# ELEMENTARY <br> EDUCATION <br> IN INDIA 

## Where do we stand?

## Arun C. Mehta

# Elementary <br>  

## Where do we stand ?

## Arun C. Mehta



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This publication is the outcome of the collaborative activities of the Department of School Education and Literacy, MHRD, National University of Educational Planning and Administration (NUEPA), 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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## FOREWORD

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

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

I am happy to note that all the States \& UTs of the country have now adopted DISE. The present volumes present the District Report Cards (Volume I \& II) on more than four hundred variables for the year 2005-06. Most of the indicators are presented according to school category. I am confident that in addition to School Report Cards launched recently, information presented in these volumes would be valuable for implementing educational programmes like SSA in the decentralized context. I am sure 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 NUEPA, especially Prof. Arun C. Mehta and his team, for bringing out the present publication.

(Champak Chatterji)


Prof. Ved Prakash
Vice-Chancellor

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## From the Vice-Chancellor's Desk

In view of the limitations in the Educational Management Information System in the country, at the time of the launch of the District Primary Education Programme (DPEP) in 1994-95, it was realised that there is a need to develop a computerised information system with school as the basic unit of data collection and district, the unit of data dissemination. The responsibility to develop such an information system was assigned to NUEPA. I am happy to note that the process that was initiated in 42 districts across 7 DPEP phase-one states in 1994-95 has now been expanded to the entire country. I am told that as many as 1.12 million schools/sections imparting primary and upper primary level of education across 604 districts spread over all the 35 States and Union Territories of the country have now been covered under DISE. Comprehensive information on all aspects of universalisation of elementary education is being collected every year which is made available at school, cluster, block, district, state and national level.

The National University firmly believes that without utilisation of statistics, it is not possible to improve the quality and reliability of the data. Besides strong dissemination policy that NUEPA has adapted, mandatory random checking of data by independent agencies (made effective from 2006 onwards) would also play a significant role in this direction. NUEPA would continue to make concerted efforts to further improve the quality of data.

Besides launching of one million plus School Report Cards, we have been bringing out significant publications disseminating data on elementary education in the form of District and State Report Cards, as well as, Progress towards UEE: Analytical Reports and Elementary Education in the Rural and Urban India. We have recently brought out a new annual publication namely, DISE Flash Statistics: 2005-06, Elementary Education in India which also presents an Educational Development Index (EDI). I am confident that ranking of states based on EDI will be helpful in directing future course of investment on elementary education in the country.

In continuation of our series of publications based on the DISE data, it pleases me to present the Elementary Education in India: Where Do We Stand: District Report Cards (Volume I \& II), which is based upon the DISE 2005-06 data. These volumes contain a large number of indicators encompassing different aspects of universalisation of primary and elementary education which are very rich in contents. In addition, we are also going to release shortly the State Report Cards as well as Analytical Report for the year 2005-06.

I hope that the researchers, policy makers, administrators, planners and other data-users will find the publication useful. I thank the DISE team led by Prof. Arun C. Mehta for bringing out this publication which is of great significance.


New Delhi
April, 2007


For the last several years, NUEPA has been actively involved in strengthening of the Educational Management Information System (EMIS) in the country. The year 2005-06 District Elementary Education Report Cards are based on the data received from all the districts of the country. The study of this magnitude cannot be completed without the active involvement and participation of the EMIS professionals at the national and sub-national levels. The state level 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.

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

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

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

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

Special thanks are due to Shri Shalender Sharma, Project Associate Fellow, for facilitating the preparation and design of District Report Cards. The contribution of Shri Naveen Bhatia, Computer Programmer, in database management \& software development is gratefully acknowledged.

I am also thankful to Shri S. A. Siddiqui and Ms Alka Mishra for their efficient assistance and colleagues in the publication unit, especially Shri Pramod Rawat, Deputy Publication Officer, for timely bringing out the publication.

More comprehensive data on elementary education will be available soon through our forthcoming publications based on the DISE 2005-06 data.

Suggestions for improvement are most welcome.

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| 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 |
| OBC | Other Backward Classes |
| $\mathrm{P}+\mathrm{Sec} . / \mathrm{Hs}$. | 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 Sarva Shiksha Abhiyan (SSA) programme has emphasised decentralised planning of education with a focus on district planning. It envisages achieving goal of universal primary education by 2007 and elementary education by 2010. All the States and Union Territories of the country are covered under SSA. In order to operationalise 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 computerised at the district level and disseminated up to the school level in various ways. The data capture formats; definitions and concepts used for data collection are available at http://www.dpepmis.org which is being followed uniformly across the states. The School Report Cards are available at http://www.schoolreportcards.in.

## 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 (presented for all districts except for those created after 2001 Census).
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 over-age and under-age 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 mediums of instruction and by school category.
k) 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 at least 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 at least 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, Other Backward Classes (OBC), percentage of girl's enrolment, Gender Parity Index, number of 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 toilet, 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 School Education and Literacy of the MHRD. The data are first cross-checked and validated at the district and then at the state level. After the state is satisfied with the quality and reporting of the data, it is submitted to the national level for analysis, dissemination and reporting to various project management agencies. At the national level thorough scrutiny of state-specific data is undertaken and limitations, if any, are reported to the concerned states.

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.

Over a period of time, no-responses have considerably gone down. Despite the best efforts, some schools have not responded to all the 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 analyse the data by excluding the no response values. In some tables, no-responses are also shown separately. However, in some cases, no-responses are explicit from the tables and hence the totals may not match across various tables due to different number of no- responses. In cross tabulation analysis, the no-responses are excluded.

### 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 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 the 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 and Social Welfare Departments, 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 building: 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 parateachers. 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 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 formulae. The derivations are given for schools in primary category only. The same method is applied for other categories and classificatory groups.

| 1. | \% Single-classroom schools | = | Primary schools having single classroom | x 100 |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | Total primary schools |  |
| 2. |  |  | Primary schools with single teacher in position | x 100 |
|  |  |  | 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 |  |
|  |  |  | Enrolment in primary schools having <br> Education Department, Local Body, Tribal Welfare Department \& Others as school management |  |
| 7. | \% Enrolment in Government Schools | = | Total enrolment in primary schools | x 100 |



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


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

Total primary schools established since 1994 since 1994

Total primary schools
(The denominator excludes the schools for which year of establishment is not given)
24. Flow Rates
(a) Promotion Rate
$=\frac{P_{g+1}{ }^{t+1}}{E_{g}{ }^{t}}$
where
$\mathrm{P}_{\mathrm{g}+1}{ }^{\mathrm{t}+1}=\quad$ Number of students promoted to grade ' $\mathrm{g}+1$ ' in year ' $\mathrm{t}+1$ ' and
$\mathrm{E}_{\mathrm{g}}^{\mathrm{g}} \quad=\quad$ Total number of students in grade ' g ' in year ' t '
(b) Repetition Rate
$\left(\mathrm{r}_{\mathrm{g}}^{\mathrm{t}}\right) \quad=\frac{\mathrm{R}_{\mathrm{g}}{ }^{\mathrm{t}+1}}{\mathrm{E}_{\mathrm{g}}{ }^{t}}$
where
$\mathrm{R}_{\mathrm{g}}{ }^{\mathrm{t}+1}=\quad$ Number of repeaters in grade ' g ' in year ' $\mathrm{t}+1$ '
(c) Drop-out Rate
$\left(\mathrm{d}_{\mathrm{g}}^{\mathrm{t}}\right)$

$$
\begin{equation*}
=\frac{\mathrm{D}_{\mathrm{g}}{ }^{\mathrm{t}}}{\mathrm{E}_{\mathrm{g}}{ }^{\mathrm{t}}} \tag{x 100}
\end{equation*}
$$

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

TR $=\frac{\mathrm{E}_{\mathrm{g}+1}{ }^{t+1}}{\mathrm{E}_{\mathrm{g}}{ }^{\mathrm{t}}} \quad \times 100$
where
$\mathrm{E}_{\mathrm{g}+1}{ }^{\mathrm{t}+1}=\quad$ New entrants into Grade V/VI in year ' $\mathrm{t}+1$ ' and
$\mathrm{E}_{\mathrm{g}}{ }^{\mathrm{t}}=$ Enrolment in Grade IV/V in year ' t '
(e) Retention Rate ( $R R$ )

$R R \quad$| Enrolment in Grade IV/V in year ' t '-Repeaters in Grade IV/V in year ' t ' |
| :--- | :--- |
| Enrolment in Grade I in year ' $\mathrm{t}-3^{\prime} / \mathrm{l}$ 't-4' |

25. Average Promotion, Repetition and Drop-out rates present average of these rates in primary classes which is calculated by using the standard methods.
26. Gender Parity Index (GPI) $=\frac{\text { Girl's enrolment in Primary Grades in year 't' }}{\text { Boy's enrolment in Primary Grades in year ' } \mathrm{t} \text { ' }} \times 100$
27. Ratio of Primary to Upper Primary Schools/Sections

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

Total enrolment in Grades I-V
28. Gross Enrolment Ratio (GER) $\quad=100$

Enrolment, I-V/6-11 age group
29. Net Enrolment Ratio (NER) =
$=$ x 100
Population of age 6-11 years
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 | $:$ | 30 th September 2005 |
| :--- | :--- | :--- | :--- |
| - | Grades covered |  | 1 to 7 or 8 (depending upon the duration of |
|  |  | $:$ | elementary education cycle) |
| - | Total States \& UTs | $:$ | 604 (including bifurcated districts) |
| - | Total districts | $:$ | $11,24,033$ |
| - | Total schools | $:$ | 168.29 million |
| - Total students | $:$ | 4.69 million (including para-teachers) |  |
| - | Total teachers | $:$ | $4,98,944$ |
| - Total para-teachers | $: 9.99$ million |  |  |
| - | Number of repeaters | Number of students with disabilities | $:$ |
| - | 1.62 million |  |  |

## 5. Limitations of the Data

The data and indicators presented in the Report Cards are 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. They are also supposed to engage an independent agency for sample checking of data. At the national level, data from the State Project Office is received to ensure compliance with various quality control measures. Despite these efforts, some inconsistencies and missing data are observed at the national level. In some cases data on key elements is found missing. In view of these problems, data presented in the Report Cards may not exactly match. In some cases, the discrepancies could not be resolved at the national level. For these reasons, data on such variables is not reported in case of a few districts.

Over a period of time, the total number of schools covered under DISE has increased many-fold. 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 district to district. A few districts have collected data from these schools while others might not have covered all such schools. Despite significant increase in number of private schools covered under DISE, field level functionaries reported that data from a few private recognised schools couldn't be obtained for the one or the other reason. We are trying to reach all such schools and are hopeful that these efforts will be reflected in the following year.

An attempt has also been made to present flow rates (promotion, repetition and drop-out rates) in case of districts having DISE data for more than two years. While analysing flow rates, it is noticed that in a few districts the same is found to be incorrect, largely because of the inconsistency in the enrolment data. Flow rates in case of such districts have not been reported. This is also true for retention and transition rates presented in the Report Cards. Districts are advised to run consistency module of the DISE software to identify and remove inconsistencies in the data. In addition, the CRC Coordinators have been made accountable to ensure complete coverage as well as also to ensure that data is consistent and there are no missing values in the filled-in formats of the schools falling under his/her jurisdiction.

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. In the absence of school-age population in the current year, it is not possible to reliably construct crucial indicators such as GER and NER both at the primary and upper primary levels of education. The state-specific single-age population projected by the Office of the Registrar General of India is used to obtain 6-11 and 11-14 year child population at the district level. The GER and NER presented in the present volume should, therefore, be analysed in the light of these limitations. The districts should feel free to revise enrolment ratio in the light of more recent estimates of child population, if available through the household survey.

DISE 2005-06: Coverage

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

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

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, 2005



Elementary Education: Report Card - AMRAVATI





Elementary Education: Report Card - BULDANA





Elementary Education: Report Card - GONDIYA



Elementary Education: Report Card - JALGAON



Elementary Education: Report Card - KOLHAPUR

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06





Elementary Education: Report Card - NAGPUR















Elementary Education: Report Card - WARDHA



Elementary Education: Report Card - YAVATMAL

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHANDEL
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - THOUBAL


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - EAST GARO HILLS

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JAINTIA HILLS


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SOUTH GARO HILLS

DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - WEST KHASI HILLS



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SERCHHIP


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand ?


Elementary Education: Report Card - TUENSANG


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BALASORE


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BHADRAK


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - JAGATSINGHPUR
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KANDHAMAL

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - SAMBALPUR

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand ?



Elementary Education in India - Where do we stand?

## Puducherry




Elementary Education in India - Where do we stand ?

## Punjab



Elementary Education: Report Card - BATHINDA


Elementary Education in India - Where do we stand ?

## Punjab




Elementary Education in India - Where do we stand?

## Punjab




Elementary Education in India - Where do we stand?

## Punjab



Elementary Education: Report Card - JALANDHAR


Elementary Education in India - Where do we stand?

## Punjab



Elementary Education: Report Card - LUDHIANA


Elementary Education in India - Where do we stand ?

## Punjab




Elementary Education in India - Where do we stand ?

## Punjab




Elementary Education in India - Where do we stand?

## Punjab




Elementary Education in India - Where do we stand?

## Punjab




Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BHILWARA


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - GANGANAGAR


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand ?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - CHENNAI


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - DINDIGUL


Elementary Education in India - Where do we stand?


Elementary Education: Report Card - KANCHEEPURAM

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - MADURAI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand ?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - TIRUCHIRAPPALLI

## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



| School category |
| :--- |

Elementary Education in India - Where do we stand?


Elementary Education: Report Card - TIRUVANNAMALAI
DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06


Elementary Education in India - Where do we stand?


## DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - AURAIYA


Elementary Education in India - Where do we stand?



Elementary Education in India - Where do we stand?


Elementary Education: Report Card - BALLIA

| DISTRICT ELEMENTARY EDUCATION REPORT CARD : 2005-06 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | BALLIA |  |  |  |  |  | State ${ }^{\text {U }}$ | UTTAR PRADESH |  |  |  |  | Primary cycle | 1-5 | U. primary cycle |  | 6-8 |
| Data reported from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of blocks/taluks |  | $18 \mid$ | Number of Clusters |  |  |  | 168 Number of villages |  |  |  |  |  | 1418\| Nu | Number of schools |  |  | 2606 |
| Basic Data, 2001 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total population (in 000's) |  | 2762 | 2 \% 0-6 population |  |  |  |  | 7 \% Urban population |  | 9.8 |  | Sex ratio | 953 | Sex ratio 0-6 |  |  | 942 |
| Decadal growth rate |  |  | 7 \% SC population |  |  |  |  | \% ST population |  | na |  | Overall literacy |  | 57.9 | Female literacy |  | 43.2 |
| Key data: Elementary Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School category |  |  |  | Total schools* |  |  |  | Rural schools* |  | Total enrolment* |  |  | Rural enrolment* |  | Teachers* |  |  |
|  |  |  |  | Govt. |  | Private |  | Govt. | Private | Govt. |  | Private | Govt | Privat | - Govt. |  | Private |
| Primary only |  |  |  |  | 1,731 |  | 285 | 1,658 | 248 | 339, | 974 | 64,53 | 37 323,43 |  | ,965 | 6,314 | 1,638 |
| Primary with upper primary |  |  |  |  | 8 |  | 50 | 0 | 27 |  | 241 | 15,04 |  | 8, | ,265 | 49 | 358 |
| Primary with upper primary \& sec/higher sec. |  |  |  |  | 0 |  | 12 | 0 | 10 |  | 0 | 3,63 |  | 2, | ,764 | 0 | 84 |
|  |  |  |  |  | 302 |  | 175 | 286 | 161 |  | 455 | 31,379 | 7-51,50 |  | ,409 | 1,263 | 1,000 |
|  |  |  |  |  | 5 |  | 38 | 3 | 34 |  | 989 | 9,48 | 81 |  | ,563 | 22 | 227 |
| No response in school category |  |  |  |  | 0 |  | 0 | 0 | 0 |  | 0 |  | 0 | 0 | 0 | 0 | 0 |
| Performance indicators |  |  | School category |  |  |  |  |  |  | Enrolment* |  |  |  |  |  |  |  |
|  |  |  | P. only |  | P + UP | P+sec/hs |  | U.P. only | UP+sec | Grade | 2001-02 |  | 2002-03 | 2003-04 | 2004-05 |  | 2005-06 |
| \% Single classroom schools |  |  |  | 0.6 |  | 0.0 | 0.0 | 0.0 | 0.0 | I |  | 92,504 | 98,754 | 90,871 | 99,868 |  | 107,313 |
| \% Single teacher schools |  |  |  | 3.6 |  | 0.0 | 0.0 | 12.2 | 2.3 | II |  | 72,942 | 83,981 | 90,563 | 88,668 |  | 91,538 |
| \% Schools with SCR > 60 |  |  |  | 42.3 |  | 5.5 | 8.3 | 15.1 | 4.7 | III |  | 62,508 | 72,960 | 82,604 | 88,195 |  | 80,217 |
| \% Schools with pre-primary sections |  |  |  | 33.8 |  | 0.0 | 8.3 | 0.6 | 0.0 | IV |  | 54,851 | 60,308 | 69,905 | 76,921 |  | 74,525 |
| \% Schools with common toilets |  |  |  | 58.7 |  | 3.1 | 91.7 | 72.1 | 86.0 | V |  | 51,808 | 54,437 | 60,537 | 66,200 |  | 64,531 |
| \% Schools with girls toilets |  |  |  | 31.6 |  | 9.0 | 75.0 | 53.5 | 76.7 | VI |  | 16,961 | 25,168 |  | 36,160 |  | 39,518 |
| \% Schools with drinking water facility |  |  |  | 93.9 |  | 0.0 | 100.0 | 88.9 | 100.0 | VII |  | 14,833 | 23,679 | 31,770 | 34,437 |  | 35,283 |
| \% Schools with blackboard |  |  |  | 99.1 |  | 0.0 | 100.0 | 97.5 | 100.0 | VIII | 13,641 |  | 22,509 | 30,230 | 33,804 |  | 32,807 |
| \% Enrolment in Govt. schools |  |  |  | 84.0 |  | 7.7 | 0.0 | 64.3 | 17.3 | Total Pr. | 334,613 |  | 370,440 | 394,480 |  | 19,852 | 418,124 |
| \% Enrolment in single-teacher schools |  |  |  | 2.3 |  | 0.0 | 0.0 | 3.2 | 1.6 | Total U.P |  | 45,435 | 71,356 | 93,25 | 104,401 |  | 107,608 |
| \% No female teacher schools (tch>=2) |  |  |  | 36.5 |  | 4.5 | 25.0 | 48.0 | 76.7 | Transition rate |  | 59.6 | GER / NER |  |  |  |  |
| \% Enrolment in schools without building |  |  |  | 0.9 |  | 0.0 | 0.0 | 0.3 | 0.0 | Prim. to | U. Pri |  | 2003-04 2004 -05 |  |  |  | 2005-06 |
| \%Enrolment in schools without blackboard |  |  |  | 0.6 |  | 0.0 | 0.0 | 1.8 | 0.0 | Primary Level |  |  | GER (Primary) |  | 91.6 | 95.4 | 110.9 |
| SC/ST Enrolment |  | Primary | Upper primary |  | OBC Enrolment |  |  |  |  | Retention rate |  | 69.4 | $4 \frac{\text { NER (Primary) }}{\text { GER(U.Prim) }}$ |  | $\begin{array}{\|l\|l} \hline 88.8 & \\ \hline 39.8 \end{array}$ | 93.5 | 100.0 |
|  |  |  |  |  | Primary | . Primary | 43.7 | 46.6 |  |  |  |  |  |  |
| \% SC enrolment |  |  |  |  |  |  | 26.3 |  | 24.6 | 53.7 | 49.1 | GPI |  |  | 96 NER(U.Pr |  | 39.8 | 41.5 | 44.0 |
| \% SC girls to SC enrolment |  | 48.3 | 46.6 |  | Enrolment |  |  |  |  |  |  | low rates |  | Enrolment of children |  |  |  |
| \% ST enrolment |  | 2.9 |  |  | \% OBC | C girls to |  |  |  |  |  |  |  |  | All | With di | disability |
|  |  | 49.9 |  |  | OBC E | Enrolme | ment | 49.4 | 47.6 | Grade | R.R. | R. D.O.R | R.R. P.R. | Grade | Girls | Boys | Girls |
| Indicators |  |  |  |  |  | School | ol category |  |  | I |  | 0.4 | 8.291 .3 | 1 | 52,170 | 204 | 4 137 |
|  |  |  | P. | only | $\mathrm{P}+\mathrm{U}$ | UP ${ }^{\text {P }+ \text { S }}$ | + + sec/hs ${ }^{\text {U }}$ | U.P. only | UP+sec | II |  | 0.4 | 9.590 .1 | 11 | 44,902 | 2276 | 6. 189 |
| \% Girls |  |  |  | 49.2 |  | 4.5 | 44.9 | 48.5 | 47.2 | III |  | 0.315 | 15.5 84.2 | III | 39,652 | 2326 | 6-215 |
| Pupil-teac | cher ratio (PTR) |  |  | 51 |  | 45 | 43 | 39 | 46 | IV |  | 0.316 | 16.2 83.4 | IV | 36,793 | 3 262 | 2189 |
| Student-cl | classroom ratio (SCR |  |  | 55 |  | 33 | 24 | 37 | 21 | V |  | 0.6 | 39.8 59.6 | V | 31,330 | - 229 | 9 178 |
| \% Schools | ls with <= 50 studen |  |  | 2.9 |  | 0.0 | 0.0 | 13.4 | 2.3 | I-V |  | 0.416 .5 | 16.5 83.1 | VI | 19,157 | 98 | 8.70 |
| \% Schools | s with PTR > 100 |  |  | 8.7 |  | 5.2 | 8.3 | 4.4 | 9.3 | VI |  | 0.1 | 2.5197 .4 | VII | 17,025 | 5 95 | 5.50 |
| \% Female | le teachers |  |  | 26.1 |  | 27.3 | 27.4 | 23.4 | 8.0 | VII |  | 0.2 | 4.8 95.0 | VIII | 15,665 | 5 -80 | - 49 |
| \% Schools | Is established since | 1995 |  | 28.5 |  | 5.5 | 16.7 | 36.1 | 4.7 | VIII |  | 0.3 | \# | Total | 256,69 | 4 1,570 | 1,077 |
| Classroom | ms/Other rooms |  |  |  | Classroo | oms |  |  |  |  |  | No. of | f schools by | type of | building |  |  |
|  | School category | $\begin{array}{r} \mathrm{Tc} \\ \text { class } \\ \hline \end{array}$ | Total srooms |  |  | $\begin{gathered} \% \text { min } \\ \text { repair } \end{gathered}$ | inor $\%$ <br> repa  | major pairs | Other rooms | Pucc |  | Partially Pucca | 年 1 Kuccha | Ten |  | lultiple | No Building |
| Primary on |  |  | 7,299 |  | 50.3 |  | 33.3 | 16.4 | 2,047 |  | ,840 |  | 5213 |  | 0 | 89 | 22 |
| Primary w | with upper primary |  | 561 |  | 41.4 |  | 49.2 | 9.4 | 86 |  | 40 |  | 20 |  | 0 | 16 | 0 |
| Primary w | with U.P. \& sec/high |  | 151 |  | 29.1 |  | 70.2 | 0.7 | 20 |  | 10 |  | $1 \quad 0$ |  | 0 | 1 | 0 |
| Upper prim | mary only |  | 2,393 |  | 62.3 |  | 28.1 | 9.6 | 646 |  | 424 |  | 12 |  | 1 | 34 | 5 |
| Upper prim | mary with sec./high | her sec | 542 |  | 59.8 |  | 34.5 | 5.7 | 90 |  | 40 |  | $0 \quad 1$ |  | 0 | 2 | 0 |
| Position of | of teachers by edu | ucational qual | alificati | on (0 | ther th | an par | ara teach | her) |  |  |  |  |  |  | Examin | tion res | sults |
|  | School catego |  |  |  |  | econdar |  |  | G |  |  | . Phil. | Others | No ( | Previous | academi | nic year) |
|  | School category |  |  | econd |  | econdar | secon | ondary |  | graduate |  |  | Others resp | ponse Ter | erminal | \% \% | \% Passed |
| Primary on |  |  |  |  | 110 |  | 508 | 1,875 | 2,643 | 82 |  | 6 | 15 | 721 | grade P | Passed wit | with $>60 \%$ |
| Primary w | with upper primary |  |  |  | 3 |  | 6 | 54 | 200 | 10 |  | 0 | 1 | 42 V | boys | 99.5 | 57.8 |
| Primary w | with Upper primary 8 | \& sec/higher |  |  | 0 |  | 1 | 18 | 44 |  | 9 | 0 | 0 | 12 V | girls | 99.5 | 54.4 |
| Upper prim | mary only |  |  |  | 13 |  | 36 | 579 | 998 | 572 |  | 6 | 1 | 51 V | Ill boys | 99.7 | 50.9 |
| Upper prim | mary with sec./high | her secondary |  |  | 0 |  | 1 | 14 | 73 | 93 |  | 0 | 0 | 68 VI | III girls | 99.9 | 50.6 |
| Para-teac | chers |  |  |  | 7 |  | 15 | 464 | 557 | 16 |  | 2 | 0 | 0 |  | \%Teacher | rs recvd. |
| Gender and | and caste distributi | tion of teacher | ers* |  |  |  | gular teach | chers |  | a-teacher |  | SC te | teachers | ST tea | chers | -serv | training |
| School ca | ategory | Avg. No. of Tc | chs. | Tota |  | Male | Female | e No res | Male | Female | No res | S Male | Female | Male | Female | Male | Female |
| Primary o | only |  | 3.9 |  | 7952 | 5207 | 7 1497 |  | 666 | 581 |  | 892 | 232 | 52 | 20 | 13.6 | 15.3 |
| Primary w | with upper prim. |  | 7.0 |  | 407 | 296 | - 111 | 1 | 0 | 0 |  | 30 | $30-5$ | 1 | 0 | 0.0 | 0.0 |
| Prim.with | U.P.\&Sec/H.S |  | 7.0 |  | 84 | 61 | $1{ }^{1} 23$ | 23 | 0 | 0 |  | 0 | $3-10$ | 0 | 0 | 0.0 | 0.0 |
| Upper Prim | imary only |  | 4.7 |  | 263 | 1729 | 29 527 | 27 | 5 | 2 |  | 353 | 79 79 | 31 | 7 | 8.1 | 6.8 |
| U. Primary | y with Sec./H.S. |  | 5.8 |  | 249 | 229 | 2920 | 20 | 0 | 0 |  | 0 - 6 | 6.0 | 0 | 0 | 0.0 | 0.0 |
| Enrolmen | nt by medium of in | structions |  |  | $\begin{aligned} & \text { \% Tot: } \\ & \text { Gros } \end{aligned}$ | $\begin{aligned} & \text { tal } \\ & \text { ssness } \end{aligned}$ |  | ary Up <br> 2.2  | per Prima |  | chools | s recvd. <br> Tear) | Incent | ves : Nu Previous | mber of academi | beneficiar ic year) |  |
| Category | Hindi | Urdu |  | Eng | glish |  | Others |  |  |  |  | grant | Incentive |  | mary | Upper p | primary |
| P. only | 403434 |  | 906 |  |  | 0 |  | 171 |  |  | 73.4 | 72.9 | Type | Boys | Girls | Boys | Girls |
| P + UP | 17968 |  | 315 |  |  | 0 |  | 0 |  |  | 1.7 | 0.0 | Text books | 122370 | 133508 | 13333 | 319524 |
| P+sec/hs | 2895 |  | 371 |  | 36 | 68 |  | 0 |  |  | 0.0 | 0.0 | Uniform | 30 | 26 | 0 | 0 |
| U.P. only | 87732 |  | 102 |  |  | 0 |  | 0 |  |  | 39.8 | 39.0 | Attendance | 76067 | 78959 | 13548 | 13061 |
| UP+sec | 11470 |  | 0 |  |  | 0 |  | 0 |  |  | 0.0 | 0.0 | Stationery | 197 | 201 | 42 | 253 |
| \# = not app | plicable | na = | t av |  |  |  |  |  |  |  |  |  | in classific |  |  |  |  |

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- This (www.schoolreportcards.in) is a landmark achievement, Mr. Aanand Sarup, sarupanand@hotmail.com
- I take this opportunity to express our gratitude for having involved in the great task of brining up the comprehensive analysis of the status of elementary education in India, Prof. Vishwanath Pandit, Head, Sri Sathya Sai Institute of Higher Learning, Anantapur
- On the cursory glance at the publication that it contains a wealth of information and competent analysis, I have no doubt that it will be highly useful to me and my research students at JNU, Prof. D.N. Rao, Centre for Economics Studies and Planning, Jawaharlal Nehru University, New Delhi
- NUEPA's success in operationalising the nationally acclaimed DISE has been one such landmark, revolutionizing the role of education planners, who can now address local developmental needs from an informed perspective, armed with statistical and situational data, Mr. Samphe Lhalungpa, Chief, Education Section, UNICEF India Country Office, New Delhi
- It is massive work done which can be used by researches and policy makers, Prof. Ruddar Datt, President, Indian Economic Association, Delhi
- These are very useful reference documents giving district-wise data on enrolment, number of teachers and facilities in schools, Prof. A B L Srivastava, Chief Consultant, Ed. CIL, New Delhi
- I would like to congratulate NUEPA for bringing out a publication that provides in-depth documentation and data on current trends and issues of elementary education in India, Prof. Aku-Ied, Director, The Aga Khan University, Karachi, Pakistan
- Congratulations on the excellent production of the two volumes of the District Report Cards, Prof. Amitabh Kundu, Centre for Studies in Regional Development, Jawaharlal Nehru University, New Delhi.


# One Million+ School Report Cards (www.schoolreportcards.in) 

The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India under one of its most prestigious projects, known as, District Information System for Education (DISE). The project covers both primary and upper primary schools/sections of all the districts of the country. What is more remarkable about DISE is that it has drastically reduced the time-lag in availability of educational statistics which is now down from 7-8 years to less than a year at the national and only a few months at the district and state levels. DISE is supported by the Ministry of Human Resource Development and UNICEF.

The National University has successfully developed School Report Cards of more than one million primary and upper primary schools/sections. In addition to quantitative information, the Report Cards also provide qualitative information and a descriptive report about individual schools. And, all that can now be accessed with the click of a mouse.

The Report Cards are produced to provide users comprehensive information on all the vital parameters, be it student, teacher or school related variables, yet concise, accurate information about each school in a standard format which is easy to understand and allows meaningful comparisons to be made among schools. We hope that these reports are used in constructive conversations which lead to improved education for all children across the country.

## DISE: Recent \& Forthcoming Publications

Elementary Education in India: Progress towards UEE: DISE Flash Statistics, 2005-06
Elementary Education in India: Where do we stand?, District Report Cards, Volume I, 2005-06
Elementary Education in India: Where do we stand?, District Report Cards, Volume II, 2005-06
Elementary Education in Urban India: Analytical Tables, 2005-06
Elementary Education in Rural India: Analytical Tables, 2005-06
Student Flow at Primary Level: An Analysis based on DISE Data
Elementary Education in India: Where do we stand?, State Report Cards, 2005-06
Elementary Education in India: Progress towards UEE, Analytical Report, 2005-06


Department of School Education and Literacy Ministry of Human Resource Development Government of India

