

Seventh All India School Education Survey

Introduction

After independence, systematic and planned efforts were needed to fulfil the national commitment enshrined under Article 45 of the Constitution to provide free and compulsory education for children up to the age of 14 years. Certain basic inputs, such as, identification of school-less habitations, their population and distance at which schooling facility is available were required to provide schooling facilities in them. In order to fulfil the referred commitment, the First All India Educational Survey (AIES) was undertaken in 1957 by the then Union Ministry of Education. Thereafter, five more AIESs have been conducted in the year 1965, 1973, 1978, 1986 and 1993 by the National Council of Educational Research and Training (NCERT). These surveys provided basic inputs for planning new schools, upgrading existing schools, and also for enhancing the essential facilities in them. The contribution of the AIESs to macro as well as micro-level planning of school education has been recognised significantly. It may be pertinent to mention that, over a period of time, these surveys have acquired important status and are considered major source of educational statistics by different organisations at the national and international levels.

The present survey is seventh in the series of AIESs and is renamed as the 7th All India School Education Survey (AISES) as its scope had been confined to the school education. The date of reference for this survey was **September 30, 2002**. It aimed to provide basic inputs for planning and management of school education, particularly, data for special initiatives in the elementary and secondary education.

Objectives of the Survey

- (i) To assess the 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) To assess the availability of basic facilities in the recognised schools such as building, classrooms, drinking water, electricity, urinal, lavatory, 24

furniture for students and teachers, incentive schemes and beneficiaries, medical check-up and vaccination/inoculation of students.

- (iii) To know the class-wise enrolment (Total, SC, ST and educationally backward minority community (Muslims) by sex) at primary, upper primary, secondary and higher secondary stages of recognised schools.
- (iv) To know the number of children with disabilities enrolled at primary, upper primary, secondary and higher secondary stages of recognised schools.
- (v) To find out the subject-wise enrolment by sex in academic streams and availability of qualified teachers at the higher secondary stage of school.
- (vi) To know about the availability of science laboratory, library, physical education teacher, librarian, guidance counsellor, non-teaching staff in the recognised secondary and higher secondary schools.
- (vii) To assess the position of teachers (by sex and SC/ST/OBC/Others) with academic and professional qualifications at the different school stages in recognised schools.
- (viii) To find out the distribution of recognised schools with regard to the languages taught and languages used as medium of instruction.
- (ix) To find out the enrolment and teachers in primary and upper primary classes of unrecognised schools.
- (x) To assess the position of enrolment and instructors in schools/centres under Education Guarantee Scheme & Alternative and Innovative Education (EGS&AIE).
- (xi) To find out the number of children and teachers by sex in pre-primary schools.
- (xii) To know the disability-wise enrolment, teachers, structural facilities, equipments and instructional material in special schools.
- (xiii) To find out the position of enrolment and teachers in oriental schools, viz., *Maktabs*, *Madrasas* and *Sanskrit Pathshalas*.
- (xiv) To estimate the class-wise enrolment by single age, new entrants, promotees, repeaters, dropouts and gap between enrolment and attendance in the context of Universalisation of Elementary Education (UEE).

Tools for Data Collection

The following seven tools were canvassed for 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
6. Special School Information Form (SSIF)	All special schools meant for children with disabilities
7. State Policies and Practices in School Education (SPPSE)	All States and Union Territories

Some New Features of the Survey

Some new data items, in addition to the data items of 6th Survey, have been included to provide a comprehensive picture of the Elementary Education. Also, certain new data items on the Secondary Education have been included. These are as under:

- (i) Enrolment of educationally backward minority community (Muslims) in recognised schools,
- (ii) Enrolment of children with disability in recognised schools,
- (iii) Type of mid-day meal served in recognised primary schools,
- (iv) Para-teachers and their qualifications in recognised schools,
- (v) Non-teaching staff in secondary and higher secondary schools,
- (vi) Pre-vocational and vocational courses with enrolment in secondary and higher secondary schools respectively,
- (vii) Enrolment and teachers in unrecognised schools,
- (viii) Enrolment and teachers in Alternative Schools and Alternative & Innovative Education Centers,
- (ix) Enrolment and teachers in oriental schools (*Maktabs, Madrasas* and *Sanskrit Pathshalas*),

- (x) Enrolment, teachers and structural facilities in Special Schools,
- (xi) Items related to state policies and practices in school education, and
- (xii) Single age-wise enrolment, promotes, repeaters and attendance on the day of visit at the elementary stage.

Operational Aspects of the Survey

At the national level three organisations, namely, the 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 and administrative support for the survey. The NCERT undertook the responsibility of providing all academic inputs, management and coordination of survey activities, and finally preparation of the survey reports. The NIC undertook the responsibility of all computerisation activities of the survey. An Advisory Committee under the Chairmanship of Director, NCERT was constituted to provide academic and administrative support in the execution of survey and to monitor its progress.

In each State/UT, a State Survey Unit was created and the State Survey Officer (SSO) was responsible for the execution of all survey activities. Further, in the States, District Survey Unit was created in each district. In case of UTs, District Survey Units were not created and the work at the district level was executed by the State Survey Unit. The District Survey Officer (DSO) was responsible for all the survey activities in the district. The Block/Town level Education Officer was responsible for data collection with the help of Headmasters/Principals.

In 7th AISES the first task was to prepare a comprehensive up-to-date list of recognised schools for each Block/Town (Ward in class I cities). The list of villages/towns along with Census 2001 codes was made available for checking/ updating. These village/town and school lists were helpful in distribution of survey tools and receiving them back after they were filled-in. Each State developed a comprehensive plan for training of Survey Officers regarding collection and manual scrutiny of the filled-in schedules. Duly scrutinised survey data was, then, made available to the data entry agencies empanelled by NIC in the States. The software

developed by the NIC was used for data entry, validation and tabulation of the survey data.

The training of survey officers involved in the survey activities was undertaken in cascade mode. The training included discussions on each data item, its related concepts and definitions, coding procedures, inventory management and operational steps involved in the execution of survey at different levels. The training was conducted up to Block level.

Dissemination of 7th AISES Data

In 7th AISES, the data are aggregated at the block, district, state and national levels. These aggregated data are available for the use at the respective headquarters. At the national level, the NCERT has published nine aspects-wise reports giving state-wise information on most of the data items along with other classificatory variables, like , rural and urban areas , school management , gender , etc.

The tabulation plan for VIF, UIF, SIF-1, SIF-2 and CIF schedules provides information at the block, district, state and national levels. All the databases and tabulations are available on magnetic media for dissemination at the NCERT, NIC headquarters and its State Centers and these databases and tabulations are hoisted on website also. The state and the national level tabulation of each schedule is available in the print form.

In addition to the reports in print form depicting state-wise variations, it was considered that the visualization function of the Geographical Information System (GIS) can be used to present important data items and some educational indicators in spatial form to make available the reader a document which is easy and quick to comprehend the spatial variation over different States/U.T.s of the country. National averages lack in depicting the educational status across subpopulations/areas, which is otherwise not the same. Disparity analysis highlights the variation in the impact of policies on education depending on gender, locale, administrative levels etc.

CONCEPTS AND DEFINITIONS

Some important terms used in the 7th AISES are given below.

1. 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.

2. Rural Area

Areas that are not urban shall be treated as rural.

3. 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, the administrative sub-division of a district, like Tahsil/Taluka/Mandal or their equivalent will be the unit for the purpose of this survey.

4. 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 officer's area will be treated as a separate village. A village with no population is to be termed as *Bechirag* or 'deserted' or 'uninhabited'.

5. 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 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 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

6. 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.

7. 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.

8. Unrecognised School

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

9. 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 centres 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.

10. Alternative & 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 & Innovative Education Centres. 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.

11. Education Volunteers

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

12. 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 school having classes up to V will be termed as **Primary school**.

A school having highest class either VI, VII or VIII will be termed as **Upper Primary school**.

A school having highest class either IX or X will be termed as **Secondary school**.

A school having highest class either XI or XII will be termed as **Higher Secondary school**.

13. Management of School

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

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.

Local Body: A Local Body School is that which is run by Panchayati Raj and local body institution such as Zilla Parishad, Municipal Corporation, Municipal Committee, Notified Area Committee and Cantonment Boards.

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.

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.

14. Type of School

Boys' School: Boys' school is that in which boys are admitted to all classes and admission of girls is restricted to some specific classes.

Girls' School: Girls' school is that in which girls are admitted to all classes and admission of boys is restricted to some specific classes.

Co-educational School: Co-educational school is that in which both boys and girls are admitted to all classes in the school..

15. Mother Tongue

Mother Tongue is the language spoken by the mother to the child in childhood. If the mother died in the infancy, the language mainly spoken in the child's home will be the mother tongue.

16. Medium of Instruction

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

17. Para-teachers

Para-teachers are those full-time teachers who are working on fixed amount and appointed under the scheme of para-teachers.

18. School Building

Pucca Building: A school building is to be treated as pucca if it has its walls and roof made of the following materials.

Wall Material: Burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, etc.

Roof Material: Tiles, G.I./metal/asbestos sheets, concrete, bricks, stones, timber, etc.

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.

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 backed stones is to be treated as kuchcha building.

19. 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

20. 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 are more than one Section in a class they are labelled as Section A, Section B, Section C and so on.

21. Repeaters

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

22. New Entrants

New entrants are those pupils who were not studying/enrolled in any recognised school of the state in the previous year. Students seeking admission with a transfer certificate from recognised school of the state will not be considered as new entrants.

23. 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, communication (hearing and/or speech) and locomotor, will be considered physically disabled.

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 meters in good day light with both eyes open.

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.

Orthopaedic (Locomotor) Disability: Loss or lack of normal ability of an individual to move himself / herself and / or objects from one place to another.

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.

Multiple Impairment: Children with more than one disability will be classified under Multiple Impairment category.