

# ATLAS

# ON

# SCHOOL EDUCATION

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DEPARTMENT OF EDUCATIONAL SURVEYS AND DATA PROCESSING  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SRI AUROBINDO MARG, NEW DELHI- 110 016

## **FOREWORD**

All India School Education Surveys (AISESs) have been quite useful source in educational planning and formulation of educational policies. In addition, the data of these surveys are being widely used by researchers, social scientists and educationists. The seventh survey, in this series, was undertaken to fulfill this requirement.

The Seventh All India School Education survey (7<sup>th</sup>AISESs) data have been disseminated in the form of a number of reports and also on magnetic media keeping in view the requirements of the users. It is important to know the status of school education for implementing the programmes of qualitative improvement of school education as envisaged in the National Curriculum Framework (2005). The policies may be framed on the basis of variations across states for improvement, which has important bearing in achieving the said endeavour. In view of its importance, it was considered a worthwhile attempt to depict variations across states on some important variables relating to school education through geographical maps. The present Atlas, therefore, on status of school education is expected to accomplish the said purpose.

I express my appreciation for the hard work put in by Dr. Manju Trehan and her team for accomplishing this task. I hope that the present Atlas based on the AISESs data will be important input highlighting state-wise disparities and variation for the use of educational planners, administrators and researchers.

Director  
National Council of Educational  
Research and Training, New Delhi

## **Atlas – An Introduction**

The 7<sup>th</sup> All India School Education 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 other important educational statistics required for further planning and management of school education. Though the tabulated data has been published in the form of reports. However, this form of presentation does not always prove to be interesting and easy to comprehend by the common man. Too many figures are often confusing and may fail to convey the message effectively. Tables usually require much more time for closer reading and are more difficult to interpret than spatial presentation. One of the most convincing and appealing ways in which statistical results may be presented is through spatial presentation. There are numerous ways in which statistical data may be displayed; in this atlas the data has been depicted through maps, which may prove to be more impressive. Not only the layman even the bureaucrats and planners, who does not have time, can easily scan the atlas and see the variations. State-wise disparity analysis highlights the variation in the impact of policies on education, which can be shown through maps easily.

MHRD considered that there is need to capture essential information related to school, student and teacher etc. based on the latest 7<sup>th</sup> AISES of NCERT onto the maps generated through GIS software. The dominant forms of output from GIS are computer-generated maps that are visual models of the spatial distribution of selected data. It is imperative to say that for micro-level planning the spatial presentation at a deeper level say District/block would be more useful but while representing the picture at national level it could be even useful to present variations at state level. So as a first attempt the department has prepared the present atlas giving state-wise value of some important data items as well as few important indicators based on the 7<sup>th</sup> AISES data a large number of items, collected from villages and recognized schools. Maps covering these aspects have been organised in five sections viz. Access, Schools, Facilities available in schools,

Teachers and Enrolment. Aspects covered in these sections have been briefly described below:

### **Section I – Access**

In order to achieve the objective of universal elementary education, an important pre-requisite is provision of schooling facilities within a convenient walking distance. This section deals with the access to schooling facilities at various distances for all the four school stages.

The first map depicts information about stage-wise primary schooling facilities available in villages. All the other maps, in this section based on availability of schooling facilities in habitations is presented in terms of access to primary stage schooling up to a distance of 1 km; upper primary stage up to a distance of 3 km; secondary stage up to a distance of 5 km; and Higher Secondary up to a distance of 8 km. The last few maps in this section deal with the population served by primary stage schooling facility up to a distance of 1 km, for upper primary stage up to a distance of 3 km, for secondary stage up to a distance of 5 km and for higher secondary stage up to a distance of 8 km.

### **Section II Schools**

School is an essential component of education, if we provide schools to the children then only we can think of fulfilling the goal of universal elementary education by 2010. This section deals with the availability of schools management-wise and category wise, percentage of girls schools at secondary and higher secondary stages. Further, availability of three languages formula in upper primary stage and secondary stage has been represented in few maps. In addition to this, status of schools building in primary, upper primary, secondary and higher secondary schools in rural and urban area have been drawn onto the maps, which show the state-wise disparity.

### **Section III Facilities Available In Schools**

As the provision of schooling facility is important, it is also important to provide quality education. In addition to access to school, school building, and teacher, there are many other things, which give a great support to attract children towards school. Some of

them are library, provision of Educational and Vocational Guidance and Counseling (EVGC), drinking water, urinal and lavatory facilities etc. This section deals with the facilities such as drinking water, urinal and lavatory available in the schools in rural and urban areas. Some of the maps show category wise provisions of EVGC and also schools without library in secondary and higher secondary schools. Only one map depicts shortage of blackboards at primary stage in rural area. Under the Operation Blackboard scheme the Government of India made provision of blackboards in each class in primary schools. The map gives the extent of shortage in each state.

#### **Section IV Teachers**

The teacher is an integral part of education system and without teacher we cannot visualize an education system. As per Operational Blackboard scheme Government of India emphasized that there should be at least two teachers in Primary school. Initial eight maps in this section deals with teacher's availability per school at various school stages to know the position.

Further, in some maps training status of teachers has been depicted. Another important aspect is availability of female teacher in schools. In Indian context at some places people may not be willing to send their girl child in the school where female teacher is not available. In four maps state-wise percentage of female teachers at primary, upper primary, secondary stage has been shown which gives the availability of female teachers in each state. PTR is another important indicator, which shows the status of education. Pupil teacher ratio in primary, upper primary and secondary schools have been depicted for rural and urban areas separately onto the maps.

#### **Section V Enrolment**

Section V is based on the enrolment in schools. Govt. of India launched Sarva Shiksha Abhiyan to bring all the children to school whether boy or girl. Special efforts have been made to enroll girl child. To see this first few maps of this section deal with percentage of girl's enrolment in Classes I-V, VI-VIII, IX-X and XI-XII in rural and urban areas. Other important aspects are retention of children in schools at various school stages and gross enrolment ratio at primary, upper primary and secondary stage of

education. The next few maps depict these aspects area-wise. Nowadays private schools are mushrooming and a large number of children are enrolled in them. It is important to see the percentage of children catered by these schools. The last four maps in this section reflect the proportion of children studying in these schools stage-wise.

Source of data for maps is Seventh All India School Education Survey, NCERT, having date of reference as September 30, 2002. Data have been presented in the maps by using choropleth technique by grouping into ranges and using different colour schemes, short tables accompany each map so as to explain the relevant theme. For this purpose, the software, “Rolta Geo Media Professional 4.0” has been used for drawing the maps.

## **PROJECT TEAM**

Project In charge

Dr. Manju Trehan

Dr. Sridhar Srivastava

Computer Assistant

Mr. Manoj Kumar