



# *Eighth* All India School Education Survey

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

शैक्षिक सर्वेक्षण प्रभाग  
Educational Survey Division

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

8<sup>th</sup>  
AISES





# *Eighth* All India School Education Survey

(As on 30 September, 2009)

— A CONCISE REPORT —

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# Foreword

The highlights of the Eighth All India School Education Survey (8<sup>th</sup> AISES) present salient features of the report with the reference date of 30 September 2009. Compared to the data of the previous surveys such as 6<sup>th</sup> and 7<sup>th</sup>, which were with reference date of 30 September, 1993 and 2002 respectively, the 8<sup>th</sup> Survey data have many new features. Some of these new features are

- OBC enrolment figures
- separate stage-wise enrolment in unrecognised schools
- enrolment of children with their degree of disability in recognised schools
- course-wise enrolment in vocational courses at higher secondary stage and teachers in vocational courses
- availability of drinking water facility in school premises
- availability of usable number of units of urinal and lavatory in school premises
- separate urinal and lavatory facilities for girls and teachers
- usable playground facility within school premises
- teachers in different age-groups
- availability of ICT facility in schools including number of usable computers/ printers for teaching and office purposes
- Internet connections
- trained teachers
- availability of Science, Mathematics, Social Science and Pre-vocational laboratory facilities, etc.

Information on availability of schooling facilities of different stages within a convenient walking distance and at a specified distance from the habitation is unique to the AISESs. Inclusion of new categories of data in the present study will enable scholars and policy-makers to widen the scope of their deliberations on the problems and challenges faced in educational planning in India. The preliminary data based on the present Survey were uploaded on NCERT's website in January 2013 under the title, 'Provisional (Flash) Statistics' which received wide-ranging attention.

Ever since the series of educational surveys started in 1957, the statistics collected under these have been a matter of great interest, and so has been the methodology used for the collection of data.

Members of the staff of Educational Survey Division deserve appreciation for fulfilling their role in a national-level task with commitment, despite many obstacles and difficulties which inevitably beset an exercise of this magnitude.

The NCERT also records a deep appreciation for the cooperation extended by the National Informatics Centre (NIC) and the Departments of Education/SCERT/SIERT/SIE in all the States/UTs. We take this opportunity to thank our colleagues in the Ministry of Human Resource Development for providing administrative and financial support to the 8<sup>th</sup> Survey.

We earnestly hope that the publication of this report will be positively received in the community of educational researchers, administrators and planners. We will be grateful for responses and suggestions. These will enable us to improve the ensuing Educational Surveys to be initiated shortly. It is an established fact of educational planning that the quality of data influence every aspect of policy and design of institutional reforms. The NCERT stands committed for providing a reliable picture of the school education system so that India's attempts to reform the system can succeed.

New Delhi  
*December, 2015*

H.K. Senapaty  
*Director*  
National Council of Educational  
Research and Training

# Preface

The Eighth All India School Education Survey (8<sup>th</sup> AISES) was initiated by the National Council of Educational Research and Training with reference date as 30 September 2009 with the objective of creating an extensive school database for the country and making the data available in print and magnetic media for educational planning and other purposes.

The Educational Survey Division (ESD), NCERT undertook the task of designing of tools in collaboration with the National Informatics Centre (NIC). The feedback received from various government departments, users, researchers and our past experience led to the development of tools having several data items. Subsequently, guidelines for State Survey Officers (SSOs) were prepared and a training programme for them for conducting the survey was organised. The printing and distribution of tools for collecting information from schools/blocks/districts/states and organising training of a large number of officials and other functionaries was a mammoth task. The training was organised at different administrative units for explaining concepts, definitions, collection of data, procedures for manual scrutiny and handling of filled-in tools. As per the advise of the Ministry of Human Resource Development, the data entry work had been given to the MIS unit of SSA in the States/UTs.

Many States/UTs have given high priority to this survey work and initiated steps for collection of data as per time schedule. However, few States undertook the survey activities much beyond the prescribed time scheduled due to various reasons. Further, under-estimation of quantum of work by MIS units of SSA in most of the states/UTs resulted in the discontinuation of work half-way. However, some states have completed the work at their own level. Other cause for delay is late initiation level in designing of the various modules of software such as data entry modules, data analysis modules, report generation modules; very slow data uploading from states/UTs at central server, processing of data, etc. also delayed the process.

The generation of reports crucial activity, which involved a good amount of thinking and work within Division. The first report for 'Provisional (Flash) Statistics' was generated in January 2013 on the basis of the data collected through a flash sheet attached with some of the tools. The reconciliation of this data with other sources of information involved a good deal of correspondence with State/UT governments. The Provisional (Flash) Statistics was made available to the nation on AISES's web portal [www.aises.nic.in](http://www.aises.nic.in).

I am grateful to all the State/UT governments, State Survey Officers and NIC officials for their active participation and relentless support in completion of the project. I compliment Dr. Gautam Bose, Deputy Director General, NIC, Shri Anshul Agarwal, Senior Technical Director, NIC, New Delhi, and Shri Lal Chand, Technical Director, NIC, New Delhi for their initiatives to take the project to its logical end.

I take this opportunity to thank all the former Directors, Joint Directors, and Heads for their guidance and invaluable support. All faculty members in the Division, survey associates engaged in this project and the office staff deserve deep appreciation for their hard work and extending their fullest cooperation and support to this project. A special thanks to Shri Rituraj Sharma, Sr Graphic Designer-cum-Visualizer, NAS, ESD, for layout and designing of this report.

I express my gratitude to Dr Subash Chandra Khuntia, Secretary (SE&L) and other Officials of MHRD for the co-operation extended in completion of this project. I also take this opportunity to thank Prof. H.K. Senapaty, Director and Prof. B.K. Tripathi, Joint Director, NCERT for their valuable guidance and interest in this project. I am sure that the outcome of 8<sup>th</sup> AISES will provide the much needed exhaustive data to planners, academicians, administrators and researchers engaged in the pursuits of advancement in education for the benefit of our children.

New Delhi  
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# Contents

<i>Foreword</i>	<i>iii</i>
<i>Preface</i>	<i>v</i>
<b>Introduction</b>	<b>1</b>
<b>Highlights of 8<sup>th</sup> AISES</b>	
➤ Schooling Facilities in Rural Areas	9
➤ Schools, Physical and Ancillary Facilities	18
➤ Medium of Instruction and Languages Taught	28
➤ Teachers and their Qualifications	30
➤ Some Important Educational Indicators	34
➤ Schooling Facilities for Children with Disabilities	37
➤ Pre-primary Education and Alternative Schooling	39
➤ Enrolment in Schools	43
➤ Incentive Schemes	50
➤ Specific Facilities in Secondary and Higher Secondary Schools	55
➤ Vocational Education in Schools	61
<b>Annexures</b>	<b>65</b>
➤ Some Concept and Definitions	66
➤ Project Staff	71
➤ Growth in School Education	72



**Educate her, as She will Spread the Light of Knowledge**



# Introduction



## About 8<sup>th</sup> AISES

The contribution of the All India School Education Surveys (AISES) at micro- as well as at macro-level planning of school education is well-recognised. Over a period of time, educational surveys have acquired important status and are a major source of educational statistics for different organisations at local, national as well as at international levels. The present AISES, eighth in the series of surveys, is conducted with reference date as 30 September, 2009. The data from all the States/Union Territories in the country as on the reference date is collected with the active participation of the States/Union Territories. The Survey covered about 13 lakh schools functioning in around 6 lakh villages and around 5.2 thousand towns/urban areas. It also provides information about 58.76 lakh teachers imparting education to more than 22 crore pupils in the country. The survey is comprehensive in its scope as it covers all aspects of school education in all the States/Union Territories.

The Eighth survey provides certain basic inputs such as identification of school-less habitations, their population and distance at which schooling facility is available, in addition to a number of other important educational statistics required for planning and management of school education. It also covers some new features of the emerging areas of concern. These new features are OBC enrolment figures; separate stage-wise enrolment in unrecognised schools; enrolment of disabled children with their degree of disability in recognised schools; course-wise enrolment in vocational courses at higher secondary stage and the teachers; availability of water facility in school premises for different purposes; availability of usable number of units of urinal and lavatory in school premises; separate urinal and lavatory facility of girls and teachers; usable playground facility within school premises; teachers in different age-groups; availability of ICT facility in schools including number of usable computers/printers for teaching and office purposes; Internet connections; trained teachers; availability of Science, Mathematics, Social Science and pre-vocational laboratory facility, etc. We hope that the inclusion of these new categories of data will enable scholars and policy-makers to widen the scope of their deliberations on the problems and challenges faced by educational planning in India. The entire national data of the survey has been presented in eleven reports mentioned in earlier part of this report.

## Objectives

In school education, many changes have taken place since 2002 in terms of schooling facilities and growth in enrolment due to various initiatives such as SSA. The objective of the survey is to develop the database to calculate and analyze a set of educational indicators for:

- (1) describing the current status of school education system at different levels with respect to access, enrolment, retention, participation in school process and achievement;
- (2) assessing the progress of educational development and indirectly the success of policies, programmes and project interventions by tracking the direction and

magnitude of change in the values of the indicators over time, and identifying problems or deficiencies in the system for necessary intervention; and

- (3)** assessing equity in educational opportunities and achievements across relevant levels and sub-populations of the education system for possible interventions needed to remove disparity by administrators, policy makers and researchers.

The objectives will be met by collecting data on the aspects broadly listed hereunder:

- (i)** Availability of schooling facility for primary, upper-primary, secondary and higher secondary stages within the habitations (including SC/ST) in different population slabs. In case the facility is not within the habitation, the distance at which available;
- (ii)** Availability of basic facilities in the recognised schools such as building, classrooms, drinking water, electricity, urinals, lavatories, incentive schemes and beneficiaries, medical check-up and vaccination/inoculation of students;
- (iii)** Class-wise enrolment (SC, ST, OBC, EBMC, Muslim) and children with disabilities by gender-wise, in primary, upper primary, secondary and higher secondary stages of recognised schools;
- (iv)** The number of children with disabilities along with degree of disability in primary, upper primary, secondary and higher secondary schools;
- (v)** The subject-wise enrolment and availability of teachers at higher secondary stage, availability of laboratories and library, physical education teachers, librarian, guidance counselor, non-teaching staff in the recognised secondary and higher secondary schools;
- (vi)** The position of teachers (male/female and SC/ST/OBC) with academic and professional qualifications at different school stages in recognised schools;
- (vii)** Distribution of recognised schools with regard to the languages taught and the languages used as medium of instruction;
- (viii)** Enrolment and teachers in primary/upper primary classes of unrecognised schools;
- (ix)** The position of enrolment and instructors in schools/centres under Education Guarantee Scheme and Alternative and Innovative Education (EGS&AIE);
- (x)** Number of children and teachers (gender-wise) in pre-primary schools;
- (xi)** The position of enrolment and teachers in oriental schools, viz., Makhtabs, Madrasas and Sanskrit Pathshalas;
- (xii)** Class-wise enrolment by single age, new entrants, promotees, and repeaters in the context of UEE.

## Tools Used

In order to achieve the above objectives, the following five tools were used for the collection of data

	Name of the Tool	Canvassed in
(1)	Village Information Form (VIF)	All villages
(2)	Urban Information Form (UIF)	All urban areas
(3)	School Information Form-1 (SIF-1)	All recognised primary and upper primary schools
(4)	School Information Form-2 (SIF-2)	All recognised secondary and higher secondary schools
(5)	College Information Form (CIF)	All degree colleges with classes XI and XII

**Note:** A detachable flash sheet was attached to the tools, i.e., VIF, SIF-1, SIF-2 and CIF, for bringing out the report of provisional statistics.

## New Features

Some new data items, in addition to the data items of 7<sup>th</sup> All India School Educational Survey, have been included to provide a comprehensive picture of the school education in general and elementary education in particular. These are as under:

- (1) Schools in tribal area;
- (2) Religious minority schools and their type;
- (3) Residential status of schools;
- (4) Schools which were under education guarantee scheme earlier and year of their conversion to formal schools;
- (5) Garden, area of garden and boundary wall in the school;
- (6) Ways of access to drinking water in the school;
- (7) Availability of water within school premises for cooking of mid-day meals, use in lavatory and other cleaning purposes;
- (8) Number of usable urinals and lavatory units in the school;
- (9) Availability of sports material and name of the games and sports played;
- (10) Frequency of medical checkup covering weight, height, sight, hearing, dental problems, anaemia and malnutrition and mode of investigation (observation, pathological tests or others) of anaemia and malnutrition;
- (11) Number of full-time regular teachers who have attended in-service training/orientation programme during the academic year 2008-09;
- (12) Number of full-time regular teachers (including headmaster/head teacher) in position according to age, sex and stage;

- (13) Adherence to inclusive education for disabled children and visit of special educators / resource teachers in the schools;
- (14) Stage-wise enrolment of disabled students according to degree of disability;
- (15) Class-wise enrolment of OBC students;
- (16) Infrastructural facilities for students with disabilities and availability of equipment/instructional material;
- (17) Pre-primary education (Anganwadi) center within school premises;
- (18) Use of school premises as CRC under SSA;
- (19) Repeaters by class, gender and social category;
- (20) Annual examination results of IV/V and VII/VIII classes for the session 2008-09;
- (21) Teaching of social science and science at upper primary stage in a section by number of teachers;
- (22) Number of Braille books available in the library;
- (23) ICT facilities like computers, printers, availability of Internet, LAN, computer teachers/teachers trained in the use of computer and teaching through computer;
- (24) ICT equipment and materials in working condition;
- (25) Laboratory facility for mathematics, social science and pre-vocational at the secondary stage;
- (26) Class-wise enrolment up to elementary stage in unrecognised schools along with their postal address;

### Operational Aspects

At the national level, three organisations, namely, Union Ministry of Human Resource Development (MHRD), National Council of Educational Research and Training (NCERT) and National Informatics Centre (NIC) are involved. The MHRD provided funds for the survey and administrative support for its efficient execution. The NCERT shared the responsibility of providing all academic inputs, management and coordination of survey activities right from planning of the survey to dissemination of outcomes/reports. The NIC was responsible for all computerisation activities of the survey and their coordination.

A Steering Committee under the Chairmanship of the Education Secretary (School Education, MHRD) with representatives from MHRD, NCERT, NIC, RGI, NSSO, CSO and States/UTs was created to guide and monitor the progress of the survey and to take administrative decisions from time to time. To provide academic and administrative support in the execution of the survey and to monitor the progress of the survey, an Advisory Committee was constituted at the national level. This Committee was chaired by the Director, NCERT with the Head of the Educational Survey Division as the ex-officio member-convener.

A State Survey Unit was created in every State/UT. The State Survey Officer (SSO) is responsible for execution of all survey activities. Further in the case of states, District Survey Unit was to be created in each district. Whereas in case of UTs, District Survey Units were not created and the work at the district level were executed by the State Survey Unit. District Survey Officer (DSO) was responsible for all the survey activities in the district. Data entry work was undertaken at the district level with the help of MIS Unit under District Project Coordinator (SSA) in States/UTs. In certain cases States, District Survey Units completed this work at their own. Block/town-level Education Officer at the block/town-level was responsible for data collection with the help of headmasters/principals/enumerators. The data collection in case of class I cities was to be organised at the ward level. A headmaster/principal was made in-charge of the ward for this purpose. Block/town-level officers were responsible for providing complete and error free data by undertaking manual scrutiny with the assistance of teachers.

Every State Government and Union Territory Administration constituted a State-level Monitoring and Review Committee for providing administrative and operational support to the State Survey Unit. This Committee was headed by the Principal Secretary/Commissioner of Education/Secretary of the States Government/UTs Administration. In order to have close coordination between state and national teams, NCERT and NIC HQ had representatives on this Committee. The State Survey Officer is the member-convener of the Committee.

The first task of the survey was to prepare a comprehensive, up-to-date list of recognised schools for each block/town (ward in class I cities). This list helped in distribution of survey tools and receiving them back after they are filled-in. Prior to data collection, every state had developed a comprehensive plan for training at various levels, regarding data collection and manual scrutiny of data. Activities undertaken after completion of data collection and data scrutiny are transcription, validation and processing of data. Responsibility for accomplishing these activities rested with the DSO in close contact with DPC (SSA). State Survey Units provided necessary support. For ensuring complete and error free data, exercise of data validation was to be undertaken at MIS unit of SSA at the district level. All the States/UTs have completed 100% data entry and data uploading of main Schedules of 8<sup>th</sup> AISES except seven States/UTs, namely, Assam, Meghalaya, Jharkhand, Madhya Pradesh, Gujarat, Maharashtra and Karnataka. The process of data entry and uploading of main Schedules of 8<sup>th</sup> AISES were freezed on 26 March, 2014 for all the States/UTs. At the National level, the Schedules- VIF : 99.86%, UIF : 98.56%, SIF-1 : 99.57%, SIF-2 : 99.50% and CIF : 99.73% had been uploaded.

The present survey is different from the previous seven surveys with regard to survey methodology also. For the first time, in this survey information regarding single age-wise enrolment, new entrants, promotee, repeaters and attendance has been collected on census basis. Like in Sixth and Seventh surveys, the computerization work was undertaken by NIC which resulted in following benefits.

- (1) The database of benchmark data has been created which will help in the storage and retrieval of voluminous data on different variables related to each and every

primary unit, namely, the village, the town/city and the school. The agencies at the state and national level would be able to share these large database through the national communication network system.

- (2) Like the previous AISEs, block-wise up-to-date complete list of schools with postal addresses were prepared in advance for canvassing the school questionnaires and monitoring the progress. This time it has been stored on computer for use. Needless to mention, this database would help in establishing a Management Information System (MIS) at the national, state and district levels. This MIS would help in developing the directories of schools at the national/state/district/block level for reference.
- (3) This approach of MIS would also provide a platform to develop different kinds of up-to-date sampling frames in order to draw rigorous samples for conducting sample surveys. In this way, the data of sample surveys would provide supplementary, demonstrable and a firm basis for drawing valid conclusions which would, in turn, help in taking the right decisions.
- (4) This new feature called for well laid-out design of the survey, training and its execution strategy at every stage of the survey. The details for training of the survey personnel, data collection, manual scrutiny of data, handling of forms etc., were contained in the manual 'Guidelines for Survey Officers'. The training programme for data collection methodology, data preparation, coding, data transcription, etc., were organized at the state level for the staff of the State Survey Unit and for the District Survey Officers. The District Survey Officers in turn conducted a two day training programme for the block level officers.

In addition to manual scrutiny of data and its validation for data transcription, special effort has been made to identify and correct the inconsistency within and between tables, at NCERT level after generation of tables (report). The data in the tabulations has been validated from the results of the Seventh Survey and also from other sources.

### Dissemination of Data

In earlier AISEs, the data has been aggregated at the block, district, state and national levels. These aggregated data are available for the use at the respective state headquarters, and States/UTs used to prepare analytical reports in the print form containing district level aggregated data. At the national level, the NCERT used to print the National Report giving state-wise information on most of the data items along with other classificatory variables, like rural and urban areas, school management, gender, social category, etc.

In 8<sup>th</sup> AISEs, a detachable sheet (Information for flash statistics) were developed and attached with VIF, SIF-1, SIF-2 and CIF to release statistics in advance. The data from this sheet were entered, validated and compiled to produce the Provisional Statistics. The state-wise results were released in the 'Provisional (Flash) Statistics' report in January 2013 and is available on AISEs web portal at [www.aises.nic.in](http://www.aises.nic.in) for wider dissemination.

The final tabulation plan for VIF, UIF, SIF-1, SIF-2 and CIF tools has provided information at the states and national levels. The national and state-level tables based on data collected in census mode will be available in print form as 'National Tables' and 'State Tables'. Also, the database and tables, both at national level and state level, are available on AISES web portal at [www.aises.nic.in](http://www.aises.nic.in) for its wider and global dissemination.

### About this Report

The highlights of Eighth survey is an attempt to present some main findings of this survey. As discussed earlier, there are five schedules (tools) viz., VIF, UIF, SIF-1, SIF-2 and CIF, used in this survey to collect the information from the fields. The collected information is classified into eleven major concerns namely:

- (i) Schooling Facilities in Rural Areas
- (ii) Schools, Physical and Ancillary Facilities
- (iii) Media of Instruction and Languages Taught
- (iv) Teachers and Their Qualifications
- (v) Some Important Educational Indicators
- (vi) Schooling Facilities for Children with Disabilities
- (vii) Pre-primary Education and Alternative Schooling
- (viii) Enrolment in Schools
- (ix) Incentive Schemes
- (x) Specific Facilities in Secondary and Higher Secondary Schools
- (xi) Vocational Education in Schools

The next section of this report is classified into above mentioned eleven topics. The major finding in the form of highlights on each topic has been given separately with some graphical presentation for quick-view. In annexure section, the concept and definition of some technical terms used in the 8<sup>th</sup> AISES are given for reader's understanding purpose.



# Schooling Facilities in Rural Areas



The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding schooling facilities in rural areas are as under:

- ▮ In order to achieve the objective of universal elementary education, an important pre-requisite is provision of schooling facilities within a convenient walking distance. So far, main focus of the surveys has been to assess the availability of educational facilities to the school age children in rural area and the distance of such facilities from the habitation.
- ▮ The concept and definition of 'habitation' has been changing over different Surveys. However, in the 8<sup>th</sup> Survey the definition has been the same as taken in 7<sup>th</sup> Survey. It is:

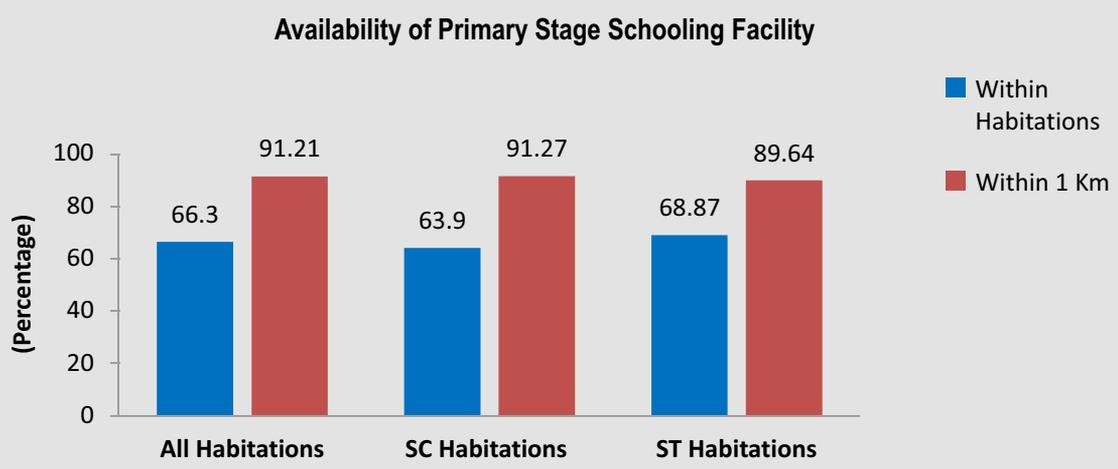
**(a)** A habitation is a distinct cluster of houses existing in a compact and contiguous manner; with a local name; and its population should not be less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas. In case there exists more than one such cluster of houses in a village, they will not be treated as separate habitations unless the convenient walking distance between them is more than 200 meters.

**(b)** Any habitation with population less than 25 in plain areas or with population less than 10 in hilly/desert/sparsely populated areas may not be given separate status of a habitation and its population be included in the nearest habitation of the same village. But this condition will not apply to a village with one habitation only.

**(c)** A village may have one or more than one habitation, except when it is a deserted/Bechirag village.

### Primary Stage Schooling Facility

- ▮ The figures of the 8<sup>th</sup> Survey reveal that there are 11,37,833 habitations in the country out of which 10,37,833 (91.21%) habitations have primary education facilities within a walking distance of 1 km.; including 7,54,406 (66.30%) habitations which have these facilities within the habitations itself. From the population point of view 83,68,82,700 (96.19%) rural population have access to primary stage education facilities within a walking distance of 1 km., including 73,76,75,159 (84.79%) population which has these facilities within the habitations itself.
- ▮ The facilities have been extended now to a larger number of habitations either within them or up to a distance of 1 km..
- ▮ **Population slab 5000 and above :** Out of 14,466 rural habitations with population '5000 and above', 14,081 (97.34%) have primary sections in the



habitations itself. Again, in terms of population, 97.37% is served by primary sections within its own habitations while 98.96% of the rural population is served by the facilities within their own habitations or up to a distance of 1 km. Further, 99.80% habitations covering 99.81% population in the slab are served by primary sections within 2 kms.

**Population slab 2000–4999 :** There are 76,419 habitations in this slab in the country. Of these, 71,158 (93.12%) habitations, covering 93.72% population have primary sections within them. Again 74,789 (97.87%) habitations covering 98.06% population have primary sections in them or up to a distance of 1 km.

### Habitations Predominantly Populated by Scheduled Caste (SC)

Habitations having 50% or more Scheduled Caste population have been termed as 'predominantly populated by Scheduled Castes' (SC Habitation). There are 1,81,753 SC habitations in the country, while this number was 1,74,700 at the time of 7<sup>th</sup> Survey, showing a growth of about 4% of such habitations between the two AISESs.

1,65,884 (91.27%) habitations predominantly populated by SC, have primary stage education facilities within a walking distance of 1 km.; including 1,16,144 (63.90%) habitations having these facilities within the habitations itself. From the population point of view 12,51,09,500 (96.01%) rural population have access to primary stage education facilities within a walking distance of 1 km., including 10,75,89,646 (82.57%) population which has these facilities within the habitations itself.

**Population slab 5000 and above :** Out of 1,672 rural habitations with population '5000 and above', 1,604 (95.93%) have primary sections in the habitations itself. Again, in terms of population, 96.30% is served by primary sections within its own habitations while 98.83% of the rural population is served by the facilities within their own habitations or up to a distance of 1 km. Further, 99.82% habitations covering 99.83% population in the slab are served by primary sections within 2 kms.

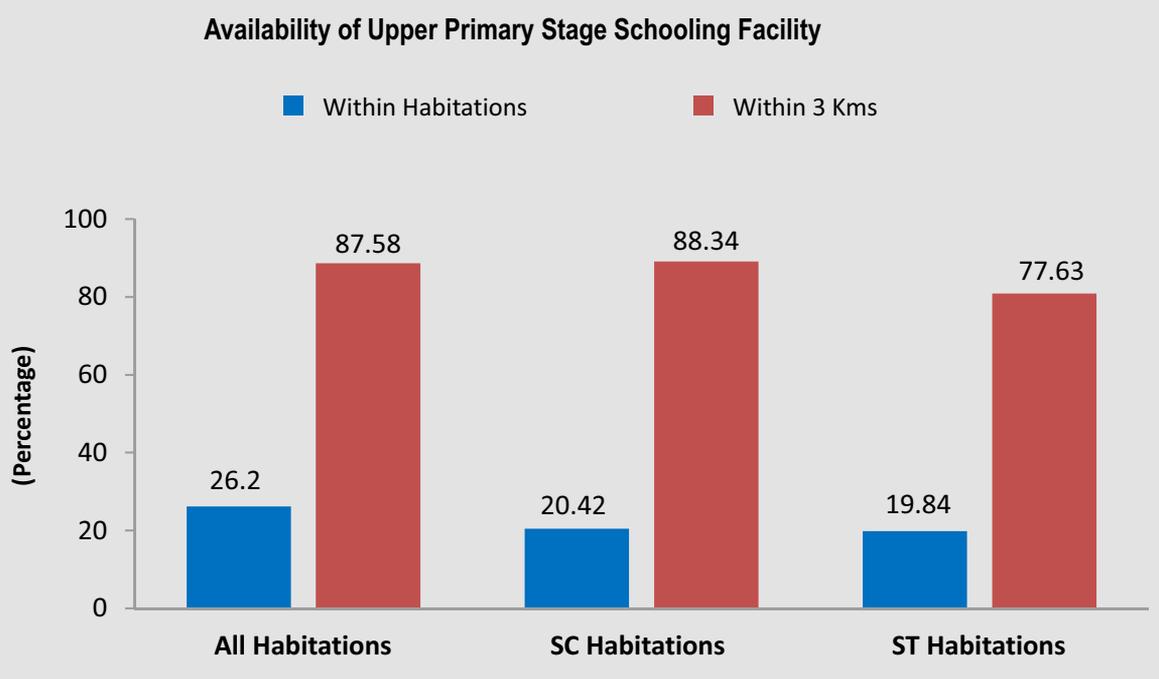
- Population slab 2000–4999 :** There are 9,931 habitations in this slab in the country. Of these, 9,270 (93.34%) habitations; covering 93.68% population has primary sections in them. Again, 9,769 (98.39%) habitations; covering 98.39% population have primary sections in them or up to a distance of 1 km. When the availability of facility observed within a distance of 2 kms, it is found that 9,886 (99.54%) habitations covering 99.57% population in the slab are served by primary sections.

### Habitations Predominantly Populated by Scheduled Tribe (ST)

- Habitations having 50% or more Scheduled Tribe population have been termed as 'predominantly populated by Scheduled Tribe' (ST Habitation). There are 1,98,493 ST habitations found in 8<sup>th</sup> Survey, while this number was 2,42,993 at the time of 7<sup>th</sup> Survey, showing decreasing in habitations of about 22.4% between the two Surveys.
- 1,77,929 (89.64%) habitations predominantly populated by ST have primary stage education facilities within a walking distance of 1 km.; including 1,36,699 (68.87%) habitations having these facilities within the habitations itself. From the population point of view 7,85,11,204 (95.49%) rural population have access to primary stage education facilities within a walking distance of 1 km., including 7,00,49,967 (85.20%) population which has these facilities within the habitations itself.
- Population slab 5000 and above :** Out of 405 ST rural habitations, 395 (97.53%) have primary sections in the habitations itself. Again, in terms of population, 97.41% is served by primary sections within its own habitations while 98.74% of the rural population is served by the facilities within their own habitations or up to a distance of 1 km. Further, 99.51% habitations covering 99.34% population in the slab are served by primary sections within 2 kms.
- Population slab 2000–4999 :** There are 3,019 habitations in this slab in the country. Of these, 2,870 (95.06%) habitations, covering 95.28% population have primary sections in them. Again 2,978 (98.64%) habitations covering 98.61% population have primary sections in them or up to a distance of 1 km. When the availability of facility observed within a distance of 2 kms, it is found that 3,006 (99.57%) habitations covering 99.57% population are served by primary sections.

### Upper Primary Stage Schooling Facility

- Out of 11,37,833 habitations in the country, 9,96,521 (87.58%) habitations have upper primary education facilities within a walking distance of 3 kms.; including 2,98,073 (26.20%) habitations having these facilities within the habitation itself. From the population point of view, 80,74,82,339 (92.81%) rural population have access to upper primary stage education facilities within a distance of 3 kms., including 44,02,47,219 (50.60%) population which has these within the habitations itself.



The facilities have been extended now to a larger number of habitations either within them or up to a distance of 3 kms.. However, still children of 4% habitation in the country have to go beyond 5 km for schooling facility.

**Population slab 5000 and above :** Out of 14,466 rural habitations with population '5000 and above', 11,898 (82.25%) have upper primary sections in the habitations itself. Again, in terms of population, 82.79% is served by upper primary sections within its own habitations while 98.00% of the rural population is served by the facilities within their own habitations or up to a distance of 3 km.

**Population slab 2000–4999 :** There are 76,419 habitations in this slab in the country. Of these, 52,966 (69.31%) habitations, covering 71.07% population, have upper primary sections in them. Again 73,776 (96.54%) habitations covering 96.72% population have upper primary sections in them or up to a distance of 3 km.

### Habitations Predominantly Populated by Scheduled Caste (SC)

Out of 1,81,753 SC habitations in the country, 1,60,558 (88.34%) habitations have upper primary education facilities within a walking distance of 3 kms.; including 37118 (20.42%) habitations have these facilities within the habitations itself. From the population point of view, 12,02,73,555 (92.30%) rural population have access to upper primary stage education facilities within a distance of 3 kms., including 5,12,75,948 (39.35%) population which has these within the habitations itself.

The facilities have been extended now to a larger number of habitations either within them or up to a distance of 3 kms. However, still children of 3.13% SC habitation in the country have to go beyond 5 km for schooling facility.

- Population slab 5000 and above :** Out of 1,672 rural SC habitations, 1,225 (73.27%) have upper primary sections in the habitations itself. Again, in terms of population, 73.71% is served by upper primary sections within its own habitations while 98.20% of the rural population is served by the facilities within the habitations or up to a distance of 3 kms. Further, 99.28% habitations covering 99.45% population in the slab are served by primary sections within 5 kms.
- Population slab 2000–4999 :** There are 9,931 habitations in this slab. Of these, 5,840 (58.81%) habitations, covering 60.54% population, have upper primary sections in them. Again, 9,553 (96.19%) habitations covering 96.31% population have upper primary sections in them or up to a distance of 3 kms. When the availability of facility observed within a distance of 5 kms, it is found that 9,830 (99.98%) habitations covering 99.00% population served by primary sections.

### Habitations Predominantly Populated by Scheduled Tribe

- Out of 1,98,493 ST habitations in the country, 1,54,092 (77.63%) habitations have upper primary education facilities within a walking distance of 3 kms; including 39,374 (19.84%) habitations having these facilities within the habitations itself. From the population point of view 6,90,05,745 (83.93%) rural population have access to upper primary stage education facilities within a distance of 3 kms, including 3,15,25,397 (38.34%) population having facility within the habitations itself.
- The facilities have been extended now to a larger number of habitations either within them or up to a distance of 3 kms. However, children of 9.59% ST habitations have to go beyond 5 kms. for Upper Primary stage facility.
- Population slab 5000 and above :** Out of 405 rural ST dominated habitations, 332 (81.98%) have upper primary sections in the habitations itself. Again, in terms of population, 80.59% is served by upper primary sections within its own habitations while 93.83% of the rural ST dominated population is served by the facilities within their own habitations or up to a distance of 3 kms. Further, 96.54% habitations covering 95.25% population in the slab are served by upper primary sections within 5 kms.
- Population slab 2000–4999 :** There are 3,019 habitations in this slab in the country. Of these, 2,248 (74.46%) habitations, covering 75.41% population, have upper primary sections in them. Again 2,820 (93.41%) habitations covering 94.52% population have upper primary sections in them or up to a distance of 3 kms. When we see the availability of facility within a distance of 5 kms, we find that 3,019 (97.28%) habitations covering 97.39% population in the slab are served by upper primary sections.

### Secondary Stage Schooling Facility

- About 79.94% of rural habitations have the secondary education facilities within five kilometres, including 8 % habitations, which have these facilities within

themselves though at the time of the 7<sup>th</sup> Survey, 73.81% rural habitations had the secondary schooling facilities within 5 kms, including 5.79% habitations, which have these facilities within the habitations.

- † 84.56% rural population has access to secondary education facilities within 5 kms, including 21.35% of the population having these facilities within the habitations of residence. While in 7<sup>th</sup> Survey, 80.43% of the rural population has access to secondary education facilities within 5 kms, including 20.55% of the population having these facilities within the habitations of residence.
- † A total of 2,28,218 (20.06%) of the habitations are having secondary education facility in neighbouring habitation at a distance of more than 5 kms. More than one third of the habitations in this category belong to the population slab 'Below 500'.
- † 91.83% of habitations are having secondary school education facilities within 8 kms, which include habitations having secondary school facility within habitations.
- † 91.68% of the habitation in the population slab '5000 and above' having secondary education facilities within 5 kms from the habitations. In 7<sup>th</sup> Survey, 93.82% of the habitations in the population slab '5000 and above', were having these facilities.

#### **Habitations Predominantly Populated by Scheduled Caste (SC)**

- † Out of the total, 1,81,753 SC habitations, 84.18% habitations are having secondary stage education facilities within a distance of 5 kms, including 6% habitations, which have these facilities within themselves.
- † 84.18% habitations are having secondary stage education facilities within a distance of 5 kms, including 6.01% habitations, which have these facilities within themselves.
- † 87.08% of the rural population from habitations with 50% and more SC population has access to secondary stage education facilities within 5 kms, including 15.37% of the population having these facilities within the habitations of residence.
- † 94.41% of habitations are having secondary school education facilities within 8 kms, which include habitations having secondary school facility within habitations.

#### **Habitations Predominantly Populated by Scheduled Tribe (ST)**

- † Out of the total, 1,98,493 habitations populated by 50% and more scheduled tribe population, 65.62% habitations are having secondary education facilities within a distance of 5 kms, including 4.9% habitations, which have these facilities within themselves.
- † Out of the total, 1,98,493 habitations predominantly populated by scheduled tribe population, 81.81% habitations are having secondary education facilities within a distance of 8 kms, including 4.94% habitations, which have these facilities within themselves.

- 72.21% of the rural population from these habitations has access to secondary education facilities within 5 kms, including 13% of the population having these facilities within the habitations of residence.
- 86.16% of the rural population from these habitations has access to secondary education facilities within 8 kms, including 13% of the population having these facilities within the habitations of residence.
- A total of 68,238 (34.39%) of the habitations are having secondary education facility in neighbouring habitation at a distance of more than 5 kms. About 81% of the habitations in this category belong to the population slab 'Below 500'.
- 81.81% of habitations are having secondary school education facilities within 8 kms, which include habitations having secondary school facility within habitations.

### Higher Secondary Stage Schooling Facility

- About 74.88% of rural habitations have the higher secondary stage education facilities within 8 kms, including 3.37% habitations, which have these facilities within themselves though at the time of the 7<sup>th</sup> Survey, only 62% rural habitations had the higher secondary schooling facilities within 8 kms, including 1.66% habitations, which have these facilities within the habitations.
- 80.09% of the rural population has access to higher secondary stage education facilities within 8 kms, including 10.28% of the population having these facilities within the habitations of residence.
- A total of 2,85,796 (25.12%) of the habitations are having this facility in neighboring habitation at a distance of more than 8 kms. 28.85% of the habitations in this category belong to the population slab 'Below 500'.
- 86.9% of the habitation in the population slab '5000 and above' are having higher secondary stage education facilities within 8 kms from the habitations. In 7<sup>th</sup> Survey, 81.21% of the habitations in the population slab '5000 and above' were found having these facilities.

### Habitations Predominantly Populated by Scheduled Caste (SC)

- Out of the total 1,81,753 habitations predominantly populated by scheduled caste population, 82.41% habitations are having higher secondary stage education facilities within a distance of 8 kms, including 2.78% habitations, which have these facilities within themselves.
- 85.90% of the rural population from such habitations has access to higher secondary stage education facilities within 8 kms, including 8.05% of the population having these facilities within the habitations of residence.
- 91.09% of the habitation in the population slab '5000 and above' having higher secondary education facilities within 8 kms from the habitations.

### Habitations Predominantly Populated by Scheduled Tribe (ST)

- Out of the total, 1,98,493 habitations predominantly populated scheduled tribe population, 54.96% habitations are having higher secondary stage education facilities within a distance of 8 kms, including 2% habitations, which have these facilities within themselves.
- 62.36% of the rural population from ST habitations has access to higher secondary stage education facilities within 8 kms, including 5.27% of the population having these facilities within the habitations of residence.
- A total of 89,407 (45.04%) of the habitations are these facility in neighbouring habitation at a distance of more than 8 kms. About one third of the habitations in this category belong to the population slab 'Below 500'.
- Almost all of the habitations in the population slab '5000 and above' having higher secondary education facilities within 8 kms from the habitations.

EC.MIDDLE SCHOOL.  
TIRUCHIRAPPALLI 620015.

REGAL BUILDING

சென்னை மாநகராட்சி கல்வித்துறை  
அறிவுறுத்தல் மையம்  
& அறிவுறுத்தல் மையம்



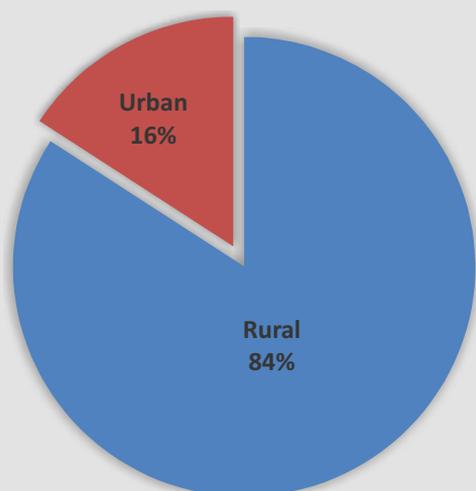
## Schools, Physical and Ancillary Facilities

The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding schools, physical and ancillary facilities are as under:

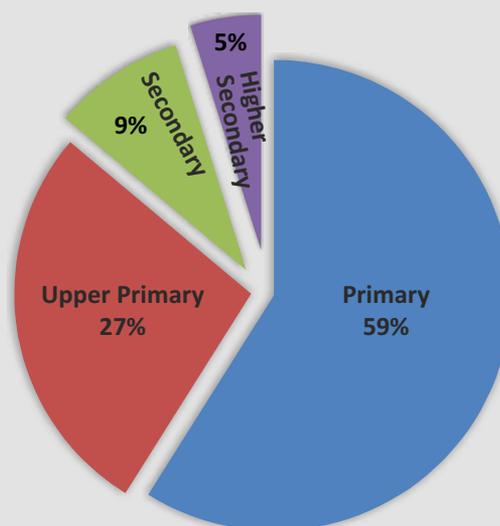
### Recognised Schools

- The Eighth survey has identified around 13 lakh recognised primary, upper primary secondary and higher secondary schools in the country. These schools are further segregated over rural and urban areas. The rural area has 10,94,510 (84%) schools whereas the urban area has 2,05,392 (16%) schools. Of these, the percentages of primary, upper primary, secondary and higher secondary schools are 59%, 27%, 9% and 5%, respectively.

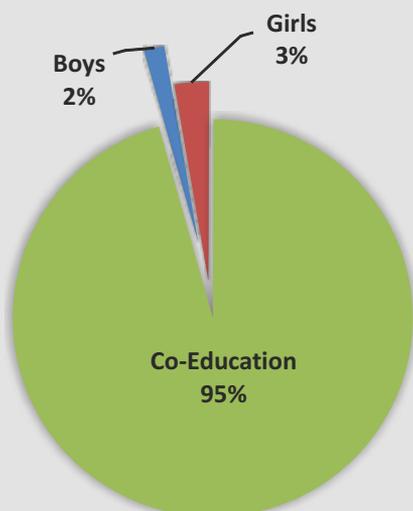
**Area-wise Distribution of Schools**



**Category-wise Schools**

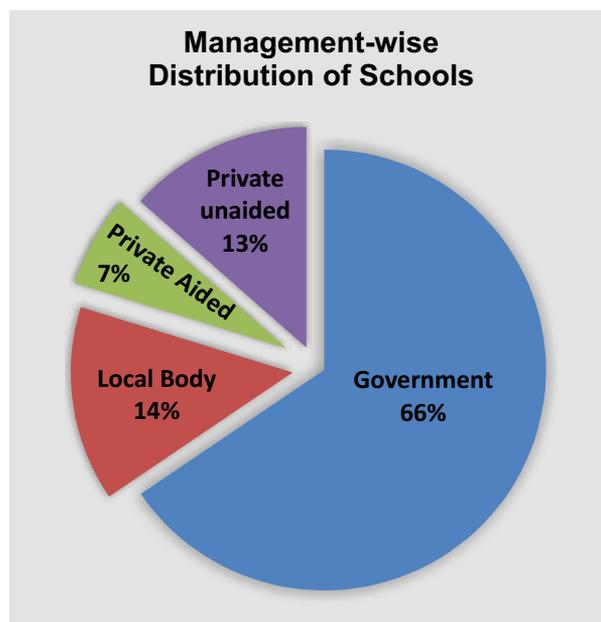


**Type of Schools**



- These recognised schools according to type are nearly 21,602 (2%), 36,077 (3%) and 12,42,223 (96%) for boys, girls and co-education schools of which nearly 13,314 (62%), 22,923 (64%) and 10,58,273 (85%) schools respectively are situated in rural area in the country.

The distribution of recognised schools management-wise, i.e., Government, Local Body, Private Aided and Private unaided is nearly 8,51,419 (66%), 1,85,937 (14%), 87,598 (7%) and 1,74,948 (13%) schools, respectively. The majority of schools run by the Government (91%) and Local Body (90%) are situated in rural area, whereas, this proportion for Private Aided (66%) and Private unaided (52%) schools was found on lower side in rural areas in the country.



The Eighth survey reported 7,65,852 recognised primary schools in the country. Out of total 7,65,852 primary schools, 6,80,372 primary schools (88.84%) are in the rural area whereas 85,480 primary schools (11.16%) are located in urban area. There are 14,874 girls primary schools out of which nearly 91.13% girls' schools are managed by the public authorities in the country. Over the period of time from 2002 to 2009, the number of recognised primary schools showed a growth of 17.63%. The growth in recognised primary schools in rural and urban areas is recorded nearly 18.78% and 9.24% respectively.

The Eighth survey revealed that 3,54,130 recognised upper primary schools, out of which 2,95,096 schools (83.33%) are situated in rural area and 59,034 schools (16.67%) are in urban area. The total number of girls' upper primary schools are recorded numerically 11,474. The contribution of government and local body upper primary girls' schools are nearly 85.55% in the country. A growth of 44.35% is recorded in upper primary schools with respect to the Seventh survey conducted in 2002. The referred growth in recognised upper primary schools is attributed to nearly 52.15% in rural and 14.91% in urban area, respectively.

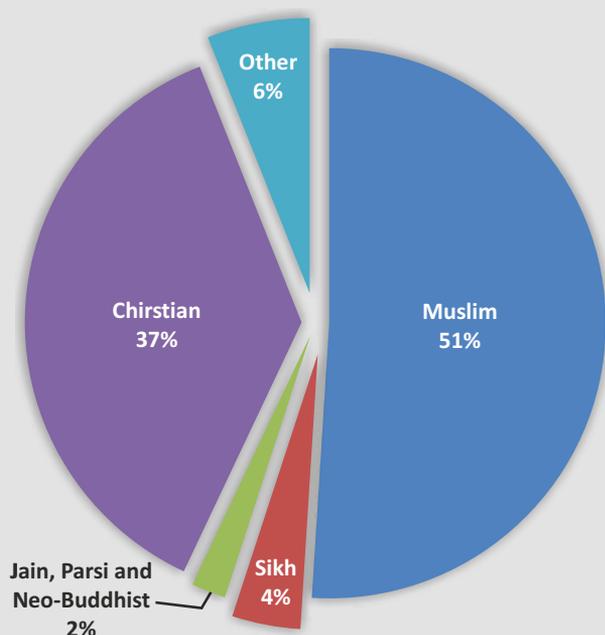
In 2009, the recognised secondary schools are nearly 1,17,257 in the country. Out of which 82,468 secondary school (70.33%) are in rural area and 34,789 secondary schools (29.67%) are in urban area, respectively. There are nearly 4,362 girls' secondary schools. Out of this, government 47.92%, local body 8.33%, private-aided 32.81% and private-unaided 33.31% schools. Longitudinally from 2002 to 2009, the number of recognised secondary schools exhibited a growth of 29.22% in the country. The growth of recognised secondary schools in rural and urban area is 29.72% and 28.06% respectively.

The number of recognised higher secondary schools is 62,663 in the country as per the findings of Eighth survey. In rural area, 36,574 (58.36%) recognised higher secondary schools are located, whereas remaining 26,089 (41.63%)

recognised higher secondary schools are situated in urban area in the country. The girls' higher secondary schools are reported around 6,116 of which 2,937; 219; 1,867 and 1,093 are managed by the government, local body, private-aided and private unaided management respectively. The number of recognised higher secondary schools shown a growth of 42.84% from 2002 to 2009. Area-wise growth of recognised higher secondary schools is 60.08 and 11.55% in rural and urban areas, respectively.

- There are 26,682 schools in urban slum areas in the country. This further comprises of 12,651 (47.41%) primary; 7,488 (28.06%) upper primary; 4,093 (15.34%) secondary and 2,450 (9.18%) higher secondary schools. The distribution of these schools management-wise are, government, local body, private aided and private unaided is nearly 12,534 (46.98%); 2,422 (9.08%); 4,442 (16.65%) and 7,284 (27.30%) schools, respectively. The Union Territories of Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and State of Sikkim has reported no school in urban slum areas.
- There are 2,06,337 schools in tribal areas in the country. This further comprises of 1,36,406 (66.11%) primary; 50,363 (24.41%) upper primary; 14,286 (6.92%) secondary and 5,282 (2.56%) higher secondary schools. The distribution of these schools management-wise are, government, local body, private aided and private unaided is nearly 1,54,184 (74.72%); 28,280 (13.71%); 14,161 (6.86%) and 9,712 (4.71%) schools, respectively.
- There are 2,599 degree colleges having classes XI and XII in the country. Out of these 411 (15.81%) degree colleges are in tribal area in the state of Assam, Bihar, Jharkhand, Maharashtra, Manipur, Meghalaya, Nagaland and Orissa.

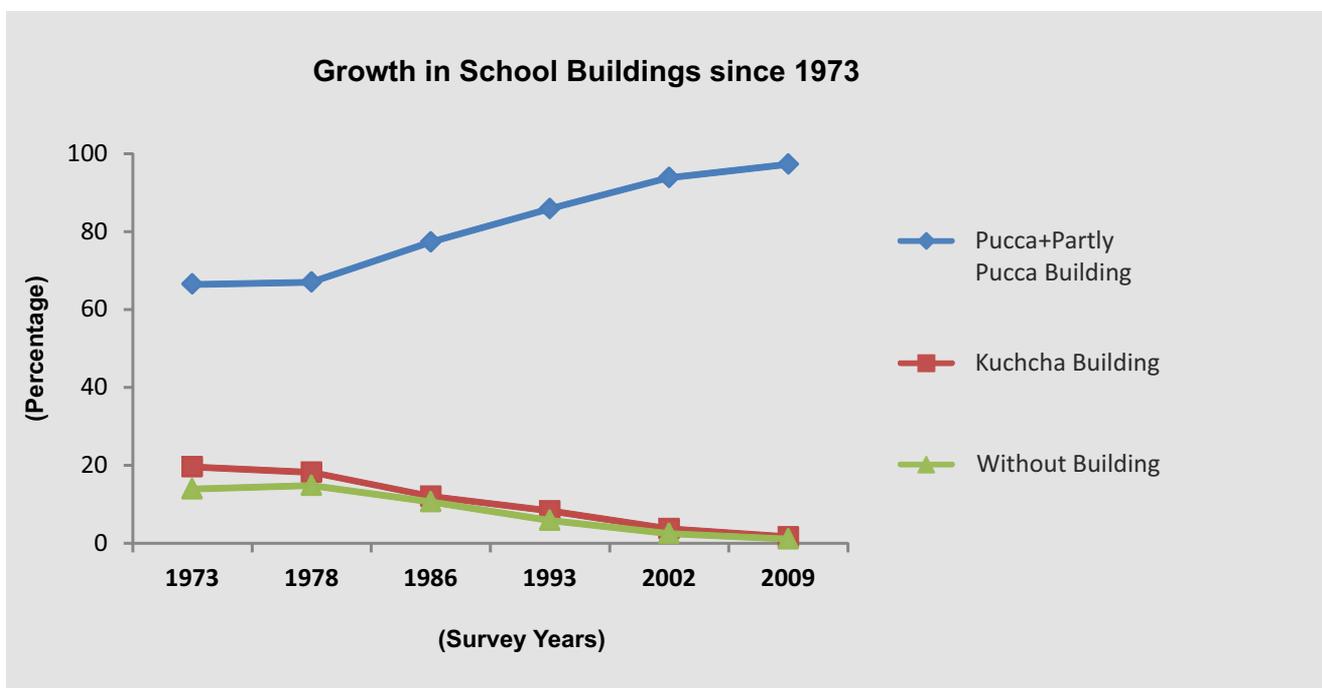
**Distribution of Schools run by Minority Management**



- There are 42,548 schools in the country managed by different religious minorities. Out of this 51% Muslims; 4% Sikh; 1.43% Jain; 37.06% Christian; 0.17% Parsi; 0.32% Neo-Buddhist and 5.86% managed by Other religious minorities. The category-wise distribution is 50.58% primary; 26.64% upper primary; 14.46% secondary and 8.33% higher secondary.
- Out of 12,99,902 schools, only 17,395 (1.34%) are residential schools.

## School Building

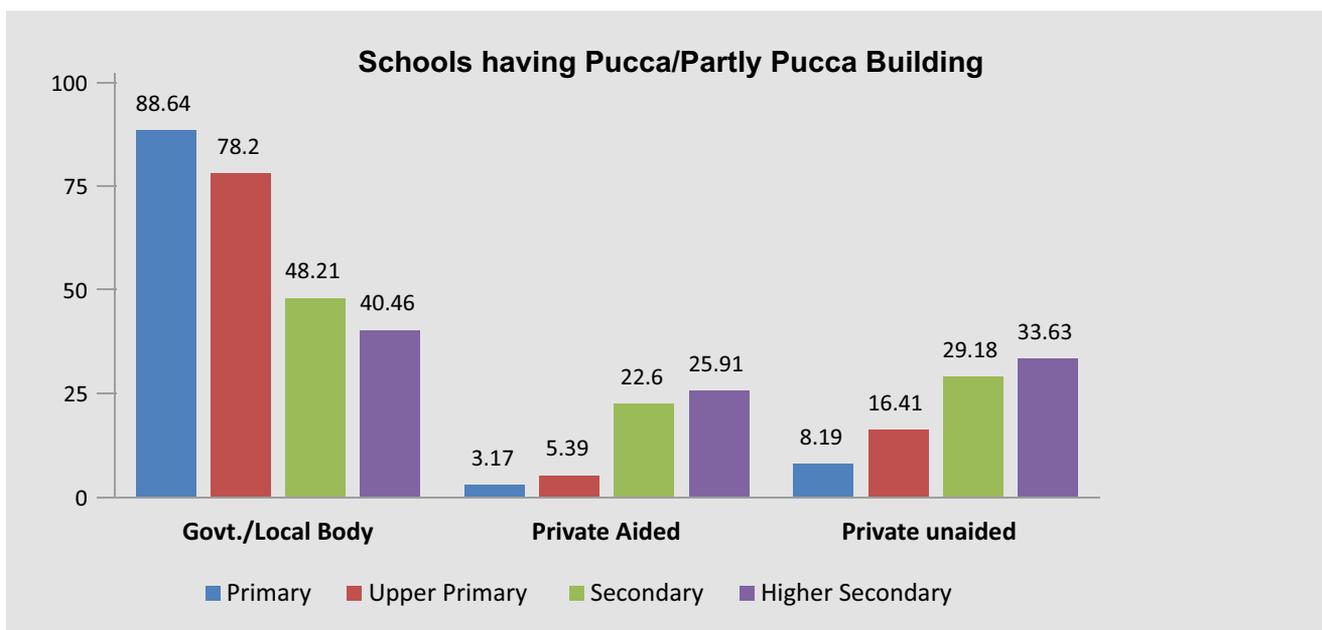
- According to Eighth survey, School buildings in which the majority of classes are held have been classified as- pucca, partly pucca, kuchcha, tent and open space. Out of 12,99,902 recognised schools in the country, 97.26% schools are housed in pucca/partly pucca buildings and 1.67% is running in kuchcha buildings. The remaining 1.07% schools are without buildings including tent and open space. According to Seventh survey, 93.78%, 3.76% and 2.46% schools were accommodated in pucca/partly pucca, kuchcha and without buildings including tent and open space in the country in the year 2002.



- In rural areas, 97.03% schools have pucca/partly pucca buildings, 1.83% schools have kuchcha building and remaining 1.14% schools are in tents and in open space. In urban areas, 98.47%, 0.83% and 0.70% schools are in pucca/partly pucca, kuchcha and without buildings including tent and open space respectively.
- Out of total 7,65,852 primary schools, 79,036 primary schools (10.32%) are running in non-pucca buildings (partly pucca, kuchcha, tent and open space). The remaining 6,86,816 primary schools (89.68%) are functioning in pucca buildings. The situation of primary schools without building (tent and open space) in rural area has declined with 42.19% i.e., from 17,748 (3.10%) in Seventh survey to 10,260 (1.51%) in Eighth survey.
- Eight States/UTs namely; Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Lakshadweep, Puducherry and Sikkim are reported zero primary schools, functioning without building (tent and open space). However, more than 11,000 primary schools are functioning without building in 28 states/UTs like Bihar followed by Odissa, Andhra Pradesh, Chhattisgarh, Maharashtra, Rajasthan and so on.

- Of the total primary schools which have pucca/partly pucca building, 88.64% pucca/partly pucca building are of Government/Local Body schools, 3.17% are of private aided schools and 8.19% are private unaided school buildings. Same trend observed in rural areas. However in urban area, 32.84% private unaided; 46.34% government and 11.10% are local body primary schools have pucca/partly pucca building.
- Among 3,54,130 upper primary schools, the situation was comparatively better than primary schools as 30,353 upper primary schools (8.57%) are running in non-pucca buildings and remaining 91.43% are housed in pucca buildings. The upper primary schools without building in rural area has decreased from 4,656 (1.31%) in 2002 to 1,637 (0.55%) in 2009. This registered a decline of 64.84%.
- Eleven States/UTs reported zero upper primary schools have no building, namely; Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Kerala, Lakshadweep, Mizoram, Puducherry and Sikkim. However, around 2,000 upper primary schools are functioning without building in 24 states/UTs like Chhattisgarh followed by Bihar, Madhya Pradesh, Rajasthan, West Bengal and so on. A large number of upper primary schools (1,627) without building in rural areas was reported for Bihar followed by Chhattisgarh, Madhya Pradesh, Rajasthan, West Bengal and so on.
- Of the total upper primary schools, 64.17% government schools, 14.04% local body schools, 5.39% private aided schools and 16.41% private unaided school have pucca/partly pucca building.
- The Seventh survey reveals that 13,729 secondary schools (11.71%) are housed in non-pucca buildings and remaining 88.29% (1,03,528) secondary schools are functioning in pucca buildings. The percentage of schools with no building is 0.59%. In rural areas, 11.71% secondary schools are running in non-pucca building (including without building schools). The schools without building in rural area have increased from 496 in 2002 to 688 in 2009. This indicating an increase of 31.71 %.
- Fourteen States/UTs viz. Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Lakshadweep, Meghalaya, Mizoram, Nagaland, Puducherry, Sikkim and Tripura have reported zero secondary schools without buildings. Almost 700 schools distributed in 21 states where without building schools are functioning.
- With the higher stage of schools, the percentage of government and local body having pucca/partly pucca school building is decreasing. Of the total secondary schools, 39.17% government schools, 9.05% local body schools, 22.60% private aided schools and 29.18% private unaided schools have pucca/partly pucca school building. In urban areas, share of private unaided schools is increased to 52.53% while around 26% government/local body schools and 23% private aided schools have pucca/partly pucca school building.

- † The status of school buildings for higher secondary schools is fairly better in comparison to other categories of schools in the country. Nearly, 3,734 (5.96%) higher secondary schools were having non-pucca buildings. The higher secondary schools without building in rural area has increased akin to other categories of schools from 65 in 2002 to 70 in 2009. This reflecting an increase of 7.70%.
- † There are 18 states where higher secondary schools running without building is reported maximum in Andhra Pradesh (27) followed by Tamil Nadu (7), Karnataka, Jammu and Kashmir and Bihar (6 each), Chhattisgarh (5) and so on.
- † Among total higher secondary schools, around 40% are government and local body schools which having pucca or partly pucca school building. On the other hand, share of private aided and unaided schools in total higher secondary schools are increased to 25.91% and 33.63% respectively.
- † Out of 12,99,902 schools in the country, only 42.39% schools have boundary wall or fencing for the protection of the students where 75.11% are in rural schools and 24.89% are urban schools. Out of the total schools which have boundary wall or fencing, 48.90% are primary schools, 30.91% are upper primary schools, 12.07% are secondary, 8.12% are higher secondary schools.



- † Out of total schools, only 16.95% schools having garden within school premises where 78.44% and 21.56% are rural and urban schools, respectively. Of the total schools which have garden within school premises, 43.14% primary; 32.23% upper primary; 14.29% secondary and 10.34% are higher secondary schools.
- † In country, 53.40% schools have separate room for the head of the institutions (Head Master/Head Teacher/Principal). Out of this, 26.02% primary; 16.29% upper primary; 6.78% secondary and 4.78% are higher secondary schools. Of this total, 49.12% rural and 76.17% urban schools having separate room.

- In the Eighth survey, the information about access to playground facility to the recognised schools is collected on five well-defined criteria (i) number of schools having playground facility for the students; (ii) number of schools having playground facility within school premises; (iii) number of schools having playground facility in usable condition; (iv) area of playground and detail about games/sports played in the school.

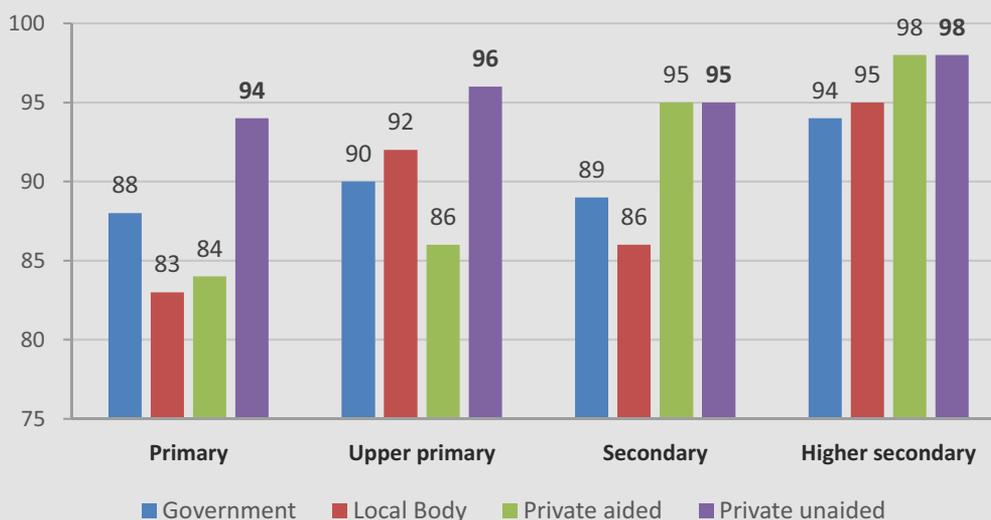
- ✓ Only **53.4%** schools have SEPARATE ROOM for head of the institution.
- ✓ Nearly **50%** schools have PLAYGROUND facility.

- The Eighth survey reveals that, out of total recognised schools in the country, nearly 50% schools have playground facility for their children. However, 48.34% schools have playground facility within the school premises. Out of this, 45.24% schools' playgrounds are in usable condition. This was further distributed over government, local body, private aided and private unaided schools by 38.37%, 47.89%, 66.52% and 65.23% respectively.
- At elementary level of schooling, the playground facility within the school premises in usable condition are available in 38.14% (primary) and 49.62% (upper primary) schools. In rural area, 37.34% primary schools and 48.56% upper primary schools have playground facility within the school premises in usable condition whereas the same is available in 42.17% and 54.94% schools in urban area, respectively.

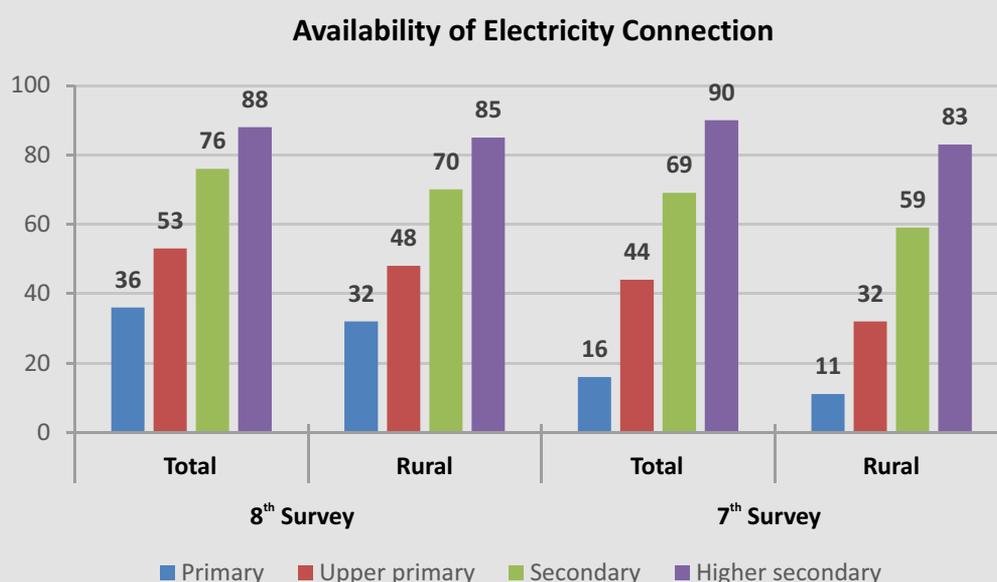
### Ancillary Facilities

- The Eighth survey provides information regarding availability of ancillary facilities within the school premises viz., drinking water, usable toilet facilities (urinal and lavatory), electricity connection, arrangement of annual medical check-up (vaccination/inoculation) of students, playground and sports material.
- Around 11,61,698 (89.37%) recognised schools reported availability of drinking water facilities within school premises. It reflects that nearly 10.63% schools are not having drinking water facility. In rural area, 9,69,727 (88.60%) schools have drinking water facility, and nearly 11.40% schools are without drinking water facility. In urban area, 1,91,971 (93.47%) schools have drinking water facility and nearly 6.53% schools are without drinking water facility. While in Seventh survey it was 8,27,684 recognised schools where drinking water facility available within school premises. In rural area, 6,67,578 (78.25%) schools have the drinking water facility and nearly 21.75% schools are without drinking water facility within the school premises.
- The availability of drinking water facility in primary schools within premises in rural area is- government (87.53%), local body (82.94%), private-aided (83.91%) and private unaided (94.33%) whereas, in upper primary it is- 89.63%, 92.48%, 86.31% and 95.56%, respectively. Further, in secondary it is- 89.08%, 85.59%, 94.68%, 95.23% and in higher secondary- 94.31%, 95.03%, 97.75%, 97.64%, respectively.

**Availability of Drinking Water Facility in Rural areas**



- While in Seventh survey, the drinking water facility within school premises in government, local body, private aided and private unaided rural primary schools was 76.15%, 74.70%, 72.47% and 92.72%; in upper primary schools 79.95%, 74.61%, 84.34%, 94.64%, respectively. In case of secondary schools it was 85.21%, 79.16%, 94.14%, 91.92% and in higher secondary schools 93.43%, 95.03%, 98.31%, 96.57%, respectively.
- Toilet is an important and necessary facility for a good school. Hence, the information in this regard is collected in the Eighth survey akin to the earlier surveys separately on urinal and lavatory. It also provided information on the schools having separate urinal and lavatory facility for girls.
- Overall, out of about 13 lakh schools, 77.28% and 72.86% schools have usable urinal and lavatory facility respectively. Out of about 12.75 lakh schools having girl's enrolment only 62.26% and 55.17% have separate usable urinal and lavatory facility for girls respectively. The usable urinal and usable lavatory facilities in primary schools are available in 5,60,514 and 5,24,927 schools, which mean nearly 26.81% and 31.46% primary schools do not have provision for the urinal and lavatory facilities in the country. Similarly, nearly 4,14,631 and 3,59,651 primary schools with girls' enrolment have urinal and lavatory facilities, thereby; non-availability of urinal and lavatory facilities in primary schools with girls' enrolment in nearly 45% and 52.29% schools, respectively.
- In Seventh survey, the urinal and lavatory facilities in primary schools are available in 2,20,583 and 1,91,831 schools, which means 66.12% and 70.54% primary schools do not have provision for the urinal and lavatory facilities in the country. Similarly, 2,12,970 and 1,84,423 primary schools with girls' enrolment have urinal and lavatory facilities, thereby; it has replicated the story of non-availability of urinal and lavatory facilities in schools with girls' enrolment in 66.78% and 71.23% schools, respectively.



- 1 The availability of electricity connection in Eighth survey is found as 36.03% in primary, 52.88% in upper primary, 76.41% in secondary and 88.45% in higher secondary schools. The distribution of this in rural area schools is 32.26%, 47.95%, 70.05% and 84.85%, respectively.
- 1 While in Seventh survey, primary, upper primary, secondary and higher secondary schools with electricity connection were found in 15.99%, 44.21%, 69.19% and 89.66%, respectively. The distribution in rural area schools was 10.93%, 32.27%, 59.31% and 82.87%, respectively.
- 1 The present survey reveals that annual medical check-up of students is arranged in 4,62,431 primary; 2,36,441 upper primary; 78,825 secondary and 45,937 higher secondary schools in the country whereas, the annual medical check-up is not available in 39.62%, 33.23%, 32.78% and 26.69%, respectively. Similar trend is also observed in arranging the annual vaccination/ inoculations.
- 1 The Seventh survey revealed that annual medical check-up of students were arranged in 3,42,124 primary; 1,57,809 upper primary; 55,217 secondary and 28,352 higher secondary schools in the country whereas, the annual medical check-up was not available in 47.45%, 35.67%, 59.62% and 35.37% schools, respectively. Similar trend was also observed in arranging the annual vaccination/ inoculations in the schools.



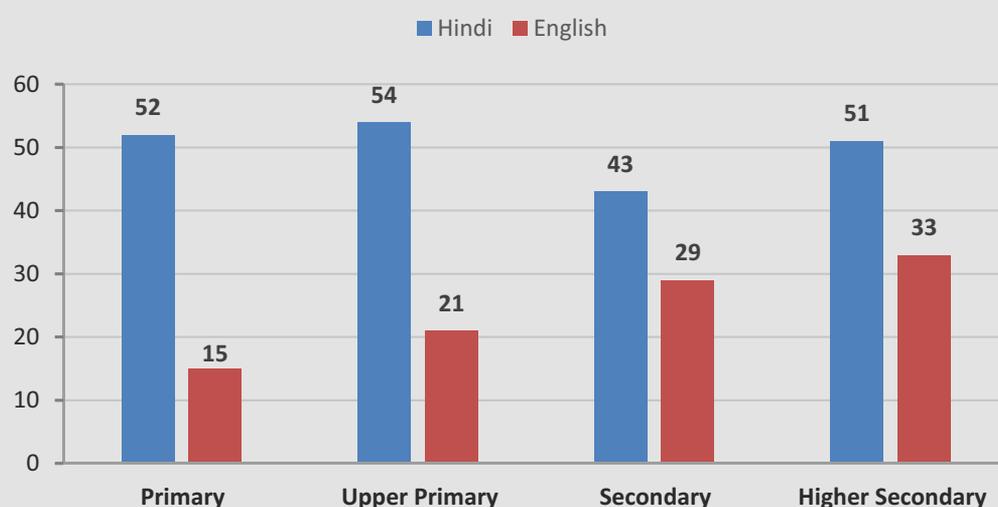
**Medium of Instruction  
and Languages Taught**

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The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding medium of instruction and languages taught are as under:

- ▮ In the country, number of schools having primary, upper primary, secondary and higher secondary stages are 10,31,361, 4,72,350, 1,74,240 and 62,663 respectively. The corresponding figures in the 7<sup>th</sup> Survey were 8,50,421, 3,37,980, 1,30,675 and 43,869, respectively.
- ▮ In the 8<sup>th</sup> Survey, 86.62% schools at the primary stage teach through mother tongue in comparison to 92.07% schools in the 7<sup>th</sup> Survey. Comparison of rural and urban schools show that medium of instruction is same as mother tongue in 87.56% schools in rural and 80.99% schools in urban areas as compared to 92.39% schools in rural and 90.39% schools in urban areas in the 7<sup>th</sup> Survey.
- ▮ 13.51% schools at the primary stage, 17.77% schools at the upper primary stage, 21.69% schools at the secondary stage have two or more medium of instruction. The corresponding figures in the 7<sup>th</sup> Survey were 12.14%, 14.47% and 18.53%, respectively.

**Medium of Instruction at Different Stages**



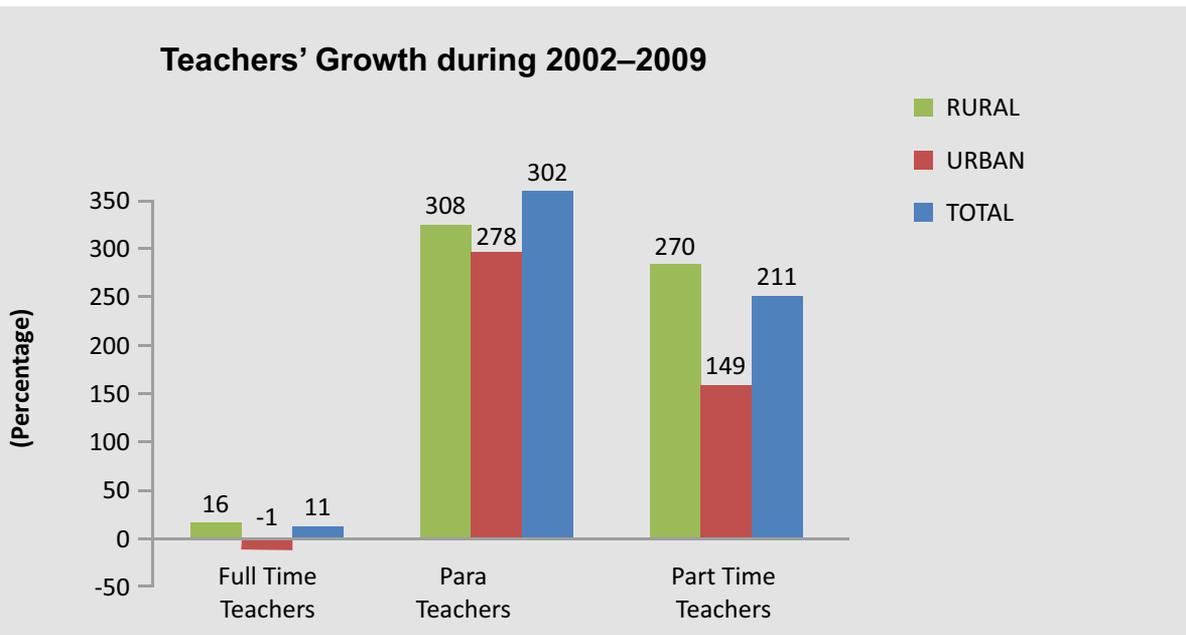
- ▮ English as medium of instruction is used in 15.49% schools at the primary stage, 21.08% schools at the upper primary stage, 28.73% schools at the secondary stage and 33.06% schools at the higher secondary stage. The corresponding figures in the 7<sup>th</sup> Survey were 12.98%, 18.25%, 25.84% and 33.59%, respectively.
- ▮ Hindi as medium of instruction is used in 51.50% schools at the primary stage, 54.15% schools at the upper primary stage, 43.18% schools at the secondary stage and 51.45% schools at the higher secondary stage. The corresponding figures in the 7<sup>th</sup> survey were 46.79%, 47.41%, 41.32% and 48.11%, respectively.



# Teachers and their Qualifications

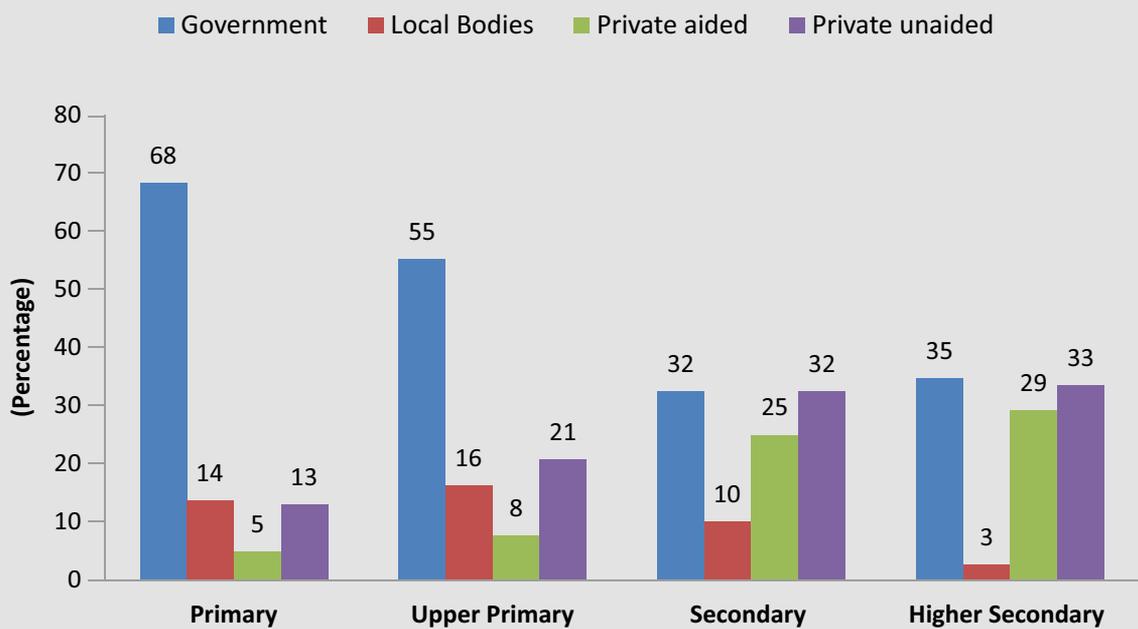
The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding teachers and their qualifications are as under:

- 1 The total number of teachers (including para teachers) in position are 67,47,466 showing a growth of 22.01% from 7<sup>th</sup> Survey. This growth is 30.36% for teachers of rural schools as against only 5.59% for teachers in urban schools.
- 2 There was substantial increase in number of para teachers (302.49%) and part-time teachers (210.63%) in the country during 2002-2009.
- 3 The growth recorded for total full-time teachers (including para teachers) of primary, upper primary, secondary and higher secondary schools is 19.88%, 23.27%, 23.24% and 23.78%, respectively. The rural and urban disparity is more pronounced in the growth of primary and upper primary school teachers. The growth of 25.04% teachers in rural and 0.76% in urban primary schools and the growth of 34.32% teachers in rural and -3.07% in urban upper primary schools was recorded in 8<sup>th</sup> Survey.
- 4 A slight increase is observed with regard to providing teachers in primary schools in comparison to the 7<sup>th</sup> Survey. There were 2.94 teachers per primary school in 7<sup>th</sup> Survey which is 2.99 per primary school in 8<sup>th</sup> Survey.
- 5 The share of full time teachers (including para teachers) has increased from 47.66% to 68.30% in government primary schools. The share of teachers in local body schools, private aided and unaided primary schools has declined to 13.75%, 4.98% and 12.98% in Eighth survey from 31.09%, 6.29% and 14.96% in the Seventh survey.
- 6 There is 39.27% increase in full-time primary teachers in position from 2002-2009. At the same time there is decline in number of full-time primary teachers managed by Local Body, Private Aided and Private Unaided.



- The share of teachers at government primary schools is maximum 68.30% than private aided and unaided in 8<sup>th</sup> Survey. There is similar situation at government upper primary schools where the share is 55.24% teachers. At higher secondary stage, the share of teachers in Government 34.74%, Private aided 29.18% and Private unaided 33.47%, which is almost equal.
- Out of 7,65,852 primary schools, 84,424 (11.02%) primary schools are without full time teachers and 2,41,939 (32.57%) primary schools have less than two full-time teachers.
- Four out of every ten primary schools have at least two full-time teachers in position.

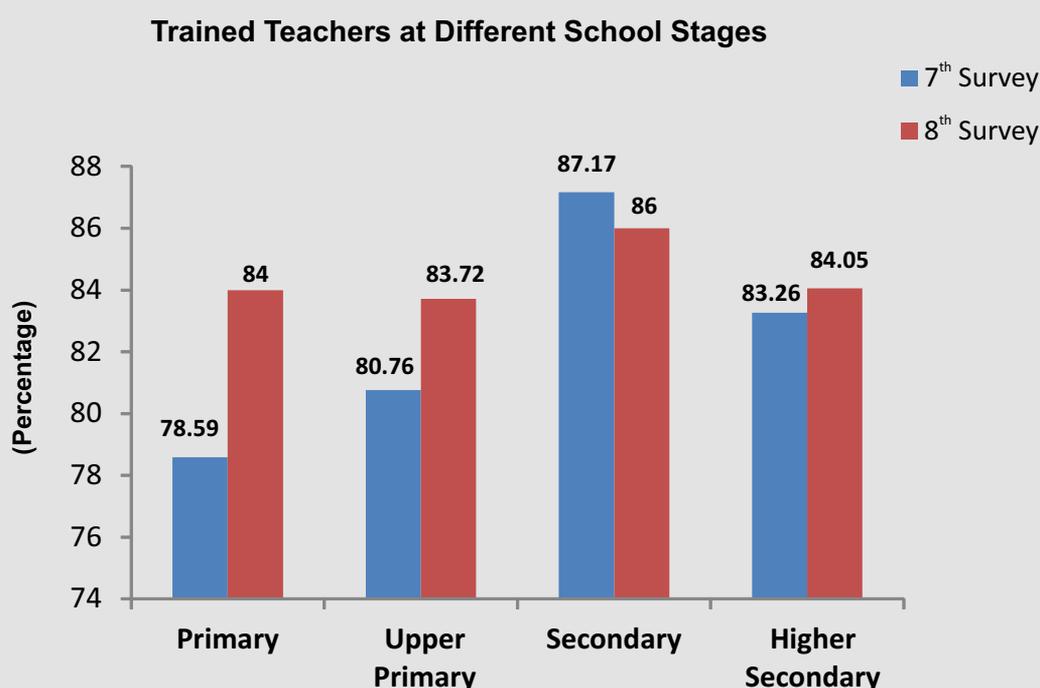
**Management-wise Growth of Teachers in Different School Categories (2002–2009)**



**Qualification of Teachers**

- Out of 26,41,943 full-time teachers teaching predominantly at primary stage, 84% teachers are trained and there are total 4.7% teachers having academic qualification 'below secondary', however, in 7<sup>th</sup> Survey it was 78.59% and 4.62% respectively.
- Out of 15,44,322 full-time teachers teaching predominantly at upper-primary stage, 83.72% teachers are trained and 13.06% teachers are having academic qualifications as 'secondary or equivalent'. While in 7<sup>th</sup> Survey, 13,51,499 full-time teachers teaching predominantly at upper-primary stage out of which, 80.76% teachers are trained and 20.13 % teachers are having academic qualifications as 'secondary or equivalent'.

- Out of 12,67,000 full-time teachers teaching predominantly at secondary stage, 86% teachers are trained. Out of the total, 20.13% teachers are having academic qualifications as 'below graduation'. In 7<sup>th</sup> Survey, 10,51,733 full-time teachers teaching predominantly at secondary stage, 87.17% teachers are trained and 12.03 % teachers are having academic qualifications as 'below graduation'.
- Out of 4,00,695 full-time teachers teaching predominantly at higher secondary stage, 84.05% teachers are trained and 24.56% teachers are having academic qualifications as 'graduate or equivalent'. In 7<sup>th</sup> Survey it is found that 3,77,383 full-time teachers teaching predominantly at higher secondary stage, 83.26% teachers are trained and 18.83% teachers are having academic qualifications as 'graduate or equivalent'.



- Out of 5,60,492 para teachers teaching predominantly at primary stage out of which, 3.48% teachers are having academic qualifications 'below secondary' while in 7<sup>th</sup> Survey, 1,46,526 para teachers teaching predominantly at primary stage out of which, 3.60% teachers are having academic qualifications 'below secondary'.
- Out of 2,48,764 para teachers teaching predominantly at upper primary stage, in which, 5.86% teachers are having academic qualification 'secondary or equivalent'. While in 7<sup>th</sup> Survey, 69,923 para teachers teaching predominantly at upper primary stage in which, 23.52% teachers are having academic qualification 'secondary or equivalent'.



## **Some Important Educational Indicators**

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The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding some important educational indicator are as under:

### Pupil Teacher Ratio (PTR)

- PTR of Primary schools has decreased from 42 (7<sup>th</sup> Survey) to 34 in the Eighth survey. The corresponding rural and urban figures are 34.12 and 33.47 respectively. PTR in case of upper primary schools have come down from 34 to 32.15. PTR of secondary schools in eighth survey has also decreased from 30 to 16.53.
- Comparison of PTR of primary schools between State/UTs reveals that PTR is greater than 40 in States/UTs namely Bihar (54.24), Jharkhand (40.48) and Uttar Pradesh (44.64). In case of upper primary schools PTR is greater than 30 in States/UTs namely; Bihar (66.23), Chandigarh (31.18), Dadra and Nagar Haveli (37.04), Gujarat (33.28), Jharkhand (47.25), Maharashtra (31.38), Tamil Nadu (31.23) and Uttar Pradesh (38.62).
- PTR at primary stage is however 44.72, 54.79 at upper primary stage and 30.22 at secondary stage. It is also observed that PTR is low in rural area in comparison to urban area at all stages viz. primary, upper primary and secondary.

In comparison to 7<sup>th</sup> Survey, the PTR of Primary and Upper Primary schools Decreased to **34** and **32** from 42 and 34, respectively.

### Gross Enrolment Ratio (GER)

- At primary stage, the GER was 93.32 in Seventh survey, which has increased to 94.72. For girls, GER is 95.87. Manipur has maximum GER 135.41 whereas Jammu and Kashmir has minimum GER 79.30.
- At upper primary stage, GER was 58.42 in Seventh survey, which has gone up to 71.67 in Eighth survey. For girls, GER is 71.64. Puducherry has maximum GER 115.08 whereas Bihar has minimum GER 46.30.
- At secondary stage, GER is 54.55. For girls, GER is 53.60. Lakshadweep has maximum GER 113.60 whereas Bihar has minimum GER 35.88.

### Net Enrolment Ratio (NER)

- At primary stage, NER is 81.68 and for girls, NER is 82.74. Punjab has minimum NER 65.81 whereas there are certain states whose NER is more than 100 namely; Arunachal Pradesh, Goa, Lakshadweep, Manipur and Tripura.
- At upper primary stage, NER is 56.24 and for girls, NER is 56.32. Puducherry has maximum NER 87.95 whereas Meghalaya has minimum GER 32.28.

### **Age Specific Enrolment Ratio (ASER)**

- Age-Specific Enrolment Ratios in the age group of 6-10 years is 86.65, in 11-13 years is 69.09, in 14-15 years is 50.97 and in 16-17 years is 30.39. There are certain states whose ASER in the age group of 6-11 years is more than 100 namely; Arunachal Pradesh, Goa, Lakshadweep, Manipur, Puducherry and Tripura. Also ASER in age group of 11-13 years is more than 100 for Goa and Puducherry.

### **Drop-out Rate (DoR)**

- Class-wise Drop-out rate in the year of 2008-09 for Classes V and VIII are 15.84, 13.42 for boys and 16.08 and 14.64 for girls, respectively. Drop-out of girls is more than boys across all social categories in Class V. In Class VIII, boys' Drop-out rate is more in ST and EBMC categories.



## Schooling Facilities for Children with Disabilities

The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding schooling facilities for children with disabilities are as under:

- Out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) schools adhere to inclusive education for disabled children. Out of 2,74,445, the proportion of primary, upper primary, secondary and higher secondary schools adhering to inclusive education are 1,65,966 (60.47%), 77,757 (28.33%), 18,084 (6.59%) and 12,638 (5.07%), respectively.
- The number of teachers who have received training of at least two weeks in inclusive education is 80,942 (1.32%) out of the 58,76,273 total Teachers.
- The number of schools where special educator/resource teachers never visited is 5,54,882 (42.69%) whereas the schools where special educators/resource teachers visits the schools frequently or sometimes is 7,45,020 (57.31%).
- There are 8,35,287 differently abled students enrolled at all stages in the country. This comprises of children with different disabilities viz., visual impairment (29.16%), hearing impairment (14.47%), orthopaedic (locomotor) disability (25.05%), intellectual impairment (22.35%), multiple impairment (4.20%) and others (4.77%).
- Out of the total enrolment of differently abled students, 52.27%, 28.78%, 15.51% and 3.45% are enrolled at Primary, Upper Primary, Secondary and Higher Secondary stages respectively.
- Over the period of time from 2002 to 2009, the number of differently abled students suffering from hearing, orthopaedic and Intellectual impairment have decreased by 3.98%, 68.05% and 15.59% respectively. However there is an increase of 17.36% Visually impaired students in the country. There is a drastic decrease in the orthopaedic students over the period of two surveys.
- There are 7,60,327 students with visual, hearing, orthopaedic and intellectual impairment. Out of this the degree of disability is known for 65.93% students.
- Out of the total schools in the country, 10.47% have Handrails, 43.62% have Ramps, 3.81% have adapted laboratory and 7.64% have adapted lavatory.
- 8,35,287 differently abled students are enrolled in 55,574 schools which comprises of 22,192 (39.93%) primary; 10,730 (19.30%) upper primary; 16,054 (28.89%) secondary and 6,598 (11.87%) higher secondary schools.
- Out of the 12,99,902 schools, Braille books are available in 89,145 (6.86%), Braille Slate and Stylus in 88,775 (6.83%), Taylor Frame in 88,399 (6.80%), Abacus in 1,08,441 (8.34%), Hearing-aid in 94,882 (7.30%), Computer and Software in 1,00,334 (7.72%) and Audio-visual in 1,09,647 (8.44%) schools.

✓ Drastic decrease of **68.05%** in ORTHOPAEDIC students from 2002-2009.

✓ DEGREE of DISABILITY (visual, hearing, orthopaedic and intellectual impairment) is known for **65.93%** students.



# **Pre-primary Education and Alternative Educaiton**

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The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding pre-primary education and alternative schooling are as under:

- † There are 6,55,493 pre-primary institutions in the country. Out of these 6,04,395 (92.20%) are in rural area.
- † There are 30,434 Balwadis, 5,91,632 Aganwadis, 15,924 EC centres, 10,237 pre-primary schools having LKG/UKG/Nursery classes and only 7,266 unrecognised schools/institutions are having pre-primary classes.
- † In these Pre-primary institutions 8,02,007 teachers are employed. Out of these, 7,56,880 (94.37%) are female teachers. The majority of teachers i.e. 6,98,070 (87.04%) are employed in Aganwadis.
- † There are 4,69,506 children in pre-primary classes attached to unrecognised schools.

#### Alternative Schools/Alternative and Innovative Education Centres

- † There are 32,682 alternative schools in the country providing education to children not having access to recognised schools.
- † In these alternative schools, there are 19.07 lakh children studying in Classes I to V. Out of these, 9.29 lakh (48.71 %) are girls.
- † There are 57,581 education volunteers working in alternative schools. Out of these 38,259 (66.44%) are female volunteers.
- † There are 3,759 AIE centres at the primary level, out of which 2,636 (70.12%) are in rural area.
- † There are 1,778 AIE centres which cater to the upper primary stage, out of which 1,173 (65.97 %) are in rural area.
- † In AIE centres 5,08 lakh children are studying. Out of these, 62.47 thousand (12.28%) are below 6 years, 20.35 thousand (40%) are in the age group 6 to below 11 years, 13.83 thousand (27.18%) in the age group 11 to below 14 years, while 10.44 thousand (20.53%) are in the age group 14 years and above. Out of the total children, 15.83 thousand (31.11%) are from rural area.
- † In AIE centres, 90,408 education volunteers are employed, out of which 44,463 (49.18%) are female.

#### Unrecognised Schools

- † In rural area there are 16,948 unrecognised schools with primary stage while the corresponding number in urban area is 6866.
- † Unrecognised Schools with upper primary stage in rural area are 708 while in urban area the number is 1496.
- † Unrecognised schools at both the stages in rural area are 8,368 as compared to 3,978 in urban areas.

- Enrolment in unrecognised schools at the primary stage in rural area is 25.91 lakh as compared to 16.33 lakh in urban area.
- Enrolment in unrecognised schools at the upper primary stage in rural area is 5.36 lakh as compared to 5.46 lakh in urban area.
- Enrolment in unrecognised schools at both the stages in rural areas is 31.28 lakh as compared to 21.79 lakh in urban areas.
- Unrecognised schools employ 78,183 teachers at primary stage, 11,577 at upper primary stage and 95,681 teachers at both the stages.
- Unrecognised schools employ 47,265 (60.45%) teachers at primary stage, 2,492 (21.52%) teachers at upper primary stage and 59,989 (62.69%) teachers at both the stages.

## Oriental Schools

### ▲ *Sanskrit Pathshalas*

- There are 715 Sanskrit Pathshalas which provide education at the primary stage. Out of these, 78.60% are government/local body; 14.27% are private aided; 5.45% are private unaided recognised while 1.68% are private unaided unrecognised.
- There are 805 Sanskrit Pathshalas which provide education at the upper primary stage. Out of these, 76.65% are government/local body; 17.02% are private aided; 4.97% are private unaided recognised while 1.37% are private unaided unrecognised.
- At secondary stage 304 Sanskrit Pathshalas are providing education. Out of these, 54.28% are government/local body; 28.29% are private aided; 14.47% are private unaided recognised while 2.96% are private unaided unrecognised.
- There are 156 Sanskrit Pathshalas providing education at the higher secondary stage. Out of these, 58.97% are government/local body; 30.13% are private aided; 10.26% are private unaided recognised and 0.64% private unaided unrecognised.
- In 25 States/UTs, Sanskrit Pathshala facilities are available however in 10 States/UTs, there is no Sanskrit Pathshala.
- In Sanskrit Pathshalas, 26,503 (52.94%) boys and 23,564 (47.06%) girls are studying at primary stage and 22,006 (54.93%) boys and 18,057 (45.07%) girls at upper primary stage. At secondary stage, the enrolment of boys is 13,669 (59.43%) and of girls is 9,330 (40.57%) while at the higher secondary stage 5,616 (58.30%) boys and 4,017 (41.70%) girls are studying in Sanskrit Pathshalas.
- There are 3,391 male teachers and 753 female teachers in Sanskrit Pathshalas in the country.

▲ ***Maktabs and Madrasas Following System of General Education***

- † There are 711 Maktabs which provide education at primary stage. Out of these, 49.79% are government/local body; 14.63% are private aided; 25.74% are private unaided recognised while 9.85% are private unaided unrecognised. Out of total Maktabs, 82.96% are in rural area.
- † A total of 87 Maktabs provide education at the upper primary stage. Out of these, 57.47% are government/local body; 19.53% are private aided; 16.09% are private unaided recognised while 6.90% are private unaided unrecognised. Out of total Maktabs, 82.63% are in rural area.
- † In Maktabs, 1.23 lakh children are studying of which 0.54 lakh (44.77%) are girls.
- † There are 806 Madrasas imparting education at primary stage. Out of these, 83.25% are in rural area. Management distribution shows that 50.74% Madrasas are government; 15.26% are private aided, 24.57% are private unaided recognised and 9.43% are private unaided unrecognised.
- † At upper primary stage, there are 99 Madrasas, of which 86.86% are located in rural area. Management distribution shows that 55.56% are managed by government; 23.23% are private aided, 15.15% are private unaided recognised and 6.06% are private unaided unrecognised.
- † At secondary stage, there are 18 Madrasas, of which 77.77% are in rural area. Management distribution shows that 61.11% Madrasas are government; 33.33% are private aided, 5.56% are private unaided recognised.
- † At the higher secondary stage, there are 5 Madrasas, of which 60% are in rural area. Management distribution shows that 60% Madrasas are government; 40.00% are private aided.
- † Total enrolment in Madrasas is 96.20 thousand, of which 45.57 thousand (47.37%) are girls.
- † Madrasas employ 2276 teachers of which 312 (15.85%) are female teachers.

▲ ***Maktabs and Madrasas Not Following System of General Education***

- † Total enrolment in Madrasas is 96.20 thousand, of which 45.57 thousand (47.37%) are girls.
- † Madrasas employ 2276 teachers of which 312 (15.85%) are female teachers.



# Enrolment in Schools

The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding enrolment of children at different stages of school education are as under:

### Primary Stage

- † According to the present Survey, at primary stage total enrolment is 12,40,19,536 which includes 5,99,67,812 girls and 6,40,51,724 boys. These figures show that 48.35% are girls and 51.65% boys. In rural areas, percentage of girls' enrolment is 48.67% whereas in urban area it is 47.30%.
- † In rural area, Lakshadweep has the highest percentage of girls' enrolment (50.50%) followed by Madhya Pradesh and Meghalaya with 50.44% and 50.27% respectively while it is the lowest 46.08% in Punjab followed by Rajasthan (46.67%) and Mizoram (46.91%). In urban area, Meghalaya with 50.38% is on the top and Dadra and Nagar Haveli with 43.04% is at the bottom. Overall, Meghalaya has maximum girls' enrolment (50.30%) and minimum is in Chandigarh (45.40%).
- † In comparison to Seventh Survey, total enrolment has increased by 0.9%. In the Seventh Survey, girls' enrolment was 46.82% while in the Eighth Survey this is 48.35%, which is showing an increase of 4.20%. An increase of 7.04% in girls' enrolment in rural area is observed in Eighth Survey (48.67%) against Seventh Survey (46.73%).
- † At primary stage, maximum enrolment in Government and Local Body Schools is 73.86% whereas in Government-owned schools, it is 61.73% and Local Body has 12.13%. The lowest enrolment recorded private-aided schools (7.83%) however, in private unaided schools, enrolment is 18.31%.
- † In primary schools, total enrolment is 7,80,06,821 out of which 49.16% are girls and 50.84% are boys. The percentages of girls' enrolment in rural and urban areas are 49.33% and 48.34%, respectively. The Growth has been recorded from Seventh survey. In Seventh survey, percentage of girls was 47.38% in total and rural and urban areas, it was 47.27% and 47.88%, respectively.
- † Out of total enrolment in primary schools, 71.37% are enrolled in government schools, 10.68% in local body schools, 5% in private aided schools and 12.94% in private unaided schools. Total enrolment in primary schools has decreased by 3.58% in comparison to Seventh Survey.
- † The enrolment of scheduled castes children is 18% of total enrolment at primary stage. In rural and urban areas, same are 18.75% and 15.45% respectively. In Seventh survey, the total enrolment of scheduled castes children at primary stage was 21.07% of total enrolment. In rural and urban areas, it was 22.42% and 16.87%, respectively.

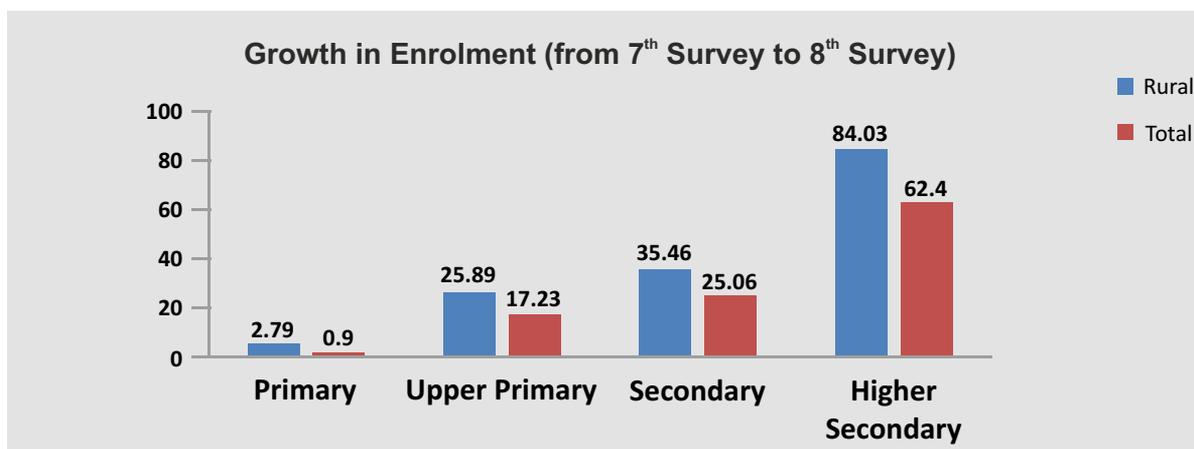
In Lakshadweep, Madhya Pradesh and Meghalaya enrolment of **Girls** is more than **50 per cent** in total enrolment in rural areas.

- † The present Survey reveals that the enrolment of scheduled tribes children is 10.76% of total enrolment which was 9.37% in the Seventh Survey. The percentage of enrolment of scheduled tribes children in rural and urban areas are 12.67% and 4.32%, respectively. Out of total enrolment of ST, the percentage of girls is 48.32% with percentage 48.49% and 48.14% in rural and urban areas, respectively.
- † The enrolment percentage of Other Backward Classes (OBC) in total enrolment is 40.20%. In rural areas, share of OBC children is 40.91% and in urban areas it is 37.77%. In the total enrolment of OBC, the percentage of girls is 48.49%. In rural and urban areas OBC girls percentage are 48.76% and 49.09%, respectively.
- † In total enrolment, educationally backward minority community (EBMC) has a share of 10.08% with 9.08% in rural and 13.46% in urban areas. In the total EBMC enrolment overall percentage of girls is 48.99%. In rural and urban areas EBMC girls percentage are 48.94% and 47.30%, respectively.
- † The Gross Enrolment Ratio (GER) at primary stage was 93.32 in the Seventh Survey, which has gone up to 94 during Eighth Survey. For girls, GER is 95. Manipur has maximum GER (137) whereas Jammu and Kashmir has minimum GER (79).

### Upper Primary Stage

- † There are 5,49,17,509 children enrolled at upper primary stage. In this enrolment 47.71% are girls and 52.29% boys. In rural area percentage of enrolled girls (47.83%) is slightly higher than urban area (47.41%) in the country.
- † Sikkim has the maximum percentage of girls enrolment (53.59%) followed by Meghalaya and West Bengal with 52.67% and 50.87%, respectively. On the other hand, Daman and Diu has minimum girls' enrolment with 42.06% followed by Rajasthan (42.20%) and Gujarat (43.98%). In rural and urban areas, Sikkim and Meghalaya has highest girls' enrolment 53.78% and 51.39%, respectively, whereas lowest girls' enrolment was recorded in Rajasthan (42.19%) and Dadra and Nagar Haveli (40.69%), respectively.
- † In comparison to the Seventh Survey, 17.23% growth has been observed in total enrolment with 27.11% in girls' enrolment. In rural area, the growth in girls' enrolment is 41.27% whereas in urban area it is 2.77%.
- † Out of total enrolment at upper primary stage, 48.82% students are studying in government schools. 8.77% in local body schools, 22.44% in private aided schools and 19.97% in private unaided schools.
- † Total enrolment in upper primary schools is 6,26,41,397, out of which 3,00,10,665, i.e. 47.91% are girls. In comparison to the Seventh Survey, total enrolment in upper primary schools has increased by 15.50%. In rural area, the percentage of girls' enrolment is 48.08% whereas in urban area it is 47.30%.

- † Out of total enrolment in upper primary schools, 60.20% is in government schools, 14.39% in local body schools, 7.79% in private aided schools and 17.62% in private unaided schools. Out of total enrolment in each management, girls enrolment are 49.32%, 49.05%, 47.91% and 42.15%, respectively.
- † Scheduled castes have 17.43% share of total enrolment at upper primary stage which was 18% in the Seventh Survey. In rural area this share is 18.51% whereas in the urban area it is 14.90%. In the total enrolment of scheduled castes, 47.77% are girls. The percentage of SC girls' enrolment in rural area is 47.56% and in the urban area it is 48.36%. Enrolment of SC children has gone up by 13.51% as compared to the Seventh Survey.
- † In the total enrolment 8.69% are scheduled tribes with 10.48% in rural and 4.51% in the urban areas. In the Seventh Survey, enrolment of scheduled tribes children was 7.16% of total enrolment. Percentage of girls' enrolment in total enrolment of scheduled tribes is 47.62%. In rural area, their percentage is 47.55% and in the urban area it is 48.01%. In comparison to the Seventh Survey, enrolment of ST children has increased by 42.31%.
- † The Other Backward Classes (OBC) have 40.89% share in total enrolment at upper primary stage. In rural areas, the OBC enrolment is 42.13% whereas in the urban area it is 37.97%. In the total enrolment of OBC, 47.42% is girls' enrolment. However, in rural area the percentage of OBC girls' enrolment is 47.38% and in the urban area it is 47.51%.
- † Overall enrolment of educationally backward minority community (EBMC) is 8.96% of the total enrolment. Out of total EBMC enrolment, the percentage of girls' enrolment is 50.26% where, in rural and urban areas, this percentage is 50.08% and 50.56% respectively.
- † At upper primary stage, overall GER is 71.67 which was 58 in the Seventh Survey. For girls, GER is 71.64. Puducherry is on the top with 115 GER followed by Andaman and Nicobar Islands and Himachal Pradesh with 109 and 107 GER, respectively. On the other hand Bihar has lowest GER (46) followed by Meghalaya (53) and Nagaland (60). The girls' GER was highest in Puducherry (113) and lowest in Bihar (46).

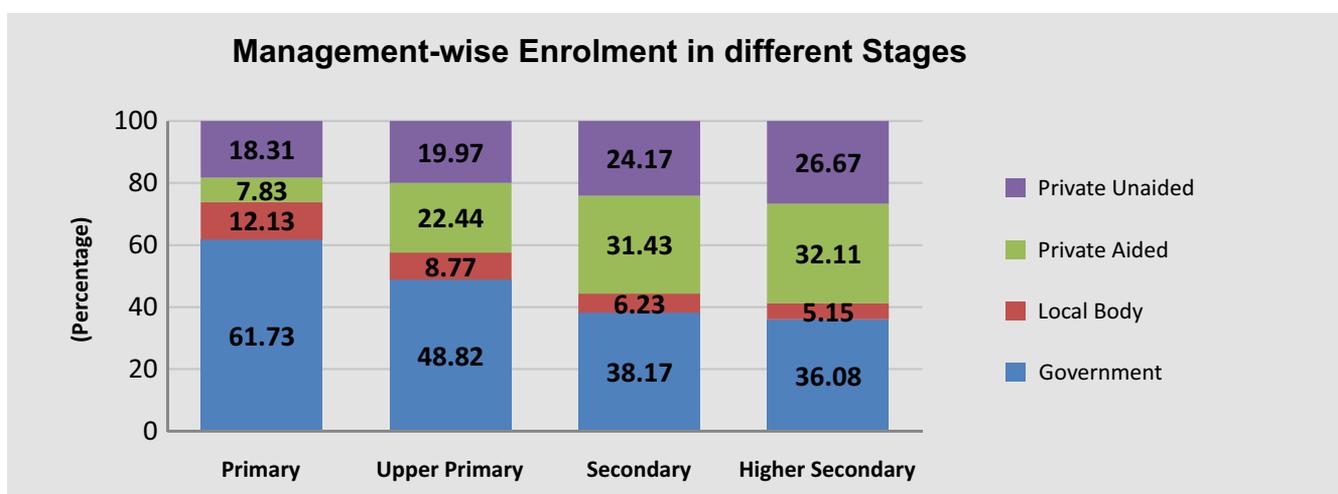


## Secondary Stage

- There are 2,73,74,950 children enrolled at secondary stage. Out of these 46.47% are girls and 53.53% are boys. In rural and urban areas, the percentage of enrolment is 71.48% and 28.52%, respectively. The share of enrolment of girls in rural area is 48% whereas in the urban area it is 47.15%.
- At secondary stage, Meghalaya has the highest percentage of girls enrolment (52.86%) followed by Sikkim (52.28%) and Assam (50.92%). Rajasthan has the lowest (38.25%), then Gujarat with 40.51% and Dadra and Nagar Haveli with 40.65%. In rural areas, Lakshadweep, Meghalaya and Sikkim have highest percentage of girls' enrolment with 54.88%, 53.12% and 52.29%, respectively and Rajasthan (38.17%), Gujarat (38.79%) and Dadra and Nagar Haveli (40.01%) have lowest percentage. In urban areas, maximum girls' enrolment was recorded in Meghalaya (52.51%), Sikkim (52.17%), Assam (51.32%) and minimum in Rajasthan (38.41%), Dadra and Nagar Haveli (41.76%), Gujarat (42.52%).
- In comparison to the Seventh Survey, the enrolment has increased by 25.06% and the girls' enrolment by 40%. In the rural area, girls' enrolment has increased by 60.25% while in the urban area it has increased by only 16.18%.
- The management-wise distribution of enrolment is 38.17% in government, 6.23% in local body, 31.43% in private aided and 24.17% in private unaided schools. However, the enrolment in rural areas is distributed as 42.72% in government, 7.29% in local body, 30.63% in private aided and 18.36% in private unaided schools.
- At secondary stage, 15.71% children are from the scheduled castes category while the same was 15.39% in the Seventh Survey. In the rural area, percentage of scheduled castes children is 16.72% whereas in the urban area it is 14.04%. Out of total scheduled castes enrolment, the percentage of girls enrolled is 46.63%. Girls' percentage in rural and urban areas are 45.79% and 48.28% respectively. Enrolment of SC children has increased by 27.64% in comparison to the Seventh Survey.
- In the total enrolment, 7.48% are scheduled tribes children with 9.15% in the rural area and 4.72% in the urban area. In the Seventh Survey, enrolment of scheduled tribes children was 5.63% of the total enrolment. The percentage of scheduled tribes girls is 46.22%. Rural and urban areas have 45.87% and 47% of ST girls respectively. As compared to the Seventh Survey, enrolment of ST children has gone up by 66.23%.
- Out of total enrolment, 40.77% children are of Other Backward Classes (OBC) where 41.82% are in the rural area and 39.04% in the urban area. In total enrolment, the percentage of OBC girls is 45.86%. In rural and urban areas, OBC girls' percentage is reported as 45.19% and 47.03%, respectively.

At Secondary stage enrolment of SC and ST children increased to **27.64%** and **63.23%**, respectively, in comparison to 7<sup>th</sup> Survey.

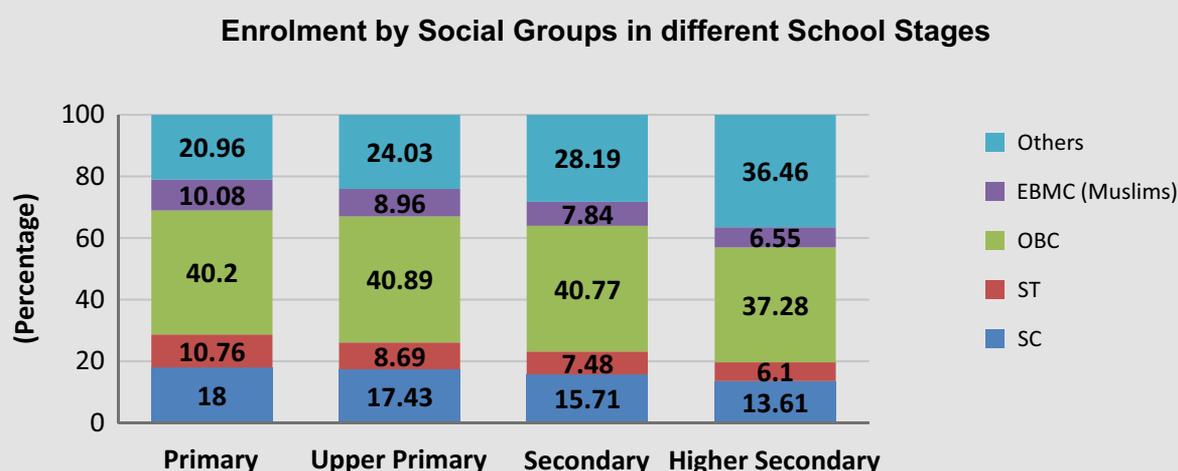
- There are 7.84% Educationally Backward Minority Community (EBMC) children in total enrolment at secondary stage. Out of total EBMC enrolment at secondary stage, the percentage of girls' enrolment is 49.66%. In rural and urban areas EBMC girls' percentage are 48.87% and 50.71% respectively.
- In secondary schools, the total enrolment is 3,02,44,561 out of which 44.76% are girls and 55.24% are boys. The management-wise distribution of total enrolment in secondary schools is 29.14% in government schools, 11.41% in local body schools, 34.84% in private aided and 24.61% in private unaided schools.



### Higher Secondary Stage

- At higher secondary stage 1,59,26,278 children are enrolled including 45.46% girls and 54.54% boys. The rural area has 47.76% of total enrolment. In rural area the percentage of girls' enrolment is 44.66 whereas in the urban area this percentage is 46.19%.
- The Union Territory Puducherry has the highest percentage of girls enrolled which is 53.83, followed by Tamil Nadu (53.22%) and Kerala (52.85%). Rajasthan has the lowest with 36.28 followed by Bihar (36.97%) and Dadra and Nagar Haveli (37.78%).
- In comparison to the Seventh Survey, the enrolment at higher secondary stage has increased by 62.40%. The increase in rural and urban areas are 84.03% and 46.64%, respectively. In rural area, the total enrolment of girls has increased by 111.23% and in urban area, by 53.52%.
- At higher secondary stage, maximum children (41.23%) are enrolled in Government (36.08%) and Local Body (5.15%) schools. In private aided schools and private unaided schools, the enrolment percentage are 32.11% and 26.67% respectively.
- The enrolment of scheduled castes children is 13.61% of total enrolment which was 12.76% in the Seventh Survey. In rural area, 15.37% and in urban area 11.99% children belonging to scheduled castes category are enrolled. Among the

scheduled castes students, 45.20% are girls. In rural area SC girls' percentage is 43.93% whereas in urban area it is 46.70%. Enrolment of SC children has gone up by 68.74% in comparison to the Sixth Survey



- The enrolment of scheduled tribes children is 6.10% with further distribution of 7.38% and 4.94% in rural and urban areas respectively. In the Seventh Survey, enrolment of scheduled tribes children was 4.56% of total enrolment. Among ST students, 44.01% are girls and 55.99% are boys. In rural and urban areas the percentages of ST girls are 42.82% and 45.65%, respectively. As compared to the Seventh Survey, enrolment of ST children has increased by 133.15%.
- The enrolment of Other Backward Classes (OBC) children is 37.28% with further distribution of 38.18% and 36.45% in rural and urban areas, respectively. Among OBC students, 45.91% are girls and 54.09% are boys. In rural and urban areas the percentages of OBC girls are 44.96% and 46.82%, respectively.
- Educationally Backward Minority Community (EBMC) has 6.55% enrolment with further bifurcation of 6.47% in rural area and 6.62% in urban area. Overall percentage of girls in EBMC is 47.50% with distribution in rural and urban areas as 45.41% and 49.37%, respectively.
- The total enrolment in higher secondary schools is 4,71,10,081. The number of students enrolled in rural area is 2,35,75,889 which is 50.04% of total enrolment. The enrolment of girls in urban area is 46.15% whereas in the rural area it is 44.54%.



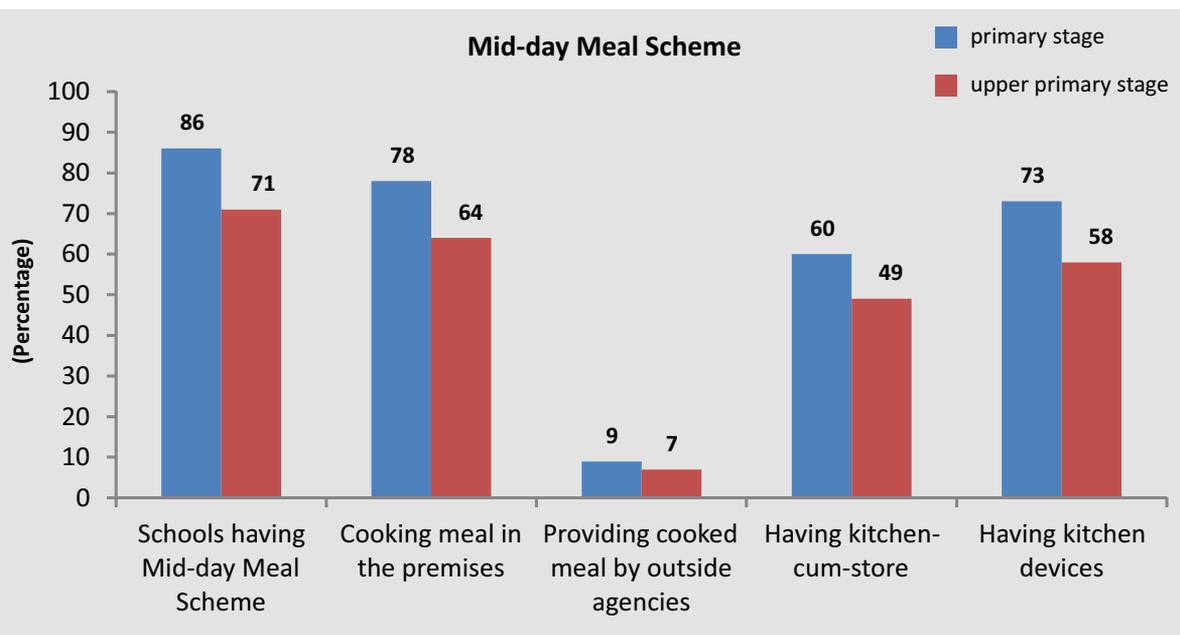
# Incentive Schemes

The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding incentive schemes are as under:

- Various Incentive Schemes like Mid-day Meal, Free Text Books, Free Uniform, Scholarship/Attendance Scholarship (especially of girls students, SC/ST students), free bicycle, etc. have been introduced by the Government of India and State Governments from time to time for enhancing enrolment, retention of children in schools and decreasing the rate of dropouts of student.
- In this 8<sup>th</sup> AISES, an attempt has been made to gather information on some incentive schemes which are largely implemented in the country. These incentive schemes are (i) Mid-day Meal (at primary stage and upper primary stage) (ii) Free Uniform; (iii) Free Textbooks; (iv) Scholarships and (v) Other Incentive Schemes which includes all other incentive schemes offered in the schools. The information has been collected for schools offering the schemes and beneficiaries gender-wise and social category-wise.

### Mid-Day Meal Incentive Schemes

- In India, school-age group children are involved in domestic activities and facing the problems of child labour at either agricultural farms or other industrial chorus, etc., to ear livelihood for their family since time immemorial, though they are supposed to attend the schools. To avoid the referred impediments and bottleneck, the Government of India had initiated the mid-day meal scheme for school children enrolled at primary stage.
- The Eighth survey reveals that out of 10,31,361 schools which having primary stage, 8,92,011 schools (86.49%) having mid-day meal scheme at primary stage. Besides, nearly 91.23% schools in rural and 58.34% schools in urban areas having mid-day meal scheme with respect to total number of schools at primary stage. Around 90.11% schools are cooking meal in their premises, however,



9.89% schools are providing cooked meal from outside agencies; 69.22% such schools have kitchen-cum-store room and 83.87% schools have kitchen devices (utencils, etc.).

The survey reveals that out of 4,72,350 schools having upper primary stage, 3,36,962 schools (71.33%) are having mid-day meal scheme in the country at upper primary stage. The proportion is distributed 78.75% in rural and 44.34% in urban areas with respect to total number of schools having upper primary stage. Around 89.54% schools have facility of cooking meal in their premises, 10.46% schools providing cooked meal from outside agencies, 68.62% schools have kitchen-cum-store room and 81.43% schools have kitchen devices (utencils, etc.).

Out of **10,31,361** schools which have primary stage, **8,92,011** schools (86.49%) have Mid-day Meal scheme at primary stage.

### Free Uniform

- To increase the participation of children in schools, free uniforms are being provided by the various organizations including government organizations in the country, particularly, to the children of socially economically weaker sections of the society. The Eighth survey reveals that 4,36,008 schools (33.54%) covered under free uniform incentive schemes. In Seventh survey, 2,40,778 schools, i.e., 23.54% schools had free uniform scheme.
- The free uniform incentive scheme is available in nearly 36.15% and 19.63% schools in rural and urban areas in respect to total number of schools in referred areas in the country while during Seventh survey this percentage was 24.67% and 17.05% schools in rural and urban areas. The total number of 1,19,32,045 boys and 2,29,01,140 girls are benefited by this incentive scheme. However, in both the surveys, the proportion of girls is found on higher side as compared to boys availing the free uniform incentive scheme.
- In case of primary schools, free uniform incentive scheme is available in 2,85,595 (37.29%) primary schools out of total 7,65,852 primary schools. The proportion of schools having this scheme is 38.96% in rural areas as against 24.02% in urban area with respect to total number of schools in respective areas. In Seventh survey, only 25.38% primary schools out of total primary schools had this scheme where 25.87% schools in rural areas and 21.79% were in urban areas with respect to total number of schools in respective areas.
- The beneficiaries of this scheme in primary schools are nearly 38,26,747 boys and 1,19,42,450 girls in the country. The proportion of girls in primary schools is found on higher side as compared to boys akin to the national level trends for various social groups. Almost similar trends are observed in case of upper primary schools, secondary schools and higher secondary schools from arithmetic viewpoint.

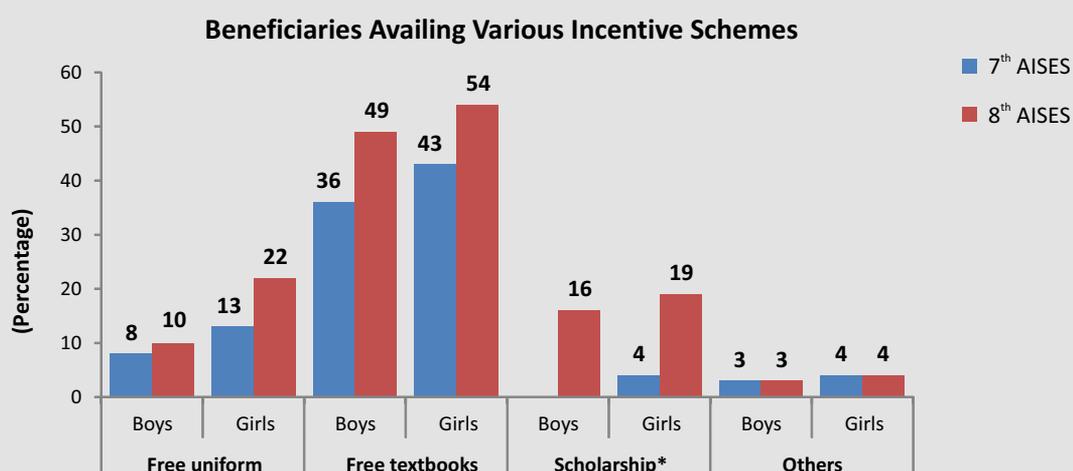
## Free Textbooks

- An incentive for providing free textbooks to school children was initiated by the public organizations to attract the children in schools and retain them to complete the school education. The Eighth survey reveals that nearly 9,14,029 schools (70.32%) are having free textbook scheme out of 12,99,902 schools in the country. The facility of free textbooks to students is available in 75.44% and 42.99% schools, areas located in rural and urban areas. In Seventh survey, 66.42% schools had this scheme out of which 71.93% located in rural area and 39.97% in urban areas.
- The number of students benefitted by free textbooks scheme are nearly 5,65,82,856 boys and 5,69,12,368 girls. Here, the proportion of girls is found marginally high as compared to boys in availing free textbooks.
- The free textbooks scheme is available in 5,85,493 primary schools (76.50%) out of 7,65,852 primary schools. Area-wise, this proportion is distributed in nearly 79.40% and 52.99% primary schools in rural and urban areas, respectively. The beneficiaries of free textbooks scheme in primary schools are nearly 2,56,08,239 boys and 2,61,59,564 girls in the country. Similar trends with little differences in respective proportions are observed in case of other category of schools.

The proportion of **Girls** beneficiary is on **Higher** side as compared to **Boys** beneficiary in availing various **incentive schemes** both in Rural and Urban areas in the country.

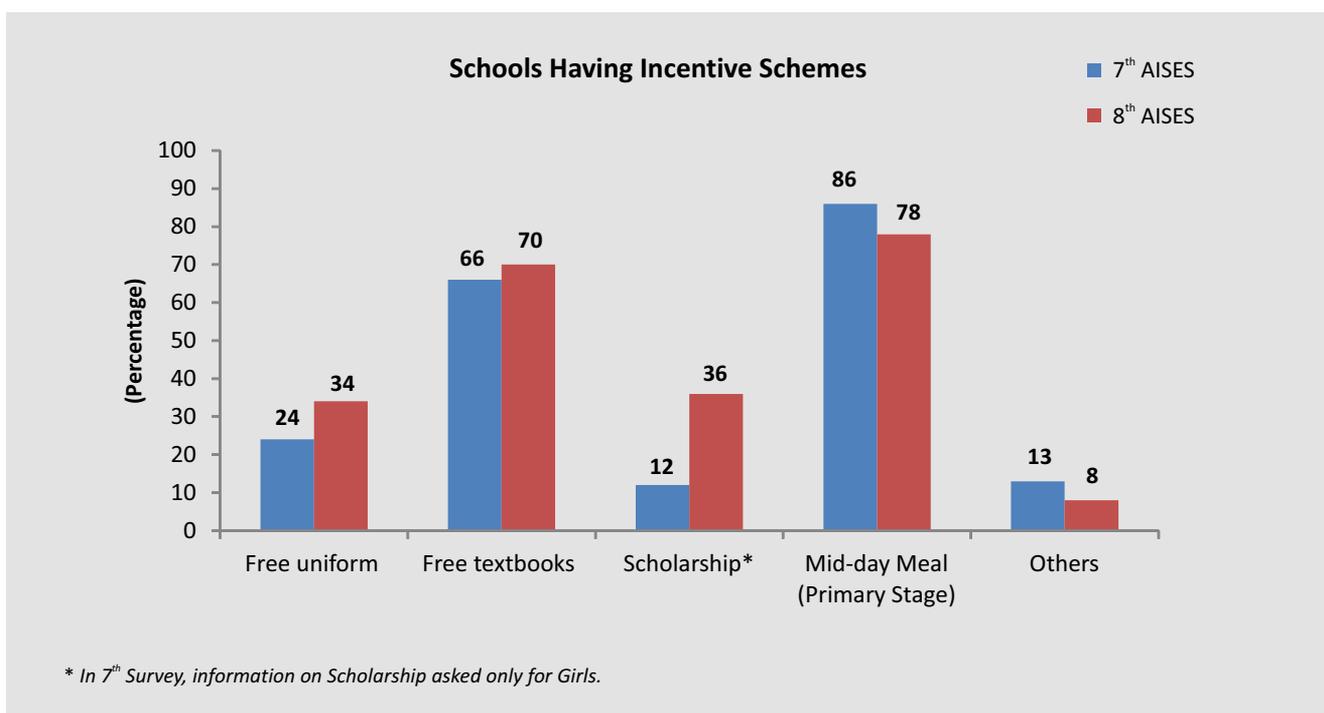
## Scholarship

- The enrolment in schools especially girls' enrolment has always been found lower than the boys due to various socio-economic reasons in the earlier surveys. Hence, educational planners having concern with school education considered that scholarship for 'attending schools' could bring an increase in the girls' enrolment. Accordingly, governments introduced this incentive scheme for enhancing the enrolment of both boys and girls to retain them in the schools.



\* In 7<sup>th</sup> Survey, information on Scholarship asked only for Girls.

- Only 4,73,592 schools (36.43%) out of total 12,99,902 schools are providing scholarship in the country. At all stages of school education, 1,83,62,301 boys and 2,04,46,994 girls are being benefitted from the scholarship which is further segregated in 54,19,192; 27,18,490; 75,64,363; 38,48,772 and 61,88,408; 34,44,760; 78,15,696; 42,35,518 by social groups of boys and girls belonging to the scheduled castes, scheduled tribes, other backward classes and educationally backward minority community respectively.
- Area-wise the scholarship for boys and girls is available in 38.31% rural schools and 26.44% urban schools with respect to total number of schools available in rural and urban areas respectively. In Seventh survey, this scholarship scheme (information was reported for 'attendance scholarship for girls' only) was available in 13.13% rural and 5.65% urban schools.



### Other Incentive Schemes

- Apart from incentive schemes mentioned herein, 103,017 schools (7.92%) are having other incentive schemes out of total schools in the country. The direct beneficiaries of such incentive schemes are nearly 2,885,687 boys and 3,719,189 girls enrolled in these schools. Area-wise such incentive schemes are existing in 8.28% and 6.04% rural and urban schools with respect to total number of schools in rural and urban areas, respectively.



## **Specific Facilities in Secondary and Higher Secondary Schools**

The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding specific facilities in secondary and higher secondary schools are as under:

### Educational and Vocational Guidance and Counseling (EVGC)

- † Out of 1,17,257 secondary schools and 62,663 higher secondary schools in the country, 39,799 (33.94 %) secondary schools and 29,604 (47.24%) higher secondary schools are providing Educational and Vocational Guidance and Counselling (EVGC) services to students. In 7<sup>th</sup> survey out of 90,741 secondary schools and 43,869 higher secondary schools a proportion of 20,689 (22.80%) secondary schools and 15,044 (34.29%) higher secondary schools were providing similar services to the students. It shows that the proportion of secondary and higher secondary schools providing the services of Educational and Vocational Guidance and Counselling to students is increasing.
- † 26,983 (32.72%) rural secondary schools and 16,533 (45.20%) rural higher secondary schools as against 12,816 (36.84%) urban secondary schools and 13,071 (50.10%) urban higher secondary schools) are reportedly providing Education Vocational Guidance and Counseling (EVGC) services to the students. It shows that prevalence of EVGC services is slightly more among the schools of urban area than that of rural area.

### Library Facility

- † As per 8<sup>th</sup> AISES, 79,396 (67.71%) secondary schools and 48,859 (77.97%) higher secondary schools are having library facility.
- † In the country, 55,134 (66.86%) rural secondary schools are having library facility, whereas 24,262 (69.74%) urban secondary schools are having library facility. Similarly, 28,028 (76.63%) rural higher secondary schools are having library as against 20,831 (79.85%) urban higher secondary schools.
- † In secondary schools having library facility, the largest proportion of schools, i.e. 34,039 (23.33%) schools having book strength of upto 500 books. Only 3,423 (4.31%) schools having book strength of more than 5000 books. Out of 39,301 higher secondary schools having library facility, the largest proportion of schools, i.e. 12,616 (25.82%) schools having book strength of 2,001 to 5,000 books. Only 8,729 (17.87%) schools having book strength of more than 5,000 books.



### Non-Teaching staff

- Out of 1,17,257 secondary schools in the country as per 8<sup>th</sup> AISES, 22.62% schools are having library/lab attendants; 17.41% schools are having library/lab assistants; 59.13% schools are having clerical staff and 65.78% schools are having peon, etc. Similarly, out of 62,663 higher secondary schools, 40.28% schools are having library/lab attendants; 36.72% schools are having library/lab assistants; 74.74% schools are having clerical staff and 77.69% schools are having peon, etc.

### Science, Mathematics, Social Science and Pre-vocational Laboratory at the Secondary Stage

- Out of the total 1,17,257 secondary schools in the country, 49,278 (42.03%) schools are having facility of Science laboratory. Out of 49,278 schools, having Science laboratory out of them 70.64% schools are having adequate Science laboratory. Out of 56,983 higher secondary schools with secondary stage, 33,999 (59.67%) are having Science laboratory and out of these schools 57.14% are having adequate facility.
- Out of the total 1,17,257 secondary schools in the country, 21,541 (18.37%) schools are having facility of Mathematics laboratory and among these schools only 38.29% schools have adequate Mathematics laboratory. 13,766 (24.16%) schools, out of 56,983 higher secondary schools having secondary stage, have Mathematics laboratory. 44.84% of these schools having Mathematics laboratory with adequate facility.
- Out of the total 1,17,257 secondary schools, 20,281 (17.30%) schools are having Social Science laboratory, and among these schools only 37.59% schools have adequate Social Science laboratory. 12,884 (22.61%) schools out of 56,983 higher secondary schools having secondary stage, have Social Science laboratory. 39.68% of these schools having such Laboratory have adequate facility.
- Only 10.42% secondary schools in the country have pre-vocational laboratory. Out of these schools only 2,146 secondary schools have adequate pre-vocational laboratory. 7,197 (12.63%) schools out of 56,983 higher secondary schools having secondary stage, have pre-vocational laboratory. 29.40% of these schools having pre-vocational laboratory have adequate facility.

### Availability of Computers and Printers

#### In Secondary Schools

- Out of 82,468 Secondary schools in rural area; 36,121 (43.80%) have computers which are used for teaching and learning purpose. The largest proportion of these schools i.e. 18,793 (52.03%) are having number of computers in the range of 1 to 5. The number of schools which have computers for use in the office of the school are 27,564 (33.42%). The largest proportion of these schools i.e., 24,716

(89.67%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 33,420 (40.52%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e., 31,354 (93.82%).

- † Out of 34,789 Secondary schools in urban area, 21,941 (63.07%) have computers which are used for teaching and learning purpose. The largest proportion of these schools, i.e., 10,655 (30.63%) are having number of computers in the range of 1 to 5. The number of schools which have computers for use in the office of the school are 19,405 (55.78%). The largest proportion of these schools, i.e., 16,422 (84.63%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 19,805 (56.93%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e. 17,459 (88.15%).
- † Out of total 1,17,257 Secondary schools, 58,062 (49.52%) have computers which are used for teaching and learning purpose. The largest proportion of these schools i.e. 29,448 (50.72%) are having number of computers in the range of 1 to 5. The number of schools which have computers for use in the office of the school are 46,969 (40.06%). The largest proportion of these schools i.e. 41,138 (87.59%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 53,225 (45.39%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e. 48,813 (91.71%).

### In Higher Secondary Schools

- † Out of 36,574 Higher Secondary schools in rural area; 22,941 (62.72%) have computers which are used for teaching and learning purpose. The largest proportion of these schools i.e. 9,233 (40.25%) are having number of computers in the range of 1 to 5. The number of schools which have computers for use in the office of the school are 18,123 (49.55%). The largest proportion of these schools i.e. 15,155 (83.62%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 22,267 (60.88%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e., 19,273 (86.55%).
- † Out of 26,089 Higher Secondary schools in urban area; 18,681 (71.60%) have computers which are used for teaching and learning purpose. The largest proportion of these schools i.e., 8,055 (43.12%) are having more than 10 computers. The number of schools which have computers for use in the office of the school are 17,475 (66.98%). The largest proportion of these schools i.e., 12,824 (73.38%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 18,491 (70.88%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e., 14,229 (76.95%).
- † Out of 62,663 total Higher Secondary schools, 41,622 (66.43%) have computers which are used for teaching and learning purpose. The largest proportion of these schools i.e., 14,701 (35.29%) are having number of computers in the range

of 1 to 5. The number of schools which have computers for use in the office of the school are 35,598 (56.81%). The largest proportion of these schools i.e., 27,979 (78.60%) are having computers in the range of 1 to 2. The number of schools that have computer printers are 40,758 (65.04%). The range of 1 to 2 computer printers holds the largest proportion of these schools i.e. 33,502 (82.20%).

The figures of availability of computer and printers reveal that the secondary schools in urban area are better equipped.

### Internet Connectivity and Trained Computer Teachers

#### In Secondary Schools

Out of 82,468 Secondary schools in rural area, 17,546 (21.28%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 12,018 (68.49%) and 5,528 (31.51%) respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 10,109 (12.26%). The number of schools that have separate computer teacher for teaching the computer subject is 14,693 (17.82%). The number of schools that have teachers trained in teaching through computers is 27,861 (33.78%). The largest proportion of these schools i.e., 20,468 (73.46%) are having number of such teachers in the range of 1 to 2.

Out of 34,789 Secondary schools in urban area, 12,599 (36.22%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 9,745 (77.35%) and 2,854 (22.65%) respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 7,451 (21.42%). The number of schools that have separate computer teacher for teaching the computer subject is 12,858 (36.96%). The number of schools that have teachers trained in teaching through computers is 17,081 (49.10%). The largest proportion of these schools i.e., 12,418 (72.70%) are having number of such teachers in the range of 1 to 2.

Out of total 1,17,257 Secondary schools, 30,145 (25.71%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 21,763 (72.19%) and 8,382 (27.81%) respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 17,560 (14.98%). The number of schools that have separate computer teacher for teaching the computer subject is 27,551 (23.50%). The number of schools that have teachers trained in teaching through computers is 44,942 (38.33%). The largest proportion of these schools i.e., 32,886 (73.17%) are having number of such teachers in the range of 1 to 2.

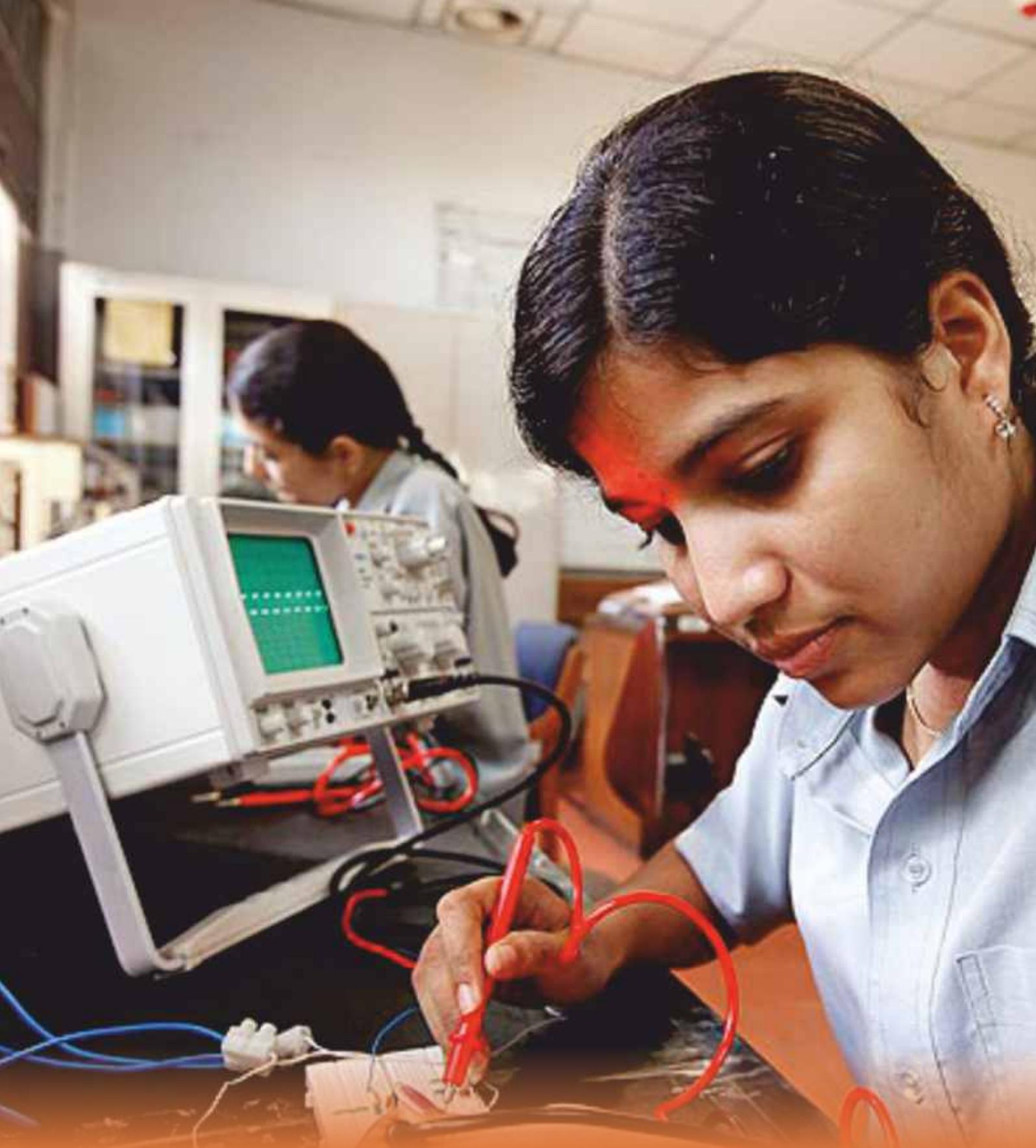
#### In Higher Secondary Schools

Out of 36,574 Higher Secondary schools in rural area, 12,171 (33.28%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 9,760 (80.19%) and 2,411 (19.81%),

respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 7,723 (21.12%). The number of schools that have separate computer teacher for teaching the computer subject is 11,553 (31.59%). The number of schools that have teachers trained in teaching through computers is 17,459 (47.74%). The largest proportion of these schools i.e. 11,368 (65.11%) are having number of such teachers in the range of 1 to 2.

Out of 26,089 Higher Secondary schools in urban area, 13,344 (51.15%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 11,714 (87.78%) and 16.30 (12.22) respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 8,484 (32.52%). The number of schools that have separate computer teacher for teaching the computer subject is 12,211 (46.81%). The number of schools that have teachers trained in teaching through computers is 14,989 (57.45%). The largest proportion of these schools i.e., 9,054 (60.40%) are having number of such teachers in the range of 1 to 2.

Out of total 62,663 Higher Secondary schools, 25,515 (40.72%) have connectivity of internet in the school. The proportions of these schools that have broadband and dial up connections are 21,474 (84.16%) and 4,041 (15.84%) respectively. The number of schools that have Local Area Network (LAN) for computers in the school is 16,207 (25.86%). The number of schools that have separate computer teacher for teaching the computer subject is 23,764 (37.92%). The number of schools that have teachers trained in teaching through computers is 32,448 (51.78%). The largest proportion of these schools i.e., 20,422 (62.94%) are having number of such teachers in the range of 1 to 2.

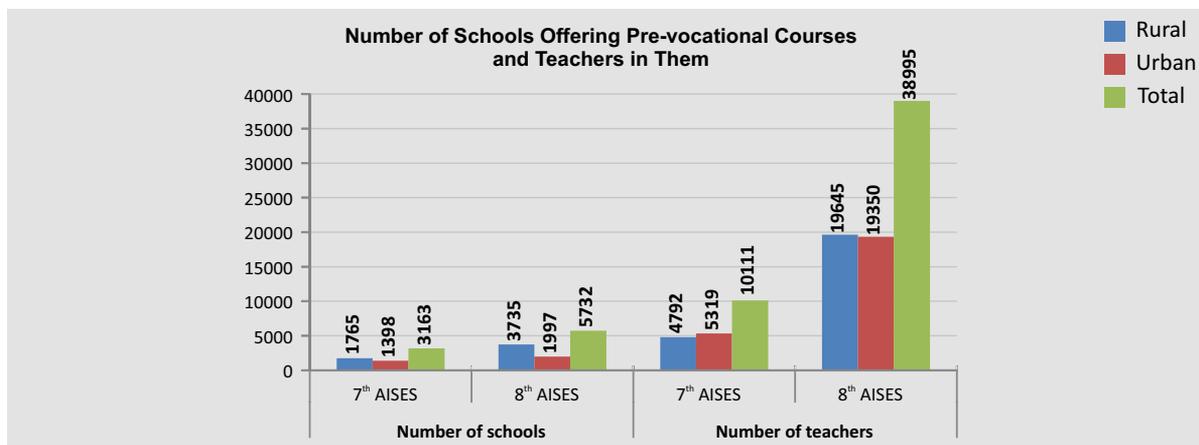


# Vocational Education in Schools

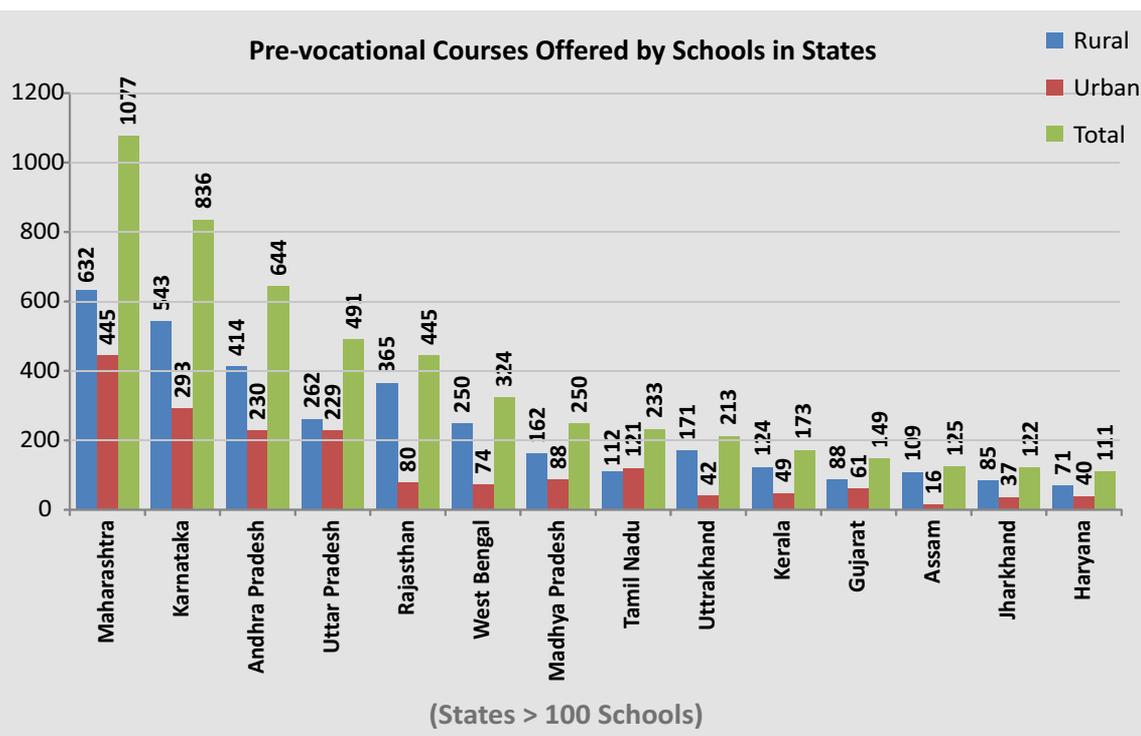
The main findings of Eighth All India School Education Survey (8<sup>th</sup> AISES) with reference date 30 September 2009, regarding vocational education in schools at secondary and higher secondary stages are as under:

### Pre-vocational Education

- † A total of 5,732 number of schools offering Pre-vocational courses at Class IX and X. Out of which 2,485 (43.35%) are government (includes local body) schools followed by 35.05% private aided schools and the rest 21.6% are private unaided schools.
- † Out of total schools, 65.16% are in rural area and in rural area 48.6% of the government schools are offering Pre-vocational courses followed by 34.75% private aided and 16.65% are private unaided schools. 34.84% schools in the urban are offering Pre-vocational courses out of the total schools in the country. In urban area 35.6% of schools are private aided followed by 33.6% government schools and the rest 30.8% are private unaided schools.
- † A total of 167,375 students are enrolled in Pre-vocational courses at Class IX, out of which 55% are boys and 45% are girls. The private aided schools are having a maximum share of enrolment i.e.47.18% followed by government schools 38.72% and 14.10% at private unaided schools. A similar trend is observed in the enrolment of boys and girls in different schools by management.
- † In Class X, 1,24,955 students are enrolled in Pre-vocational courses, out of which 47% are in private aided schools followed by 38.10% in government schools and 14.9% in private unaided schools. The enrolment of boys and girls are 60.48 % and 39.52 %, respectively.
- † Out of total enrolment 56.4% are in rural schools while 43.6% are in urban schools. The percent distribution of enrolment of boys and girls in rural schools is 62.71% and 37.29%, respectively, while in urban schools it is 57.62% and 42.39%, respectively.
- † A total of 38,995 teachers are in position at the time of survey for Pre-vocational courses. Out of which are 64.42% male and 35.58% are females. Out of total teachers for Pre-vocational courses, 45.79% are in private aided schools followed by 30.58% in government schools and 23.63% in private unaided schools.



- 50.38% of the teachers are in the schools belonging to rural area and out of which 57.63% are male and 42.32% are female. Out of total teachers, 49.62% are in school situated in urban area and 71.26% are male and 25.74% are female.
- In 8<sup>th</sup> AISES, 81% schools offering Pre-vocational courses have increased as compared to 7<sup>th</sup> AISES. The rate of increase of schools in rural area is more as the schools have become more than double while in urban area, there is increase of 43%. In case of teachers there is huge increase, more than 3.8 times of increase from 7<sup>th</sup> AISES.
- State-wise distribution of schools offering Pre-vocational courses show that Maharashtra has the maximum number of schools offering Pre-vocational courses i.e., 18.79% of the total schools in the country. Karnataka has 15.48% of the total schools and the second place in the country. More than one third of the schools are situated in these two states. There are total 14 states having more than 100 schools offering vocational courses and constitutes the 90.6% of the



schools offering Pre-vocational courses. The State-wise distribution of number of schools in 14 states is as under:

- Five States namely Bihar, Himachal Pradesh, Jammu and Kashmir, Orissa and Punjab are having between 50 and less than 100 schools offering Pre-vocational courses. The remaining 16 State/UTs are having less than 50 schools offering Pre-vocational courses.

### Vocational Education at Higher Secondary Stage

- A total of 2,812 Higher Secondary Schools/Degree Colleges having Class XI and XII are offering vocational courses at higher secondary stage. Out of the total

schools, 1,431 (50.9%) of schools are Government managed followed by 1,156 (41.1%) private aided and 225 (8.0 %) private unaided.

- † Out of the total schools, 1,417 (50.4 %) are from rural area and within these school 48.98% are government schools, 43.9 % private aided are 7.12% private unaided. 49.61% of schools are in urban area out of which 52.83% school are government managed which is higher than the schools in the same category in rural area, 38.28% are private aided schools and 8.88% schools are private unaided.
- † The state of Tamil Nadu has the maximum number of higher secondary/ Degree college's, which is 33.04% of the total schools offering vocational courses at higher secondary stage in the country. Only seven states are having more than 100 higher secondary/ degree colleges offering vocational colleges at secondary stage. These seven states cover about 85% of the higher secondary schools/ Degree colleges.

### **Number of Higher Secondary Schools/Degree Colleges offering Vocational Courses at higher secondary Stage**

- † There are six broad vocational area i.e. Business and Commerce, Engineering and Technology, Agriculture, Health and Paramedical, Home Science and Humanities are covered in this survey. Overall Engineering and Technology vocational courses are offered by the maximum number of schools (1,228) followed by the, Business and commerce, Agriculture, Home Science, Health and paramedical and Humanities and other and there are schools offering up to three different courses in these vocational areas. A similar pattern is also followed in rural area, however in urban area courses under 'Business and commerce' vocational area are offered by maximum number of schools.
- † There are schools offering more than one courses in vocational areas. Except Engineering and Technology and Agriculture vocational areas, girls are enrolled more than the boys in all other areas i.e., Business and Commerce, Health and Paramedical, Home Science and Humanities and others at Class XII level.
- † A total of 8,533 full time and 4,686 part time teachers' posts are sanctioned for all vocational areas and the time of survey it is found that 78.5 % full time teachers are in position and hence 21.5% full time positions are lying vacant. In case of part time teachers, 21.08 % of the posts are lying vacant.
- † In the vocational area 'Business and commerce' the most favoured course is 'Accountancy and Auditing/Accountancy and Taxation' followed by 'Office Management/Office Management and Secretarial Practice' and 'Office Secretaryship/Stenography/ Secretarial Practice/Steno Typing'. In the vocational area of Engineering and technology, it is course 'Computer Technique/Computer Science and Engineering/Computer' and in 'Agriculture' it is 'Crop Production/Crop Science', in the area of Health and Paramedical course 'Medical Laboratory Technician' is most favoured.

# Annexures

The concepts and definitions of some important terms to be used in the 8th AISES are given below:

### **Urban Area**

All areas which were identified as urban at the time of the Census 2001 or subsequently notified to be so are to be treated as urban.

### **Rural Area**

Areas that are not urban shall be treated as rural.

### **Community Development Block (C.D. Block)**

C.D. Block connotes the Block under the community project administration. In this survey the C.D. Block (not educational) is the lowest administrative and planning unit for organisation of fieldwork and tabulation of data. In states where the scheme of Community Development Blocks is not in vogue, Tahsil/Taluka/Mandal or their equivalent will be the unit for the purpose of this survey.

### **Village**

Village refers to revenue village, which has definite surveyed boundaries. The revenue village may comprise several hamlets but the entire village will be treated as one unit for presentation of data. In the unsurveyed areas like settlements within the forest areas, each habitation area with locally recognised boundaries within each forest range officers' area will be treated as a separate village. A village with no population is to be termed as Bechirag or deserted or uninhabited.

### **Rural Habitation**

- (a) A habitation is a distinct cluster of houses existing in a compact and contiguous manner; with a local name; and its population should not be less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas. In case there exists more than one such cluster of houses in a village, they will not be treated as separate habitations unless the convenient walking distance between them is more than 200 metres.
- (b) Any habitation with population less than 25 in plain areas or with population less than 10 in hilly/desert/sparsely populated areas may not be given a separate status of a habitation and its population be included in the nearest habitation of the same village. But this condition will not apply to a village with one habitation only.
- (c) A village may have one or more than one habitation, except when it is a deserted/Bechirag village.

### **Distance of a School from Rural Habitation**

The distance between a habitation and a school is the convenient walking distance between the central point of the habitation and the school.

### Recognised School

A recognised school is that in which the course(s) of study followed is/are prescribed or recognised by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorised in this behalf by the Central or State Government and which satisfies one or more of the authorities e.g., Directorate of Education, Municipal Corporation/Committees, Board, etc., with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any.

### Unrecognised School

Unrecognised school is that which is not recognised but running classes on the pattern of recognised school. This does not include coaching centres.

### Management of Schools

The authority, which runs a school, determines its type of management. For the purpose of the survey the following managements have been considered.

- (a) **Government** : A Government School is that which is run by the State Government or Central Government or Public Sector Undertaking or an Autonomous Organisation completely financed by the Government.
- (b) **Local Body** : A Local Body School is that which is run by Panchayati Raj or local body institutions such as Zilla Parishad, Municipal Corporation, Municipal Committee, Notified Area Committee and Cantonment Board.
- (c) **Private Aided** : A Private Aided School is that which is run by an individual or a private organisation and receives grant from government or local body.
- (d) **Private Unaided** : A Private Unaided School is that which is managed by an individual or a private organisation and does not receive any grant either from government or local body.

### Type of Schools

- (a) **Boys' School** : Boys' school is that in which boys are admitted to all classes and admission of girls is restricted to some specific classes.
- (b) **Girls' School** : Girls' school is that in which girls are admitted to all classes and admission of boys is restricted to some specific classes.
- (c) **Co-educational School** : Co-educational school is that in which both boys and girls are admitted to all classes in the school.

### School Stage

Combination of classes for different school stages differs from state to state. Various combinations of classes of the school system constitute primary, upper primary, secondary and higher secondary stages.

Generally, in most of the states Classes I-IV/I-V constitute primary stage; Classes V-VII/VI-VII/VI-VIII constitute upper primary stage; Classes VIII-X/IX-X constitute secondary stage; and Classes XI-XII as higher secondary stage.

Some of the States and Union Territories have provision for junior colleges, independent Pre-University Classes (PUC), intermediate colleges and degree colleges having the higher secondary classes. In this survey, these classes/colleges will be considered along with the higher secondary stage.

### School Category

School category will be determined as per state pattern on the basis of the highest class in a school. *For example*, in a state where Classes I-V, VI-VIII, IX-X and XI-XII form primary, upper primary, secondary and higher secondary stages respectively the category of the school will be decided as follows:

- (a) A school having classes up to V will be termed as Primary school.
- (b) A school having highest class either VI, VII or VIII will be termed as Upper primary school.
- (c) A school having highest class either IX or X will be termed as Secondary school.
- (d) A school having highest class either XI or XII will be termed as Higher Secondary school.

### Section

All students of a class are divided into groups for the convenience of teaching. Each group is called a Section. A class may have one or more than one Section. If there is more than one Section in a class they are labelled as Section A, Section B, Section C and so on. *Example*: If there are 110 students in class VI, they may be placed into three groups of 40, 40 and 30. These groups may be labelled as Section VI-A, Section VI-B and as Section VI-C.

### Mother Tongue

Mother tongue(s) are the languages of the home, street, neighbourhood, peer group, and kinship networks.

### Medium of Instruction

Medium of instruction is the language through which subjects other than languages are taught.

### School Building

- (a) **Pucca Building** : A school building is to be treated as pucca if it has its walls and roof made of the following materials.
- (b) **Wall Material** : Burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, plywood, bamboo, artificial wood of synthetic material and PVC.
- (c) **Roof Material** : Tiles, G.I./metal/asbestos sheets, concrete, bricks, stones, timber, bamboo, plywood, artificial wood of synthetic material and PVC.
- (d) **Partly Pucca Building** : A school building is to be treated as partly pucca if it has its walls made of the above mentioned material but roof is made of the materials other than those mentioned above such as bamboos, grass, thatch, etc.

(e) **Kuchcha Building** : School building, the walls and/or roof of which are made of materials other than those mentioned above such as unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones is to be treated as kuchcha building.

### Repeaters

Repeaters are those pupils who were studying in the same class during the previous year.

### Alternative Schools (AS)

Schools set up in unserved habitations (with no schooling facilities within one km) under the Education Guarantee Scheme (EGS) component of the EGS&AIE scheme to provide education to out of school children are termed as Alternative Schools. EGS schools in the States of Madhya Pradesh, Orissa, Uttar Pradesh; Maavadi in Andhra Pradesh; Multi-grade learning centers in Kerala; Shishu Shiksha Karamsuchi Kendras in West Bengal; Contract schools in Maharashtra; Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan are some of the examples of Alternative Schools.

### Alternative and Innovative Education (AIE) Centres

The centres set up for very specific, difficult groups of out of school children for mainstreaming or otherwise, under the AIE component of the EGS&AIE scheme, are termed as Alternative and Innovative Education Centers. Some of the examples of AIE Centres are seasonal hostels for migrating children, condensed bridge courses/ back to school camps for mainstreaming out of school children and to achieve competencies appropriate for their age in a short period, residential camps/drop-in centres for street and slum children.

### Education Volunteers

The persons appointed for teaching in Alternative Schools/ AIE Centres on a fixed remuneration are called Education Volunteers (EVs).

### Pre-primary Education Facility

Pre-primary education facility covers Balwadi/Anganwadi, Nurseries, Kindergarten and other such Pre-primary classes attached to schools.

### Para-teachers

Para-teachers are those teachers who have been appointed in primary and upper primary schools either on contract and/or on terms and conditions different from the regular teacher cadre. A few examples of a Para Teachers are Vidya Volunteers in Andhra Pradesh, Nagar Shikshak/Panchayat Shikshak/Prakhand Shikshak in Bihar, Rehbar-E-Taleem/Contract teacher/Third Teacher/Substitute to Zonal Resource Persons in Jammu and Kashmir, Samvida Shikshak in Madhya Pradesh, Shiksha Sevak in Maharashtra, Shiksha Sahayak in Odisha, Shiksha Sahayogi in Rajasthan, Shiksha Mitra in Uttar Pradesh and Uttarakhand, Shiksha Karmi in Chhattisgarh, Additional Para-teacher, Lady Para-teacher, Para-physical teacher in Jharkhand, etc.

### Special Educators

Teachers having Certificate/Diploma/Degree in special education recognised by Rehabilitation Council of India.

### Disability

Disability may be defined as any restriction or lack of abilities to perform an activity in the manner or within the range considered normal for a human being. Persons having any of the disabilities, namely; visual, intellectual, communication (hearing and/or speech) and locomotors, considered physically disabled.

- (a) **Visual Impairment** : A person having no light perception, or having light perception but not able to count the fingers of a hand correctly (using the glasses if ordinarily used) from a distance of 3 metres in good day light with both eyes open.
- (b) **Hearing Impairment** : A person, who can not hear at all, or could hear only loud sounds, or can hear only shouted words, or can hear only when the speaker is sitting in the front, or usually asking to repeat the words spoken or would like to see the face of the speaker.
- (c) **Orthopaedic (Locomotor) Disability** : Loss or lack of normal ability of an individual to move himself / herself and / or objects from one place to another.
- (d) **Intellectual Impairment (Mental Retardation)** : A condition of arrested or incomplete development of mind of a person which is specially characterised by sub-normality of intelligence.
- (e) **Multiple Impairment** : Children with more than one disability will be classified under Multiple Impairment categories.

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Shri V.V. Subba Rao  
(03/06/2010 - 31/04/2012)

\* Persons who have worked in the project for more than 3 months are included in the above list.

### Growth in Schools

Survey year	Rural	Urban	Total
3rd Survey (1973)	5,16,876	72,155	5,89,031
4th Survey (1978)	5,56,873	77,271	6,34,144
5th Survey (1986)	6,34,908	1,00,863	7,35,771
6th Survey (1993)	6,96,297	1,26,189	8,22,486
7th Survey (2002)	8,53,184	1,77,812	10,30,996
8th Survey (2009)	10,94,510	2,05,392	12,99,902

### Teachers in Schools

Survey year	Male	Female	Total
		(Figures in Thousand)	
3rd Survey (1973)	1965.59	659.82	2625.41
4th Survey (1978)	2149.30	791.04	2940.34
5th Survey (1986)	2550.26	1094.42	3644.68
6th Survey (1993)	2786.30	1411.26	4197.56
7th Survey (2002)	3330.29	2199.98	5530.27
8th Survey (2009)*	4067.80	2890.50	6958.28

\* Include Para and Part Time Teachers

### Gross Enrolment Ratio (GER)

Survey year	Classes I-V	Classes VI-VIII
3rd Survey (1973)	80	33
4th Survey (1978)	82	38
5th Survey (1986)	92	48
6th Survey (1993)	82	54
7th Survey (2002)	93	58
8th Survey (2009)	95	71

### Area-wise Enrolment

Survey year	Rural	Urban	Total
		(Figures in Thousand)	
3rd Survey (1973)	592.33	236.87	829.19
4th Survey (1978)	670.72	283.61	954.33
5th Survey (1986)	913.28	368.87	1282.15
6th Survey (1993)	1044.52	473.33	1517.85
7th Survey (2002)	1408.01	622.86	2030.88
8th Survey (2009)	1578.74	617.10	2195.85



## **List of 8<sup>th</sup> AISES Reports**

1. 8<sup>th</sup> AISES: A Concise Report
  2. Schooling Facilities in Rural Areas
  3. Schools, Physical and Ancillary Facilities
  4. Media Of Instruction And Languages Taught
  5. Teachers and Their Qualifications
  6. Some Important Educational Indicators
  7. Schooling Facilities for Children with Disabilities
  8. Pre-Primary Education and Alternative Schooling
  9. Enrolment in Schools
  10. Incentive Schemes
  11. Specific Facilities In Secondary and Higher Secondary Schools
  12. Vocational Education in Schools
  13. Schooling Facilities in Rural Areas: A Thematic Report
- 

“This All India School Education Survey (AISES) is Eighth in the series of Surveys. The Eighth AISES data with its comprehensive coverage of school-level indicators would be useful for monitoring the implementation of SSA/RMSA and various other schemes. It will provide useful inputs for researchers and general public on the status of school education, progress made over the period and spatial distribution of educational provisions.



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