |  |  |  |  | 8.4 |  | 0.1 | 73.7 | 72.6 | 682.0 | Total Pr. |  |  |  |  |  |  | 56,707 |
| \% Enrolment in single teacher schools |  |  |  |  | 0.0 |  | 0.0 | 0.0 | 0.0 | 00.0 | Total U.P |  | \# |  |  |  |  | 28,514 |
| \% No female teacher schools (tch>=2) |  |  |  |  | 2.6 |  | 5.0 | 11.1 | 36.4 | 4 36.8 | Transition rate Prim. to U. Prim |  |  | GER / NER |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  |  | 1.9 |  | 0.0 | 0.0 | 0.0 | O 0.0 |  |  |  |  |  | 2002-03 | 2003-04 | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  |  | 17.4 |  | 0.0 | 17.9 | 41.0 | 018.5 | Primary Level |  |  | GER (Primary) |  | 0.0 |  | 61.6 |
| Enrolment of SC/ST |  |  | Primary schools |  |  |  | Upper Primary |  |  |  | Retention rate |  |  | NER (Primary) |  |  |  | 49.2 |
|  |  |  | 2002-03 | 2003-04 |  | 2004-0 |  | 2002-03 | 2003-04 | 4 2004-05 |  |  |  | GER(U.Prim) |  | - 0.0 |  | 51.5 |
| \% SC enrolment |  |  |  |  |  |  | 17 |  |  | 18 | GPI |  | 0.87 | .87 NER(U.Pr |  |  |  | 36.9 |
| \% SC girls to SC enrolment |  |  |  |  |  |  | 8.6 |  |  | 53.9 | Flow rates |  |  |  | Enrolment of children |  |  |  |
| \% ST enrolment |  |  |  |  |  |  | 0.6 |  |  | 0.9 |  |  |  |  |  | All | With di | disability |
| \% ST girls to ST enrolment |  |  |  |  |  |  | 7.8 |  |  | 1.9 | Grade | R.R. | D.O.R | R. ${ }^{\text {R P.R. }}$ | Grade | Girls | Boys | Girls |
| Indicators |  |  |  | School category |  |  |  |  |  |  | I |  | 0.0 |  | 1 | 6,234 | 34.22 | $2{ }^{2} 12$ |
|  |  |  |  | P. |  | $\mathrm{P}+\mathrm{U}$ |  | P+sec/hs | U.P. only | V UP+sec | 11 |  | 0.0 |  | II | 5,412 | 1223 | 315 |
|  |  |  |  |  | 43.7 |  | 4.6 | 59.2 | 26.5 | 5 5 37.7 | III |  | 0.0 |  | III | 5,137 | $37 \quad 21$ | $1{ }^{1}$ |
| Pupil teacher ratio (PTR) |  |  |  |  | 40 |  | 26 | 30 | 31 | 126 | IV |  | 0.0 |  | IV | 4,931 | $31-22$ | 220 |
| Student classroom ratio (SCR) |  |  |  |  | 38 |  | 23 | 28 | 29 | 918 | V |  | 0.0 |  | V | 4,699 | 99 20 | $0 \quad 11$ |
| \% Schools with <=50 students |  |  |  |  | 0.9 |  | 5.0 | 17.8 | 0.0 | 0.0 | I-V |  | 0.0 |  | VI | 5,810 | 10 | $1{ }^{1} 10$ |
| \% Schools with PTR > 100 |  |  |  |  | 1.7 |  | 0.0 | 2.2 | 0.0 |  | VI |  | 0.0 |  | VII | 4,679 | 79 12 | $2{ }^{2} 10$ |
| \% Female teachers |  |  |  |  | 60.9 |  | 9.7 | 68.3 | 49.4 | $4{ }^{4} 45.8$ | VII |  | 0.0 |  | VIII | 3,735 | 3513 | $3 \quad 6$ |
| \% Schools established since 1995 |  |  |  |  | 0.1 |  | 5.0 | 4.4 | 9.1 | 113.2 | VIII |  | 0.0 | \# \# | Total | 40,637 | 37 144 | $4{ }^{4}$ |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  |  | Total classrooms |  | \% good condition |  | $\%$ minor <br> repair |  | \% major repair |  | Pucca |  | Partially Pucca | Kuccha | Tent |  | Multiple Type | No Building |
| Primary only |  |  | 1,143 |  |  | 88.4 |  | 10.0 | 1.7 | 486 |  | 209 | 151 | 13 |  | 0 | 0 | 4 |
| Primary with upper primary |  |  | 36 |  |  | 100.0 |  | 0.0 | 0.0 | 23 |  | 5 |  | 0 |  | 0 | 0 | 0 |
| Primary with U.P. \& sec/h. sec. |  |  | 1,021 |  |  | 88.7 |  | 9.4 | 1.9 | 487 |  | 146 | 26 | 26 |  | 0 | 0 | 0 |
| Upper primary only |  |  |  |  |  | 71.9 |  | 19.1 | 9.0 | 53 |  | 33 |  | 3 - 0 |  | 0 | 0 | 0 |
| Upper primary with sec./higher sec |  |  | 894 |  |  | 93.7 |  | 5.7 | 0.7 | 448 |  | 97 | 22 | 220 |  | 0 | 0 | 0 |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Examination results (Previous academic year) |  |  |
| School category |  |  |  |  |  | Secondary |  | Higher secondary |  | Graduate |  | M. Phil. |  | Others | Noresponse |  |  |  |
|  |  |  |  |  |  |  |  | graduate | Terminal grade |  | \% \% |  |  | \% Passed |  |  |  |  |
| Primary only |  |  |  |  |  | 16 |  |  |  |  | 35 | 196 | 452 |  | 28 | 87 | 6 | 0 | 38 | Passed wi | with $>60 \%$ |
| Primary with upper primary |  |  |  |  |  | 0 |  | 1 | 1 | 21 |  | 9 | 0 | 0 |  | $\checkmark$ boys | 93.13 | 37.10 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  |  |  | 0 |  | 14 | 39 | 361 | 42 | 24 | 15 | 2 | 85 V | girls | 94.41 | 44.94 |
| Upper primary only |  |  |  |  |  | 0 |  |  | 5 | 34 |  | 41 | 1 | 1 | 0 VI | VIII boys | 62.48 | 21.47 |
| Upper primary with sec./higher secondary |  |  |  |  |  | 0 |  | 7 | 28 | 131 | 22 | 20 | 10 | 2 | 4 VI | VIII girls | 67.23 | 20.95 |
| Para teachers |  |  |  |  |  | 0 |  | 0 | 34 | 20 |  | 2 | 0 | 0 | 1 |  | \%Teachers recvd. in-service training |  |
| Gender and caste distribution of teachers* |  |  |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. | No. of Tch |  | Total |  | Male | Female | No res | M Male | Female | No res | Male | Female | Male | Female | Male | Female |
| Primary only |  |  |  | 9.1 |  | 084 | 392 | 92618 | 820 | 20 | 42 |  | 0 57 | 7 59 | 15 | 22 | 38.1 | 60.0 |
| Primary with upper prim. |  |  |  | 8.3 |  | 33 |  | 923 | 31 | $1 \quad 0$ | 0 |  | 0 0 | 0 0 | 0 | 0 | 27.3 | 69.7 |
| Prim.with U.P.\&Sec/H.S |  | 20.9 |  |  |  | 941 | 215 | 5 643 | 382 | 21 | 0 |  | 0 | 8 50 | 7 | 12 | 22.9 | 68.4 |
| Upper Primary only |  | 7.5 |  |  |  | 83 |  | 4241 | 1 0 | $0 \quad 0$ | 0 |  | 0 - 7 | $7 \quad 4$ | , | , | 50.6 | 49.0 |
| U. Primary | ary with Sec./H.S. |  |  | 0.6 |  | 404 | 219 | 19183 |  | $0 \quad 0$ | 2 |  | $0 \quad 25$ | 251 | 11 | 3 | 54.5 | 45.5 |
| Enrolmen | nt by medium of in | struct | tions |  |  | $\begin{aligned} & \% \text { Tota } \\ & \text { Gross } \end{aligned}$ | al sness |  | ary Up <br> 20.2  | Upper Primary | ry ${ }^{\text {\% Sch }}$ | hools ous ye |  | Incentives : <br> (Previous ac | Numbe cademic | er of bene ic year) | neficiaries |  |
| Category | Hindi |  | nglish |  | Assam | mese |  | Urdu |  |  |  |  | grant | Incentive |  | rimary | Upper p | primary |
| P. only | 41623 |  | 13 |  |  | 110 |  |  | 190 |  |  | 73.9 | 73.9 | Type | Boys | Girls | Boys | Girls |
| P + UP | 254 |  | 59 |  |  |  | 0 |  | 0 |  |  | 25.0 | 25.0 | Text books | 29437 | 18361 | 1.972 | 21626 |
| P+sec/hs | S 20660 |  | 726 |  |  |  | 0 |  | 286 |  |  | 46.7 | 48.9 | Uniform | 18429 | 14870 | 1501 | 13326 |
| U.P. only | 2571 |  |  | 0 |  |  | 0 |  | 0 |  |  | 72.7 | 63.6 | Attendance | 216 | 6.2173 | -623 | - 460 |
| UP+sec | 9372 |  | 88 |  |  |  | 0 |  | 292 |  |  | 34.2 | 44.7 | Stationery | 1002 | 21041 | 785 | -1118 |
|  | \# = not applicable |  |  |  | = not | availa | able |  |  | Some tot | may n | atch | ue to | respons | sif | ificatory da | data items |  |

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - NORTH WEST DELHI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SOUTH WEST DELHI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - AHMEDABAD


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - ANAND
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DOHAD


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JAMNAGAR


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MAHESANA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - NAVSARI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PATAN

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - RAJKOT

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District \|RAJKOT |  |  |  |  |  |  |  | State GUJARAT |  |  |  |  |  | Primary cycle |  | U. primary cycle |  | \|5-7| |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  | 15 No. of CRC's |  |  |  |  | 171\| No. of villages |  |  |  |  |  |  | 950\|Number of schools |  |  |  | 1,782 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  | 3170 |  | \% 0-6 Population |  |  |  | 13.5 | \% Urban population |  | 1-51.3 |  | Sex ratio | 930 | Sex ratio 0-6 |  |  | 854 |
| Decadal growth rate |  | 25.6 |  | \% SC Population |  |  |  | 7.7 | \% ST Population |  | 0.4 |  | Overall literacy |  | 74.2 | Female literacy |  | 65.2 |
| Key data: Elementary Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  |  | Total schools* |  |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  | Teachers* |  |  |
|  |  |  |  |  | Govt. |  | Private |  | Govt. rural | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. rural |  | Govt. | Private |
| Primary only |  |  |  |  |  | 122 |  | 72 | 87 | 45 |  | , 082 | 3,022 | 22,045 |  | ,788 | 242 | 238 |
| Primary with upper primary |  |  |  |  |  | ,283 |  | 259 | 1,091 | 125 | 257,6 | ,610 | 38,720 | 200,311 |  | , 509 | 7,728 | 1,940 |
|  |  |  |  |  |  | 2 |  | 10 | 2 | 6 |  | 58 | 3,095 | 98 |  | ,119 | 10 | 96 |
| Upper primary only |  |  |  |  |  | 1 |  | 18 | 0 | 13 |  | 0 | 1,223 |  | 1, | ,101 | 4 | 69 |
| Upper primary with sec./higher secondary |  |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| No response in school category |  |  |  |  |  | 15 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Performance indicators |  |  |  | School category |  |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  | P. o |  | $\mathrm{P}+$ |  | P+sec/hs | U.P. only | U UP+sec | Grade |  | 000-01 | 2001-02 | 2002-03 | 03 2003 | 3-04 ${ }^{2}$ | 2004-05 |
| \% Single classroom schools |  |  |  |  | 10.8 |  | 1.6 | 0.0 | 0.0 | 0 0.0 | I |  |  |  |  |  | 0,545 | 51,094 |
| \% Single teacher schools |  |  |  |  | 20.1 |  | 2.1 | 0.0 | 10.5 | 50.0 | II |  |  |  |  |  | 2,971 | 49,042 |
| \% Schools with SCR > 60 |  |  |  |  | 3.6 |  | 10.1 | 25.0 | 0.0 | 0 | III |  |  |  |  |  | 3,731 | 45,905 |
| \% Schools with pre-primary sections |  |  |  |  | 10.8 |  | 7.6 | 33.3 | 0.0 | 0.0 | IV |  |  |  |  |  | 2,155 | 45,681 |
| \% Schools with common toilets |  |  |  |  | 53.6 |  | 63.5 | 83.3 | 73.7 | 7 0.0 | V |  |  |  |  |  | 7,997 | 43,912 |
| \% Schools with girls toilets |  |  |  |  | 45.9 |  | 61.3 | 83.3 | 47.4 | 4 0.0 | VI |  | \# |  |  |  | 3,968 | 40,092 |
| \% Schools with drinking water facility |  |  |  |  | 84.3 |  | 78.9 | 38.5 | 94.7 | 7 0.0 | VII |  | \# |  |  |  | 0,426 | 36,084 |
| \% Schools with Black Board |  |  |  |  | 82.5 |  | 90.4 | 94.4 | 52.6 | 6 | VIII |  | \# | \# | \# | \# | \# | 0 |
| \% Enrolment in Govt. schools |  |  |  |  | 72.8 |  | 86.9 | 1.8 | 0.0 | 0.0 | Total Pr. |  |  |  |  |  | ,402 | 191,722 |
| \% Enrolment in single teacher schools |  |  |  |  | 11.7 |  | 0.6 | 0.0 | 0.0 | 0 | Total U.P |  | \# |  |  |  | 2,391 | 120,088 |
| \% No female teacher schools (tch>=2) |  |  |  |  | 13.9 |  | 13.2 | 8.3 | 31.6 | - 0.0 | Transition rate |  | 79.4 | GER / NER |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  |  | 7.7 |  | 0.6 | 0.0 | 0.0 | - 0.0 |  |  | 4 | 2002-03\| | 2003-04 | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  |  | 11.1 |  | 2.2 | 0.0 | 7.8 | 80.0 | Primary Level |  |  | GER (Prim | mary) |  | 71.1 | 61.1 |
| Enrolment of SC/ST |  |  | Primary schools |  |  |  |  | Upper Primary |  |  | Retention rate |  |  |  | NER (Primary) |  |  | 56.7 | 49.3 |
|  |  |  |  2002-03 <br>   |  |  |  | 2003 | 3-04 | 2004 | 4-05 2 | 2002-03 | 2003-04 | 2004-05 | Retention | rate |  | GER(U.Prim |  |  | 37.5 | 33.0 |
|  |  |  |  |  |  |  |  | 10.5 |  | 0.6 |  | 10.9 | 11 | GPI |  | 0.90 | NER(U.Pr |  |  | 27.5 | 24.0 |
|  |  |  |  |  | 49.7 |  | 48.8 |  | 47.1 | 146 | Flow rates |  |  |  | Enrolment of children |  |  |  |
| \% SC girls to SC enrolment \% ST enrolment |  |  |  |  | 0.9 |  | 0.6 |  | 0.7 | $7{ }^{7} 0.4$ |  |  |  |  |  | All | With di | disability |
| \% ST girls to ST enrolment |  |  |  |  | 45.2 |  | 39.8 |  | 48.3 | 38.8 | Grade | R.R. | D.O.R | R. P.R. | Grade | Girls | Boys | Girls |
| Indicators |  |  |  | School category |  |  |  |  |  |  | 1 | 12 | 12.7 14 | 4.2 73.1 | I | 23,659 | 332 | 2158 |
|  |  |  |  | P. o |  | $\mathrm{P}+$ | UP P | P+sec/hs | U.P. only | UP +sec | 11 |  | 9.0 12 | 2.5 <br> 78.5 | II | 23,793 | 223 | - 130 |
| \% Girls |  |  |  |  | 45.9 |  | 47.2 | 36.3 | 16.6 | $6{ }^{1} 0.0$ | III |  | 8.0 13, | 3.478 .6 | III | 22,000 | 217 | $7{ }^{7} 177$ |
| Pupil teacher ratio (PTR) |  |  |  |  | 23 |  | 31 | 30 | 17 | 7 | IV |  | 6.6 14 | 4.0 79.4 | IV | 21,594 | 245 | 5 150 |
| Student classroom ratio (SCR) |  |  |  |  | 30 |  | 38 | 37 | 27 | 7 | V |  | 5.314 | 14.7 80.0 | V | 20,392 | 237 | 7161 |
| \% Schools with <=50 students |  |  |  |  | 70.1 |  | 27.4 | 41.7 | 0.0 | - 0.0 | I-V |  | 8. 513 | 3.8 77.7 | VI | 18,373 | 221 | $1{ }^{1} 155$ |
| \% Schools with PTR > 100 |  |  |  |  | 2.6 |  | 0.4 | 0.0 | 0.0 | 0.0 | VI |  | 3.916 | 6.1 80.0 | VII | 16,388 | 194 | 4150 |
| \% Female teachers |  |  |  |  | 56.5 |  | 54.9 | 44.3 | 49.3 |  | VII |  | 2 | - \# | VIII | \# | \# | \# |
| \% Schools established since 1995 |  |  |  |  | 71.1 |  | 18.0 | 66.7 | 68.4 | 40.0 | VIII | \# | \# | \# \# | Total | 146,199 | 1,669 | 9 1,081 |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  |  | Total classrooms |  | \% good condition |  | $\%$ minor <br> repair$\%$ major <br> repair |  |  |  | Pucca |  | Partially Pucca | Kuccha | Tent |  | Multiple Type | $\begin{gathered} \text { No } \\ \text { Building } \end{gathered}$ |
| Primary only |  |  |  | 375 |  | 89.3 |  | 7.7 | 3.0 | 132 |  | 150 |  | 8 - 1 |  | 0 | 0 | 21 |
| Primary with upper primary |  |  |  | 7,777 |  | 88.4 |  | 8.5 | 3.1 | 1,786 |  | ,991 |  | 63 7 |  | 0 | 0 | 11 |
| Primary with U.P. \& sec/h. sec. |  |  |  | 85 |  | 100.0 |  | 0.0 | 0.0 | 24 |  | 20 |  | 0 0 |  | 0 | 0 | 1 |
| Upper primary only |  |  |  | 46 |  | 100.0 |  | 0.0 | 0.0 | 38 |  | 16 |  | 0 0 |  | 0 | 0 | 0 |
| Upper primary with sec./higher sec |  |  |  | 0 |  | 0.0 |  | 0.0 | 0.0 | 0 |  | 0 |  | 0 0 |  | 0 | 0 | 0 |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Examination results (Previous academic year) |  |  |
| School category |  |  |  |  |  |  | Secondary | Higher secondary |  |  | Postgraduate | M. Phil. |  | Others re | No esponse |  |  |  |
|  |  |  |  |  |  |  |  |  |  | Graduate |  |  |  | Terminal grade |  | \% \% | \% Passed |
| Primary only |  |  |  |  |  | 36 |  | 152 | 124 | 118 |  | 29 | 0 |  | 0 | 21 | Passed w | with >60\% |
| Primary with upper primary |  |  |  |  |  | 359 |  | 893 | 1,918 | 1,810 | 41 | 14 | 6 | 34 | 223 IV | $V$ boys | 94.31 | 60.26 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  |  |  | 1 |  | 5 | 12 | 35 |  | 20 | 0 | 0 | 33 IV | $\checkmark$ girls | 95.30 | 63.22 |
| Upper primary only |  |  |  |  |  | 0 |  | 4 | 16 | 31 |  | 18 | 1 | 1 | 2 VI | III boys | 97.99 | 71.70 |
| Upper primary with sec./higher secondary |  |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 VI | VII girls | 98.53 | 75.14 |
| Para teachers |  |  |  |  |  | 0 |  | 8 | 1 | 0 |  | 1 | 0 | 0 | 1 |  | \%Teachers recvd. n-service training |  |
| Gender and caste distribution of teachers* |  |  |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. N | No. of Tch |  | Tota |  | Male | Female | No res | Male | Female | No res | Male | Female | Male | Female | Male | Female |
| Primary only |  |  |  | 2.5 |  | 480 | 197 | $7{ }^{271}$ |  | $2 \quad 0$ | 0 |  | 0 | 217 | 7 | 14 | 41.0 | 56.5 |
| Primary with upper prim. |  |  |  | 6.3 |  | 668 | 4,211 | 1 5,306 | 6140 | - 6 | 5 |  | 0232 | 264 | 147 | 168 | 43.6 | 54.9 |
| Prim.with U.P.\&Sec/H.S |  |  |  | 8.8 |  | 106 | 35 | 3547 | $7{ }^{7}$ | $4 \quad 0$ | 0 |  | 0 | $0 \quad 10$ | 2 |  | 33.0 | 44.3 |
| Upper Primary only |  |  |  | 3.8 |  | 73 | 36 | 36 | 61 | $1 \quad 0$ | 0 |  | 0 | 10 | 2 | 0 | 49.3 | 49.0 |
| U. Primary with Sec./H.S. |  |  |  | 0.0 |  | 0 |  | 0 | 0 0 | $0 \quad 0$ | 0 |  | 0 | $0 \quad 0$ | 0 |  | 0.0 | 0.0 |
| Enrolment by medium of instructions |  |  |  |  |  | \% TotalGrossness |  | s Prima | 19.2 | 27. | \% Schools recvd. <br> (Previous year) In |  |  | Incentives : Number of beneficiaries (Previous academic year) |  |  |  |  |
| Category | Gujarati |  | Others |  | Eng |  |  |  |  |  | School dev. grant |  | TLM grant | Incentive |  | imary | Upper P | primary |
| P. only | 11048 |  |  | 11 |  |  | 12 |  |  |  |  | 45.9 | 46.9 | Type | Boys | Girls | Boys | Girls |
| P + UP | 295454 |  | 65 | 54 |  |  | 22 |  |  |  |  | 74.6 | 75.0 | Text books | 94506 | 689697 | 36953 | $3{ }^{35054}$ |
| P+sec/hs | 3153 |  |  | 0 |  |  | 0 |  |  |  |  | 8.3 | 8.3 | Uniform | 5360 | 06882 | 2194 | 42981 |
| U.P. only | 1223 |  |  | 0 |  |  | 0 |  |  |  |  | 5.3 | 0.0 | Attendance | 54324 | 451712 | 29828 | 8 25997 |
| UP+sec | 0 |  |  | 0 |  |  | 0 |  |  |  |  | 0.0 | 0.0 | Stationery | 1529 | 9866 | 366 | - 208 |
|  | \# = not applicable |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - THE DANGS


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - VALSAD
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BHIWANI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - FATEHABAD


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - HISAR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JIND


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KARNAL
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MAHENDRAGARH


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PANIPAT
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - ROHTAK
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SONIPAT


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BILASPUR (H.P.)


## -

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - HAMIRPUR (H.P.)


## Himachal Pradesh

Elementary Education in India - Where do we stand?


## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - LAHUL \& SPITI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SHIMLA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SOLAN


## Himachal Pradesh

Elementary Education in India - Where do we stand?


| Key data: Elementary Education |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| School category | Total schools* |  | Rural schools* |  |
|  | Govt. | Private | Govt. rural | Pvt. rural |
| Primary only | 506 | 53 | 492 | 48 |
| Primary with upper primary | 0 | 34 | 0 | 30 |
| Primary with upper primary \& sec/higher sec. | 0 | 24 | 0 | 20 |
| Upper primary only | 113 | 1 | 112 | 1 |
| Upper primary with sec./higher secondary | 104 | 6 | 97 | 5 |
| No response in school category | 0 | 0 | 0 | 0 |


| Performance indicators |  |
| :--- | :--- |
|  |  |
| \% Single classroom schools |  |
| \% Single teacher schools |  |
| \% Schools with SCR > 60 |  |
| \% Schools with pre-primary sections |  |
| \% Schools with common toilets |  |
| \% Schools with girls toilets |  |
| \% Schools with drinking water facility |  |
| \% Schools with Black Board |  |
| \% Enrolment in Govt. schools |  |
| \% Enrolment in single teachel schools |  |
| \% No female teacher schools (tch>=2) |  |
| \% Enrolment in schools without buildings |  |
| \%Enrolment in schools without blackboard |  |

Elementary Education: Report Card - ANANTNAG
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


## Jammu \& Kashmir

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BARAMULA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JAMMU


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KUPWARA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PUNCH


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SRINAGAR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


## Jammu \& Kashmir

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BOKARO


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DEOGHAR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DUMKA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GIRIDIH


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GUMLA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JAMTARA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - LATEHAR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PAKAUR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PASHCHIMI SINGHBHUM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - RANCHI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SARAIKELA-KHARSAWAN


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BAGALKOT


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BANGALORE RURAL


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BELLARY


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BIJAPUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHIKMAGALUR


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DHARWAD


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GULBARGA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - HAVERI


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KOLAR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MANDYA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - RAICHUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - TUMKUR


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - UTTARA KANNADA


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - ERNAKULAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KANNUR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KOLLAM

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KOZHIKODE


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - PALAKKAD
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - THIRUVANANTHAPURAM


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - WAYANAD
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District \|WAYANAD |  |  |  |  |  |  | State $\mid$ KERALA |  |  |  |  |  | Primary cycle |  | 4 U. primary cycle |  | e 5-7 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  |  | $3{ }^{3}$ No. of CRC's |  |  |  | $36 \mid$ No. of villages |  |  |  |  |  | 27\|Number of schools |  |  |  | 289 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  |  | 781 | \% 0-6 Population |  |  |  | \% Urban population |  | 3.8 S |  | Sex ratio | 995 Sex ratio 0-6 |  |  |  | 959 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  | Total schools* |  |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  |  | Teachers* |  |
|  |  |  |  | Govt. |  | Private |  | t. rural P | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. | rural G |  | Private |
| Primary only |  |  |  |  | 98 |  | 49 | 96 | 48 | 14,8 | 820 | 10,327 | 714,008 |  | 9,714 | 539 | 325 |
| Primary with upper primary |  |  |  |  | 36 |  | 35 | 32 | 34 | 15,7 | 771 | 24,091 | 1 14,598 |  | 23,578 | 562 | 783 |
| Primary with upper primary \& sec/higher sec. |  |  |  |  | 23 |  | 5 | 23 | 5 |  |  | 3,510 | 0 13,994 |  | 3,510 | 424 | 102 |
| Upper primary only |  |  |  |  | , |  | 5 | 1 | 5 |  | 241 | 1,938 | 24 |  | 1,938 | 9 | 73 |
| Upper primary with sec./higher secondary |  |  |  |  | 20 |  | 16 | 18 | 14 |  | 729 | 6,694 | 5,671 |  | 5,874 | 183 | 201 |
| No response in school category |  |  |  |  | 1 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Performance indicators |  |  |  | School category |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  | P. only | $\mathrm{P}+$ |  | +sec/hs | U.P. only | Y UP+sec | Grade |  | 000-01 | 2001-02 | 2002- |  |  | 2004-05 |
| \% Single classroom schools |  |  |  | 1.4 |  | 0.0 | 0.0 | 0.0 | - 0.0 | 1 |  | 11,545 | 12,622 |  | ,297 12 | ,899 | 12,783 |
| \% Single teacher schools |  |  |  | 1.4 |  | 0.0 | 0.0 | 0.0 | 0.0 | II |  | 11,892 | 11,688 |  | ,715 13 | ,044 | 13,368 |
| \% Schools with SCR > 60 |  |  |  | 2.0 |  | 0.0 | 0.0 | 0.0 | - 2.8 | III |  | 12,492 | 11,630 |  | 1,426 12 | ,057 | 13,121 |
| \% Schools with pre-primary sections |  |  |  | 8.8 |  | 4.1 | 17.9 | 0.0 | 2.8 | IV |  | 13,209 | 12,291 |  | 1,447 10 | ,990 | 12,240 |
| \% Schools with common toilets |  |  |  | 79.6 |  | 30.3 | 75.0 | 83.3 | 72.2 | V |  |  | 12,209 |  | 1,790 11 | ,219 | 11,482 |
| \% Schools with girls toilets |  |  |  | 62.6 |  | 87.3 | 96.4 | 83.3 | - 94.4 | VI |  | \# | 12,529 |  | 12,144 11 | ,547 | 11,023 |
| \% Schools with drinking water facility |  |  |  | 91.8 |  | 97.2 | 0.0 | 83.3 | - 94.4 | VII |  | \# | 12,734 |  | , 1252 | ,890 | 12,125 |
| \% Schools with Black Board |  |  |  | 97.3 |  | 97.2 | 96.4 | 0.0 | - 91.7 | VIII |  | \# | , | , |  |  | 11,973 |
| \% Enrolment in Govt. schools |  |  |  | 58.9 |  | 39.6 | 79.9 | 11.1 | 150.1 | Total Pr. | 49,138 |  | 48,231 | 48,885 |  | 48,990 | 51,512 |
| \% Enrolment in single teacher schools |  |  |  | 0.8 |  | 0.0 | 0.0 | 0.0 | - 0.0 | Total U.P |  | \# | 37,472 | 36,886 |  | 35,656 | 34,630 |
| \% No female teacher schools (tch>=2) |  |  |  | 4.1 |  | 1.4 | 0.0 | 0.0 | - 2.8 | Transition rate Prim. to U. Prim |  | 98.3 | GER / NER |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  | 0.0 |  | 0.0 | 0.0 | 0.0 | - 0.0 |  |  |  | 2002-03 | 2003-04 | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  | 2.9 |  | 0.9 | 0.3 | 0.0 | - 5.6 | Primary Level |  |  | GER (Prim | mary) | 75.4 | 90.7 | 93.3 |
| Enrolment of SC/ST |  |  | Primary schools |  |  |  | Upper Primary |  |  | Retention rate |  |  | 92.5 | NER (Primary) |  | 60.8 | 74.8 | 77.6 |
|  |  |  | 2002-03 | 2003-04 | 2004 |  | 2002-03 | 2003-04 | 2004-05 |  |  | GER(U.Pr |  | rim) |  | 81.7 | 49.4 |
| \% SC enrolment |  |  | 5.5 | 5.9 |  | 5.9 | 5.3 | 5.7 | -6 | GPI |  | 0.95 | NER(U.Prim) |  | $\begin{array}{\|l\|} \hline 35.0 \\ \hline \end{array}$ | 63.0 |  |
| \% SC girls to SC enrolment |  |  | 47.8 | 48.5 |  | 8.2 | 47.0 | 47.4 | 4 49.9 | Flow rates |  |  |  | Enrolment of children |  |  |  |
| \% ST enrolment |  |  | 23.1 | 23.9 |  | 4.1 | 17.2 | 16.5 | 516.5 |  |  |  |  | Grade | All Girls | With disability |  |
| \% ST girls to ST enrolment |  |  | 49.2 | 48.8 |  | 8.7 | 47.4 | 47.3 | - 47.8 | Grade | R.R. | D.O.R | R. ${ }^{\text {P.R. }}$ |  |  | Boys | Girls |
| Indicators |  |  |  | School category |  |  |  |  |  | 1 |  | 0.4 1 | 1.3 98.3 | 1 | Girls | 92 | 2.55 |
|  |  |  |  | P. only | P+ |  | +sec/hs | U.P. only | UP+sec | II |  | 5.3 |  | II | 6,517 | 126 | - 58 |
| \% Girls |  |  |  | 48.9 |  | 48.9 | 48.4 | 50.0 | - 47.7 | III |  | 4.8 |  | III | 6,433 | 118 | 8 - 90 |
| Pupil teacher ratio (PTR) |  |  |  | 29 |  | 30 | 33 | 27 | $7 \quad 35$ | IV |  | 5.1 |  | IV | 5,925 | 115 | 51 |
| Student classroom ratio (SCR) |  |  |  | 30 |  | 35 | 26 | 37 | 7 19 | V |  | 6.0 1 | 1.8 92.2 | V | 5,575 | 102 | $2{ }^{1} 106$ |
| \% Schools with <=50 students |  |  |  | 4.8 |  | 1.4 | 7.1 | 0.0 | - 0.0 | I-V |  | 4.2 |  | VI | 5,377 | 112 | 2.107 |
| \% Schools with PTR > 100 |  |  |  | 0.0 |  | 0.0 | 0.0 | 0.0 | - 0.0 | VI |  | 5.9 |  | VII | 5,848 | 118 | 8 88 |
| \% Female teachers |  |  |  | 63.4 |  | 61.1 | 57.6 | 54.9 | - 59.9 | VII |  | 9.7 | \# | VIII | \# | \# | \# |
| \% Schools established since 1995 |  |  |  | 17.7 |  | 0.0 | 0.0 | 0.0 | - 11.1 | VIII | \# | \# | \# \# | Total | 41,994 | 783 | 3 585 |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  |  | Total classrooms | \% good condition |  | $\begin{array}{\|c\|} \hline \% \text { minor } \\ \text { repair } \\ \hline \end{array}$ | in  <br> \% m  <br> re  | \% major repair |  | Pucca |  | Partially <br> Pucca | Kuccha | Tent |  | Multiple Type | No Building |
| Primary only |  |  | 828 |  | 52.5 |  | 39.9 | 7.5 | 269 |  | 256 | 54 | 54 |  | 0 | 29 | 1 |
| Primary with upper primary |  |  |  | 1,135 | 62.9 |  | 30.2 | 6.9 | 239 |  | 275 | 74 | 4 - 1 |  | 0 | 33 | 1 |
| Primary with U.P. \& sec/h. sec. |  |  | 664 |  | 53.8 |  | 35.7 | 10.5 | 143 |  | 121 | 33 | 3 5 |  | 0 | 15 | 1 |
| Upper primary only |  |  | 59 |  | 66.1 |  | 33.9 | 0.0 | 27 |  | 12 |  | 3 - 0 |  | 0 | 2 | 0 |
| Upper primary with sec./higher sec |  |  | 691 |  | 64.5 |  | 28.2 | 7.2 | 202 |  | 152 | 20 | $0 \quad 2$ |  | 0 | 7 | 0 |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Examination results (Previous academic year) |  |  |
| School category |  |  |  |  |  | Secondary |  | gher | Graduate | Post graduate | M. Phil. |  | Others | No esponse |  |  |  |
|  |  |  |  | second |  |  |  |  |  |  |  |  | Terminal grade |  | \% \% | \% Passed |
| Primary with upper primary |  |  |  |  | 38 |  | 245 | 286 | 240 |  | 31 | 0 |  | 0 | 12 | assed with | with $>60 \%$ |
|  |  |  |  |  | 32 |  | 444 | 283 | 455 |  | 76 | 1 | 2 | 44 | IV boys | 72.17 | 57.91 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  |  | 24 |  | 131 | 103 | 177 |  | 37 | 0 | 1 | 45 | IV girls | 95.87 | 58.82 |
| Upper primary only |  |  |  |  | 1 |  | 28 | 14 | 35 |  | 3 | 0 | 0 | 1 | VII boys | 88.31 | 40.56 |
| Upper primary with sec./higher secondary |  |  |  |  | 5 |  | 73 | 60 | 186 |  | 54 | 0 | 4 | 2 V | VII girls | 91.36 | 42.36 |
| Para teachers |  |  |  |  | 0 |  | 6 | 5 | 15 |  | 2 | 0 | 0 | 0 |  | \%Teachers recvd. -service training |  |
| Gender and caste distribution of teachers* |  |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. | No. of Tch | hs. ${ }^{\text {a }}$ Total |  | Male | Female | No res | S Male | Female | No res | S Male | Female | Male | Female | Male | Female |
| Primary only |  |  |  | 5.9 | 864 | 303 | 3537 | $7 \quad 12$ | 21 | 11 |  | 0 | 4.26 | 25 | 50 | 35.6 | 63.0 |
| Primary with upper prim. |  |  |  | 8.9 1, | 345 | 484 | 4816 | 6.37 | 7 | 6 |  | 0 | 930 | 19 | 37 | 36.2 | 61.0 |
| Prim.with | U.P.\&Sec/H.S |  |  | 8.8 | 526 | 185 | 5296 | 6 - 37 | $7{ }^{1}$ | 7 |  | 0 | 613 | 8 | 11 | 35.7 | 57.1 |
| Upper Pri | rimary only |  |  | 3.7 | 82 | 36 | 645 | 51 | 1.0 | 0 |  | 0 | 0 | 1 | 1 | 43.9 | 55.0 |
| U. Primar | ary with Sec./H.S. |  |  | 0.7 | 384 | 153 | 3230 | $0 \quad 1$ | 1.0 | 0 |  | 08 | 810 | 6 | 5 | 39.8 | 59.9 |
| Enrolmen | nt by medium of in | nstruc | tions |  | $\begin{aligned} & \% \text { Tot } \\ & \text { Gros } \end{aligned}$ | tal <br> ssness |  | ary Upp <br> 16.9  | pper Prima | $2.4{ }^{\text {\% }}$ (Previo | hools ous ye hool |  | Incentives : <br> (Previous ac | Numbe cademi | er of bene ic year) | ciaries |  |
| Category | Malayalam |  | nglish | Oth | ers |  | Tamil |  |  | dev. | $\text { nool } \text { grant }$ | grant | Incentive |  | rimary | Upper p | primary |
| P. only | 24492 |  | 29 | 2 |  | 54 |  | 109 |  |  | 96.6 | 95.2 | Type | Boys | Girls | Boys | Girls |
| P + UP | 37396 |  | 177 |  |  | 0 |  | 203 |  |  | 94.4 | 94.4 | Text books | 925 | 55 21749 | 6037 | 719194 |
| P+sec/hs | S 16744 |  | 47 | 77 |  | 83 |  | 0 |  |  | 89.3 | 92.9 | Uniform | 150 | 09 1467 | 241 | - 332 |
| U.P. only | 1974 |  | 20 | 5 |  | 0 |  | 0 |  |  | 100.0 | 100.0 | Attendance | 430 | 08 3928 | 399 | 9 608 |
| UP+sec | 13147 |  | 27 | 76 |  | 0 |  | 0 |  |  | 41.7 | 66.7 | Stationery | 65 | 54.632 | 191 | 1272 |
|  | \# = not applicable |  |  | na = | avail | ble |  |  | So |  |  |  |  |  | catory |  |  |

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BARWANI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BHIND


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHHATARPUR


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Elementary Education: Report Card - DAMOH
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DEWAS


Elementary Education in India - Where do we stand?

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District \|DHAR |  |  |  |  |  | State MADHYA PRADESH |  |  |  |  |  | Primary cycle |  | U. primary cycle |  | 6-8 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of blocks/taluks |  | 13 No. of CRC's |  |  |  | 198 No. of villages |  |  |  |  |  | 1,886 ${ }^{\text {Number of schools }}$ |  |  |  | 3,811 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  | 1740 | \% 0-6 Population |  |  | 19.56.5 | \% Urban population |  |  |  | Sex ratio | 955 Sex ratio 0-6 |  |  |  | 943 |
| (1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  | Total schools* |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  |  | Teachers* |  |
|  |  |  |  | Govt. | Private |  | Govt. rural | Pvt. rural | Govt. |  | Private | Govt. rural | Pvt. rur | rural G | Govt. | Private |
| Primary only |  |  |  | 3,067 |  | 58 | 2,986 | 52 | 213, | 867 | 10,38 | 202,92 |  | 7,814 | 6,772 | 259 |
| Primary with upper primary |  |  |  | 296 |  | 8 | 277 | 8 |  | 373 | 1,31 | 19 39,47 |  | 1,319 | 1,584 | 69 |
| Primary with upper primary \& sec/higher sec. |  |  |  | 80 |  | 0 | 69 | 0 |  | 233 |  | 11,08 |  | 0 | 514 | 0 |
| Upper primary only |  |  |  | 261 |  | 2 | 243 |  |  | 071 | 27 | 70 30,13 |  | 115 | 1,443 | 8 |
| Upper primary with sec./higher secondary |  |  |  | 38 |  | 0 | 35 | 0 |  | 943 |  | 6,07 |  | 0 | 297 | 0 |
| No response in school category |  |  |  | 1 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Performance indicators |  |  | School category |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  |  |  |  | + + ech/hs | U.P. only | UP+sec | Grade |  | 000-01 | 2001-02 | 2002-0 |  | 2003-04 | 2004-05 |
| \% Single classroom schools |  |  |  | 26.6 | 7.2 | 3.8 | 4.9 | 5.3 | I |  | 35,334 | 40,231 |  | 328 | 41,381 | 84,631 |
| \% Single teacher schools |  |  |  | 8.3 | 2.3 | 2.5 | 0.4 | 2.6 | II |  | 30,142 | 33,306 |  | 901 3 | 33,056 | 61,718 |
| \% Schools with SCR > 60 |  |  |  | 3.9 | 11.2 | 5.0 | 8.7 | 15.8 | III |  | 31,581 | 33,124 |  | 438 32 | 32,545 | 52,340 |
| \% Schools with pre-primary sections |  |  |  | 46.6 | 58.9 | 53.8 | 48.7 | 44.7 | IV |  | 26,110 | 28,273 |  | 384 | 30,426 | 42,335 |
| \% Schools with common toilets |  |  |  | 7.7 | 35.2 | 48.8 | 28.9 | 55.3 | V |  | 22,558 | 22,919 |  | 460 | 29,219 | 36,501 |
| \% Schools with girls toilets |  |  |  | 9.5 | 19.4 | 35.0 | 17.5 | 34.2 | VI |  | \# | 19,347 |  | 347 1 | 17,360 | 19,359 |
| \% Schools with drinking water facility |  |  |  | 75.6 | 87.8 | 91.2 | 89.7 | 89.5 | VII |  | \# | 13,286 |  | 788 1 | 14,802 | 14,185 |
| \% Schools with Black Board |  |  |  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | VIII |  | \# | 10,923 | 13,6 | 640 | 13,655 | 13,394 |
| \% Enrolment in Govt. schools |  |  |  | 55.4 | 97.0 | 100.0 | 99.2 | 100.0 | Total Pr. |  | 145,725 | 157,853 | 161,5 |  | 166,627 | 277,525 |
| \% Enrolment in single teacher schools |  |  |  | 21.1 | 0.8 | 0.7 | 0.1 | 0.8 | Total U.P |  | \# | 43,556 | 45,7 | 775 | 45,817 | 46,938 |
| \% No female teacher schools (tch>=2) |  |  |  | 40.4 | 47.0 | 32.5 | 46.8 | 28.9 | Transitio | on rate |  | GER / NE |  |  |  |  |
| \% Enrolment in schools without buildings |  |  |  | 4.6 | 7.9 | 0.8 | 11.1 | 2.9 | Prim. to | U. Prim | im 51.6 |  |  | 2002-03 | 2003-04 | 2004-05 |
| \%Enrolment in schools without blackboard |  |  |  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Primary Level |  |  | GER (Pri | mary) | 64.4 | 4 67.1 | 108.8 |
| Enrolment of SC/ST |  | Primary schools |  |  |  | Upper Primary |  |  | Retention rate |  | 82.8 | NER (Primary) |  | 52.4 | 4 54.9 | 90.4 |
|  |  | 2002-03 | 2003 | -04 2004 | -05 20 | 2002-03 | 2003-04 | 2004-05 |  |  | 8 GER(U.Prim) | 41.2 | 231.8 | 31.7 |
| \% SC enrolment |  | 6.8 |  | 6.6 | 5.7 | 6.3 | 6.3 | 10.1 | GPI |  |  | 0.52 | 2 NER(U.Prim) |  | 25.2 | 219.5 | 18.9 |
| \% SC girls to SC enrolment $\quad 45.7$ |  |  |  | 45.7 | 4.3 | 33.7 | 33.7 | 40.0 | low rates |  |  |  | Enrolment of children |  |  |  |
| \% ST enrolment |  | 71.8 |  | 71.9 | 79.8 | 65.3 | 65.3 | 54.3 |  |  |  |  |  | All | $\frac{\text { With di }}{\text { Boys }}$ | disability |
| $\%$ ST girls to ST enrolment 43.4 <br> Indicators  |  |  | 43.4 |  |  | 40.4 | 40.4 | 39.1 | Grade | R.R. | D.O. | R. $\quad$ P.R. | Grade | Girls |  | Girls |
|  |  |  | School category |  |  |  |  |  | 1 |  | 1.0 |  | 1 |  | 029170 | 0 151 |
| \|ndicators |  |  |  | nly ${ }^{\text {n }}$ + | UP $\mathrm{P}+$ | + $\mathrm{sec} / \mathrm{hs}$ | U.P. only | UP+sec | II |  | 3.1 |  | II | 20,26 | 260145 | 5 109 |
| \% Girls |  |  |  | 38.3 | 29.2 | 25.9 | 29.7 | 31.8 | III |  | 2.3 |  | III |  | 509174 | $4{ }^{4} 146$ |
| Pupil teacher ratio (PTR) |  |  |  | 32 | 27 | 28 | 24 | 23 | IV |  | 2.4 |  | IV |  | $827-205$ | 5162 |
| Student classroom ratio (SCR) |  |  |  | 55 | 63 | 61 | 62 | 48 | V |  | 4.8 23 | 23.651 .6 | V |  | 477 | 2157 |
| \% Schools with <=50 students |  |  |  | 47.0 | 39.5 | 43.8 | 0.0 | 0.0 | I-V |  | 5.1 |  | VI |  | $321 \quad 697$ | 7855 |
| \% Schools with PTR > 100 |  |  |  | 0.8 | 1.0 | 0.0 | 0.0 | 0.0 | VI |  | 4.7 | 4.2 71.1 | VII |  | 103 1,636 | 6 837 |
| \% Female teachers |  |  |  | 7.9 | 21.1 | 27.4 | 20.0 | 28.3 | VII |  | 2.416 | 16.3 71.3 | VIII |  | 5951.105 | 5783 |
| \% Schools established since 1995 |  |  |  | 42.8 | 19.1 | 6.3 | 38.4 | 5.3 | VIII | 20 | . 8 \# | \# \# | Total | 115,12 | 121 4,344 | 4 3,200 |
| Classrooms/Other rooms |  |  | Classrooms |  |  |  |  | Other rooms | No. of schools by type of building* |  |  |  |  |  |  |  |
| School category |  | $\begin{array}{\|c\|} \hline \text { Total } \\ \text { classrooms } \end{array}$ |  | \% good condition | $\begin{array}{\|c} \hline \% \text { minor } \\ \text { repair } \\ \hline \end{array}$ | minor \% m <br> rep | \% major repair |  | Pucca |  | Partially Pucca | Kuccha | Tent |  | Multiple Type | $\begin{gathered} \text { No } \\ \text { Building } \\ \hline \end{gathered}$ |
| Primary only 4,077 |  |  |  | 61.5 |  | 29.1 | 9.5 | 1,599 |  | ,201 | 41 | 11.78 |  |  | 55 | 602 |
| Primary with upper primary |  |  | 705 | 67.8 |  | 23.3 | 8.9 | 210 |  | 271 |  | 76 |  | 0 | 21 | 21 |
| Primary with U.P. \& sec/h. sec. |  |  | 232 | 56.0 |  | 33.0 | 11.0 | 89 |  | 81 |  | 10 |  | O | 2 | 2 |
| Upper primary only |  |  | 555 | 68.8 |  | 22.3 | 9.0 | 247 |  | 240 |  | 22.10 |  | 0 | 2 | 42 |
| Upper primary with sec./higher sec |  |  | 145 | 77.3 |  | 16.7 | 6.1 | 18 |  | 48 |  | 22 |  | 0 | 0 |  |
| Position of teachers by educational qualification (other than para teacher) |  |  |  |  |  |  |  |  |  |  |  |  |  | Examination results <br> (Previous academic year) |  |  |
| School category |  |  |  |  | Secondar | Higher secondary |  |  | $\begin{gathered} \text { Post } \\ \text { graduate } \end{gathered}$ | M. Phil. |  | Others re | Noesponse |  |  |  |  |
|  |  |  |  | econdary |  |  |  | Graduate |  |  |  | Terminal |  | $\begin{array}{l\|l\|} \text { Is academic } \\ \hline \text { al } & \% \\ \text { Passed } \end{array}$ | \% Passed |
| Primary only |  |  |  | 188 |  | 265 | 1,867 | 2,793 |  | 38 | 2 |  | 2 |  | 39 | grade | with $>60 \%$ |
| Primary with upper primary |  |  |  | 19 |  | 61 | 365 | 605 |  | 82 | 2 | 1 |  | boys | 73.65 | 11.22 |
| Primary with Upper primary \& sec/ h. sec. |  |  |  | 5 |  | 20 | 98 | 200 |  | 18 | 0 |  |  | girls | 71.17 | 11.87 |
| Upper primary only |  |  |  | 13 |  | 32 | 230 | 514 |  | 68 | 2 | 0 | 2 VI | IIII boys | 60.28 | 11.30 |
| Upper primary with sec./higher secondary |  |  |  | 3 |  | 5 | 40 | 109 |  | 90 | 0 | 0 | 3 VI | VIII girls | 59.97 | 11.83 |
| Para teachers |  |  |  | 17 |  | 96 | 718 | 767 |  | 33 | 2 | 3 | 18 |  | \%Teachers recvd. in-service training |  |
| Gender and caste distribution of teachers* |  |  |  |  | Regular teachers |  |  | Para teachers |  |  | SC teachers |  | ST teachers |  |  |  |
| School category |  | Avg. No. of Tch |  | Total | Male | Female | No res | S Male | Female | No res | S Male | Female | Male | Female | Male | Female |
| Primary only |  |  | 2.2 | 7,031 | 4,854 | 4840 |  | 0 917 | 420 |  | 0 47 | 62 | 1,935 | 292 | 285.2 | 14.8 |
| Primary with upper prim. |  |  | 5.4 | 1,653 | 1,099 | 9244 | 40 | 0205 | 105 |  | 12 | 16 16 | 357 |  | 281.8 | 18.2 |
| Prim.with U.P.\&Sec/H.S |  |  | 6.4 | 514 | 335 | 5109 | 90 | 0.38 | 32 |  | 2 | 29 7 | 98 | 23 | 33.5 | 24.5 |
| Upper Primary only |  |  | 5.5 | 1,451 | 973 | 3188 | 8 0 | 0. 188 | 102 |  | 14 | 44 15 | 361 |  | 46.83 .8 | 16.0 |
| U. Primary with Sec./H.S. |  |  | 7.8 | 297 | 196 | 654 | 4 0 | 017 | 30 |  | 2 | 26 4 | 60 |  | 11.78 .4 | 21.6 |
| Enrolment by medium of instructions |  |  |  | \% TotalGrossness |  | Primary U <br> 16.9  |  | $\begin{array}{r} \text { Upper Primary } \\ 40.5 \\ \hline \end{array}$ |  |  |  |  |  |  |  |  |
| Category | Hindi | English |  |  |  |  |  |  |  | grant | grant | Incentive Type | Primary |  | Upper primary |  |
| P. only | 173677 |  | 0 |  |  |  |  |  |  | 45.6 | 17.7 |  | Boys | Girls | s Boys | Girls |
| P + UP | 27935 |  |  |  |  |  |  |  |  | 36.8 | 12.2 | Text books | 90553 | 377053 | 53 16207 | $7{ }^{7} 13889$ |
| P+sec/hs | 7327 |  | 0 |  |  |  |  |  |  | 35.0 | 16.3 | Uniform | 359 | 9 1653 | 653 230 | - 178 |
| U.P. only | 22481 |  | 0 |  |  |  |  |  |  | 43.3 | 15.6 | Attendance | 4246 | 676067 |  | 219033 |
| UP+sec | 4956 |  | 0 |  |  |  |  |  |  | 36.8 | 10.5 | Stationery | 480 |  | 450 37 | 7 115 |
| \# = not applicable |  |  | na $=$ not available |  |  |  |  | Some totals | may not | match | due to n | no response | in classifi | ficatory da | data items |  |

Elementary Education: Report Card - DINDORI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2004-05


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- Our heartiest thanks for sending such an important publication, Mr. Karan Tyagi, National Alliance For Right to Education of Equity, New Delhi
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- My sincere appreciation for your great venture, Principal Augustine, XLRII, Jamshed pur
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- We hope to benefit from the publication, Dr. Montek Singh Ahluwalia, Deputy Chairman, Planning Commission, New Delhi
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