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**What is the progress in elementary education participation in India during
the last two decades?**

An Analysis using NSS Education rounds

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Abstract

This paper examines the trends in elementary education participation in India over the two decades from mid-1980s till 2004-05 using three rounds of National Sample Survey Organization (NSSO)'s household survey data. Ever since the Government of India (GOI) brought out its New Education Policy (1986), enhanced efforts were made to boost investments in the elementary education sector to improve access and infrastructure. District Primary Education Projects (DPEP) since mid-1990s and now, Sarva Shiksha Abhiyan (SSA) specifically focused on not only increasing enrolments, but also reducing the disparities across regions, gender, social and economic groups. The analysis shows that there has been a sharp reduction in the number of children 'not- attending' schools as well as their share in total child population. Correspondingly, the number and share of children attending school in the age group of 6-13 years has been on the rise. The increase is prominent in the 6-10 years age group than 11-13 years age group. Similarly, increase in the number and share of children attending among girls, and socially and economically marginalized groups have been quite impressive. Most of these new enrolments (children attending school) were from the traditionally laggard states in terms of education participation. Despite progress, some issues/areas of concern still remain. Those children who were still not participating were the hardest to reach, and came from the poor and vulnerable groups, thus persisting inequities. There is a need to intensify efforts towards reaching out to this last horde of children.

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1. Introduction

The realization of global Millennium Development Goals (MDG) related to education depends very much on India's accomplishment of its elementary education goals. India is home to around a sixth of world's children (more than 200 million children in the elementary school age group of 6-14 years). India's youth literacy rate (15-24 year olds) of 76% (2004) was lower than the global literacy rates (87%) and even that of the whole developing world (85%), but slightly better than 73% on an average for South and West Asian countries taken together (Global Monitoring Report, 2007).

India's Constitution has placed education in the Concurrent List, allowing both the Central government as well as the State / Provincial governments to provide education facilities. However, traditionally, till 1990s, State governments were assigned with the major task of providing education. This resulted in education inequalities across states in terms of provision and outcomes as States differed widely in their capacity and commitments. Government of India (GOI) brought out its New Education Policy (1986) and the subsequent Plan of Action (1992) with the aim to increase allocations for education and thus, better educational outcomes. Since then, GOI has been implementing nation-wide initiatives aimed to improve primary education, such as the Operation Blackboard (OB), in the mode of Centrally Sponsored Schemes (CSS). In mid-1990s, a series of District Primary Education Programs (DPEP) were introduced in several districts with low female literacy rates, which attempted to decentralize education planning with community involvement. GOI introduced its flagship program *Sarva Shiksha Abhiyan*¹ (SSA) in 2001 which scaled up the initiatives under DPEP to all districts and to the upper primary stage too. These series of programs aim to achieve universal elementary education by 2010 by improving (a) access and enrolments; (b) quality and learning outcomes; and (c) social, economic, gender and regional parities in educational provision and outcomes, and in addition to all these, (d) building/ improving capacity at various levels (from national to village /community level) to manage and monitor education sector provision and outcomes.

This paper is an attempt to track the progress of elementary education in the country during the last two decades. Here the progress of elementary education is traced mainly through indicators that suggest "participation" or "attendance" levels rather than higher order outcome indicators such as learning levels or efficiency indicators such as "cohort completion" rates since household survey data for several years available at national level traces only these indicators. Again, it is "participation" rather than "enrolment" indicators that are taken in to account in this analysis because (a) we are analyzing the issue using data collected through nation – wide household surveys (National Sample Survey Organization [NSSO]); (b) we are not using on the official records of enrolments, but rather estimate the number and ratios from household reporting of "attendance" during a particular recall period and in that sense it is more close to reality than mere enrolment rates; and (c) here we only deal with "participation in the process of education and not about the learning outcomes. In the process, issues related to gender, social and economic disparities in participation are also examined. This analysis uses data from the NSSO's education

¹ "*Sarva Shiksha Abhiyan*" in Hindi means "Education for All"

and employment rounds since 1986. The 42nd round covered information during 1986/87², while 52nd round covered the year 1995/96, 55th round dealt with the year 1999/2000 and 61st round, 2004/05.

Analytical questions

- ↗ What is the progress in the overall literacy rates and the average education levels of adult population in the country?
- ↗ What is the progress in reducing the number of children “out of school”³ children in the age group of 6-14 years during the last two decades (from 1986/ 87 to 2004/05)? Why were children not attending schools?
- ↗ Correspondingly, what is the evidence of progress in increasing the participation/ attendance⁴ of children in school? Besides, is there any improvement in age and grade appropriate attendance?
- ↗ Who accounts for the progress? Where is the progress more visible? What is the disaggregated picture by gender, social groups, and monthly per capita quintiles (MPCE) groups?
- ↗ What are the trends in education enrollments by different types of education provider?
- ↗ Is there any improvement in students completing primary / elementary education during the period? If yes, what is the improvement in transition rates? What is the picture at the disaggregated level?

The paper is organized in the following manner. In the first section, we look at the overall progress in terms of economic growth and divergence between lagging and non-lagging states, income levels, education facilities, literacy rates and average education of the adult population in the country. This provides the background for analyzing the primary and middle school participation and its improvements. In the second section, we analyze the progress in reducing children out-of-school, and the reasons for those still remain out-of-school. In the third section, education “participation” is looked at. Here the purpose is not just looking at improvements in attendance in the age group (since that will be simply a mirror image of the analysis of out-of-school children), but also analyzing age and education-stage appropriate participation in education. Participation in education and the type of school attending becomes the focus of analysis in section IV. In Section V, the progress in primary and upper primary completion rates are looked at. Lessons drawn from the analysis is summarized in the last section, Section VI. The disaggregated analysis by gender, social groups, economic strata and geographic regions/ states is explained within these sections.

² 1986/87 is the first data set available from NSS household survey which allows for periodic comparison. It is therefore taken as baseline.

³ Here, “out of school” children mean any child who is not currently regularly attending school. Some NSS rounds collect information on “current attendance” in educational institution rather than mere enrolments (for example, NSS 55th round on employment and unemployment). So a child who is actually ‘enrolled’ in the school, but are not regular in going to school is treated here as ‘not attending’, or ‘out-of-school’. To synchronize with the NSS definitions, this analysis uses the term children “attending” rather than “enrolled” but the terms “out of school” means and “not attending”.

⁴ Corresponding to the definitions of ‘not attending’, ‘attendance’ is used as appropriate definition of school participation here rather than enrolment in this analysis. Moreover, attendance subsumes enrolment and is therefore more appropriate indicator of school participation.

Section 1. Setting the background

Economic Growth and divergence:

India's one billion plus population lives in one million plus villages in 609 districts in 35 sub-national administrative units (28 States and 7 Union Territories). Indian economy has been growing by around 6% per annum since mid-1980s. Similarly, employment generation has improved, and unemployment rates have declined from 7% in 1999-2000 to 5.1% in 2006-07, in spite of the increase in labor force from 363 million to 414 million during the same period (Employment Generating Growth, May 2002, Planning Commission, Govt of India). But there is a caveat – the growth and development is not without its impact on increasing divergences across regions and states in economic growth and human development. While some of the States grew rapidly, economic growth of some of the poorer States were not so impressive. Improvements in education and health related outcomes were uneven across regions. The physical infrastructure development was also quite skewed.

Though this paper is generally focused on the progress in the elementary education participation in the country over the last two decades, it is juxtaposed to the general improvements in education level of the population and improvements in literacy rates of adult population. This is done using the education profile of population in different age group over a period of time. Improvements in literacy rates and average years of education are significant to economic growth and improved wages.

There is a decline in the number and percentages of illiterates in the country. The Census 2001 shows the literacy rates in India to be 65%, which is an 8 percentage points increase from the literacy rates recorded by Census 1991 (52%). The Census 1991 and 2001 figures show disparities in literacy rates among gender and social groups. As per the Census 2001 estimates, the female literacy rate in the country was only 54%. Though this is an improvement over 39% in 1991, this was lower than that of male literacy rates in the country. Similarly, literacy rates among Scheduled Caste (SC) and Schedule Tribes (ST) were lower than that of the general community. Likewise, the rural literacy rates are lower than that of the urban literacy rates.

The results from the analysis of household data using NSSO data over a period of time also show a similar story. In the mid-1980s, around 70% of 60+ years' population was illiterate. This has declined to 64% in 2004-05, in spite of increasing life expectancy and the increase in geriatric population (60+ years). However, the percentage of illiterates among 16-20 years population has declined from 37% in mid-1980s to 19% in 2004-05. (See graph 1). Correspondingly, the average number of years of school education of the concerned age population (16-20 years) has increased from 4.5 years in mid 1980s to 6.5 years in 2004-05. Graph 2 depicts this progress. Literacy gaps as well as the average years of education gaps in terms of gender (between boys and girls), social groups (SC, ST and general groups) and location (between rural and urban areas) has been on the decline. See graphs 3-11 for instance.

Is there any improvement in provision of schooling facilities?

The last two decades witnessed expansion of schooling facilities, especially at the primary and upper primary levels all across the country, but more specifically in states that are educationally

backward. Under District Primary Education Projects (DPEP), and now under SSA, the focus has been on providing access to primary schooling facilities within one Km norm and to upper primary facilities within 3 Km norm. This expansion facilitated those in remote rural areas. The habitations with access to primary schools within the habitations increased by 23% between 1993 and 2002 (Sixth and Seventh All India Education Survey, NCERT). (See table 1 and 2 for details). At the same time, access to upper primary schools within the 3 Km norm also increased by 20% during the same period. Similarly, the provision of classrooms, teachers and other facilities also improved during the period.

Section 2. How many children (6-13 years) are attending schools and how many are still out-of-school?

Reflecting the improvements in the reduction of illiteracy rates and improvements in the number of years of education of general population over a period of time, the number and shares of children out-of-school has been on the decline and the number and shares of children participating in education has been on the rise. The analysis here looks at the trends in the children not in school.

2.a. Overall Trends: The analysis of children “out-of-school” (using both absolute numbers (estimated) as well as share of child population indicators) shows that there is a decline in the number of children in the age group of 6-13 years⁵ not attending school. This is true both in absolute and relative terms. (See graph 12 and Graph 13). More importantly, the pace of reduction in the share of children *not attending* was fast enough to offset the population growth (Graph 14). The progress and pace of reduction in the number and share of children not attending school was faster during the last decade (1995/96 -2004/05), but particularly more so during the five years since the year 2000. See graph 15.

2.b. Who were the children still ‘not attending’? While children “out-of-school” today is found across the country, there are a few pockets /categories where these children are mostly concentrated. However, compared to the number of children who did not attend school and their share in total population a couple of decades ago, there has been tremendous progress among these groups. In spite of the progress, these groups/ categories account for proportionately larger number and shares of children who are not in school. A disaggregated analysis of children not-attending is presented below.

2.b.i. Rural Children: Rural children account for a proportionately larger share of the children ‘not-attending’ school in India compared to their share in total population as well in comparison with their shares in urban children (share of rural children in total population was 78% while share of rural in all children ‘not attending’ school was 86% in 2004/05). However, this does not mean that there has been no progress in rural areas. As a share of population, children ‘not attending’ school in rural areas has reduced from 47% in mid-1980s to 14% in 2004/05. In urban areas, the corresponding decline was from 23 % to 8 %. Thus, though urban area has lesser number (and proportionately lesser population) out-of-school, the gains in terms of more children to attend school regularly during 1999/2000 to 2004/05 was more prominent in rural areas. See graph 16.

⁵ While 6-14 years is characterized as the age group to be analyzed for elementary education participation and completion in SSA framework, the definition of this age group is essentially is “children who completed 6 years and up to 14 years of age” – 8 years corresponding to the elementary education cycle period in most of the Indian states. In this paper, 6-13 years age group essentially means the same – instead of taking the terminal year as “up to 14 years”, it is taken as inclusive in the group as “13 years completed”.

2.b.ii. Girls: While the share of girls in total out-of-school children is more than proportionate to their population shares, the decline in the number (as well as shares) of children out-of-school is more stark among girls, especially among younger girls (6-10 years old) as more and more girls started attending schools earlier than later. Since the sex ratio is already skewed in favor of boys, even the slightly larger share of girls in total children ‘not attending’ in school would further skew the proportion of boys and girls within those who attend schools. See graph 17. During the period 1995/96 to 1999/2000, the pace of decline was faster among girls compared to boys, but the actual reduction since 1999/2000 up to 2004/05 (as percentage of total number of children) among both boys and girls far exceeded the trends extrapolated from 1995-96 – 1999-2000 trends.

2.b.iii. Children belonging to Scheduled Caste (SC) and Scheduled Tribes (ST): SC and ST are the marginalized groups. While the number of children not-attending has reduced systematically in all communities, the reduction was faster among SC and ST. However, the share of children not-attending school is still largest among SC and ST, particularly among ST, compared to non-SC/ST communities. See graph 18. The pace of reduction in children not attending was faster among ST compared to other groups, and the pace of reduction in all groups during 1999/2000 – 2004/05 was greater than that during the 1995/96 – 1999/2000 period.

2.b.iv. Religious minorities, the Muslims: Perhaps other than the ST population, if one community has lagged behind others in education, it is the Muslim community in India. While data for Muslim children are not available for earlier years (as NSS did not collect data by religion prior to 1999/2000), since 1999/2000, NSS rounds provide information on Muslim children’s education also. At the beginning of the millennium, around 30 percent of the Muslim children in the age group of 6-13 years were not attending schools. During the next five years, this has been reduced to less than 20 percent. However, still children not in school accounts for more than 1/6th of the Muslim children. This is a group that needs focused approach while implementing education related projects.

2.b.v. Monthly Per Capita Expenditure Quintile⁶ wise: As expected, children from the poorest households have the higher number / share of children who do not attend schools. However, remarkable reductions were also registered in this group during the last two decades. See graph 19. The reduction in the share of children not attending was faster among the poorest, and during the period 1999/2000 – 2004/05.

2.b.vi. Children from the lagging states: In mid- 1980s, many states had large number of children who did not attend school. More than half of the children not attending school in 2004/05 were concentrated in two states of UP and Bihar. This is true of both 6-10 years age group and 11-13 years age group. See graph 20. Other states with large number of children not attending schools were MP/ Chhattisgarh, Rajasthan, West Bengal, Maharashtra and Orissa. A sizeable number of districts with large number of children not attending school were also concentrated in these states.

2.c. Why were some children still not attending school?

2. c.i. The story in mid-1990s: In mid-1990s, almost 29 % children in the age group of 6-13 years were not attending schools. During that time, 77% of the children who did not attend school in the

⁶ NSS surveys do not collect information about household monthly per capita income in all its rounds (except in the Employment rounds). The indicator that reveals the household income and class differences is the Monthly Per Capita Expenditure (MPCE). The MPCE provided in the surveys were used to estimate an MPCE quintile measure and the highest quintile refers to the richest group and the lowest quintile refers to the poorest group of households.

age group of 6-14 years were children who never got enrolled rather than drop outs. The rest were all drop outs. In rural areas, almost 80% of those who did not attend (in the age group of 6-14 years) during mid-1990s were children who were never enrolled. This had changed by 2004-05. Parental non-interest in sending their children to school was the reason for a third of the children being never enrolled in schools in mid-1990s. Children's lack of interest and financial constraints were the other two important reasons for children's non-enrollment in mid-1990s. Lack of interest among children, their inability to cope with curriculum burden and failures and parental disinterest were the reasons for those who were enrolled but dropped out later in mid-1990s.

2.c.ii. The changed scenario in 2004-05: By 2004-05, the share of children who were not attending schools reduced to 13% of all the children in the age group of 6-13 years. The share of never enrolled among the out-of-school children reduced both in terms of number of children and as a share of total out-of-school children. 70% of these children have never been to a school. The rest 30% children were once enrolled, but dropped out later. A little less than a fourth of those who were not currently attending school did so because they (or their parents) did not consider education worth while. A tenth of the children were out of school because they had to attend to the household chores. More than half of the children were out of school for reasons which were not covered by the NSS round. This could be issues related to cultural factors, sibling care and financial constraints. The children who were not attending school because "education was not considered necessary" were more among girls than among boys. More children in rural areas are out of school compared to urban areas because education is not considered useful in rural households. While 76% of the sample surveyed was from rural areas, more than 95% of those who did not attend school because "schools were too far" were from rural areas.

Section 3. Is there any increase in the number and share of children attending? Are they attending age-appropriate grades?

The analysis so far showed that during the last two decades, there has been a drastic reduction in the number and share of children ‘not-attending’ school during 1986/87 – 2004/05. Correspondingly, the number of children attending schools has been increasing. While the measure ‘proportion of children attending school’ could be merely reflecting the reverse of ‘the proportion of children not attending’, the numbers added to the attendance is not merely a reflection of the reduction in children out of school, but also the growing child population. The increments / growth in school attendance were three times more than that of the population growth, thus offsetting the population growth burden. Thus, the increase in school attendance numbers was not just the reflection of increase in child population, but also a real increase in attendance. See Graph 21. While population growth rates (compound growth rate for the period 1986/87 to 1995/96 and 1995/96 to 2004/05) have declined, the enrolment growth rates have been consistent, thus registering better enrolment rates.

3.a. Analysis of Enrolment / Attendance Rates using various parameters

In the Indian context, a single definition of enrolment / attendance rates is not sufficient. States’ policy differs from one another in terms of the age at entry for school, number of years of schooling at each stage and hence stipulated years required. Enrolment / attendance rates could also be examined in different ways. Given the huge backlog of children coming to school, all of them need not be attending grades appropriately designated to their ages. Children attending schools could be attending either grade lower than their age appropriate ones due to late entry; thus inflating the enrolment figures of the lower grades. On the other hand, there could be some cases of under-age enrolments also. However, getting children to attend school itself is often viewed as a milestone. To analyze these varied issues within “attendance” parameters, we have used the following indicators:

- Age Specific Attendance Rates (ASAR)
- Stage Specific/ Gross Attendance Rates (GAR)
- Age and Stage Specific /Net Attendance Rate (NAR)

Age Specific Attendance Rates (ASAR) are defined as the children in any specific age group attending school, irrespective of whether they are attending the appropriate stage in the school. So the ASAR for 6-10 age groups is defined as:

$$ASAR (6-10 \text{ age group}) = \frac{[Number \text{ of children in 6-10 years attending school}]}{Child \text{ population in 6-10 years}} * 100$$

On the other hand, *Gross Attendance Rates (GAR)* is more specific to the Grades than to the age group. As a result, the overage and under-age children who are also attending the particular stage of schooling are counted. Basically it is a “gross” estimation of children attending schools. It could be defined as the number of children in primary/upper primary/ elementary stage with respect to the age group that are appropriate to the stage.

$$GAR (6-10 \text{ age group}) = \frac{[Number \text{ of children attending Primary grades}]}{Child \text{ population in the 6-10 years age group}} * 100$$

Net Attendance Rates (NAR) are basically a combination of both. It assesses whether the children of a particular age group are attending the appropriate stage in school. NAR omits overage and underage grossness in the calculation of attendance rates and are more appropriate to see whether the efficiency of systems (in attracting children to school or generating demand for education at the right time) improve over time. NAR is defined as:

$$NAR (6-10 \text{ age in Primary}) = [Number \text{ of children in } 6-10 \text{ years age group attending primary grades in School} / \text{Child population in the } 6-10 \text{ years age group}] * 100$$

Here, the analysis is whether the increase in attendance merely made children to attend school or whether this has really improved the systems while doing this.

3.b. Age and grade specific participation: The analysis shows that in all the attendance related indicators – ASAR, GAR and NAR – there has been considerable progress between mid-1980s to 2004/05. See graph 22. The ASAR is specifically looked for single age population, to see where they are (stage of education, since the details on grades attending is not available). See graph 23-24. The graphs shows that still a high proportion of children in the age group of 11-13 years were attending primary rather than upper primary. Similarly, a large share of children in the 14-17 years age were still attending upper primary. Such situation where in children enter school lately or repeat grades and thus result in ‘over age’ children attending lower stages of education would result in the mismatch of ASAR, GAR and NAR. In the 6-10 age group/ primary, GAR is consistently more than ASAR, indicating that throughout there have been overage and underage enrolments in primary. ASAR being higher than NAR also indicates that though children in the age group were attending schools, some of them were attending either pre-primary stage or have had already progressed to upper primary stage, hence not in the primary stage itself. On the other hand, in the 11-13 age group/ upper primary, ASAR is more than GAR, showing that more children from the age group were attending schools, but not at upper primary levels, but rather either in primary levels or at secondary levels. However, since the GAR is more than ASAR at primary, it definitely indicates that 11-13 years age group children are attending primary still. Overall (6-13 age group/ elementary) shows that ASAR and GAR more or less similar during the three time points under study while the NAR was less than ASAR and GAR, which means children who attended schools were attending an elementary school, but they were not necessarily be in grades appropriate to their ages. Overall, the age specific and grade specific attendance rates show over-age (and to some extent, some under-age children) representation in all stages of education. See graph 25.

What is the trend in the growth of attendance during the last decade? During 1995/96 and 1999/2000, ASAR grew, and if it had continued to grow following the same growth trajectory, it would have reached 75-80% during 2004/05, much lower than the level it reached (87%) in 2004/05. The national picture camouflages the variations across states or districts. See the case of a few states like Kerala, HP, Bihar, and AP for example. In states like Kerala and HP, children attend schools in more age appropriate education stage. On the other hand, in Bihar and AP, a large number of children in the age beyond 10 still attend primary stage of education. See graphs 26 -29.

3.c. Gender wise Participation: As a corollary to the faster reduction in the out-of-school children among girls, the various parameters of school attendance related to gender equity shows that the gaps between boys and girls have been narrowing. However, girls’ participation is lower that of

boys, especially in upper primary stage. Age specific stage wise attendance also shows narrowing gender gaps. See graphs 30-33.

3.d. Rural /urban differences in Schooling participation: During mid-eighties, only around 50% of the children in rural areas attended schools while in urban areas, this was already close to 80%. During the last two decades, the attendance in rural areas grew faster to close the gaps with the urban attendance rates. One interesting point to note here is the 2004/05 comparative figures for rural-urban based GAR vis-à-vis ASAR and NAR at the primary stage. Though the gaps are now narrowed between rural and urban in ASAR and NAR, better results are still found in the urban areas. However, rural areas have better GAR of late. This is due to the huge backlog of children out of school now started to attend school, and since they attend primary irrespective of their age, it results in rural having higher GAR. See graphs 34-37.

3.e. SC/ST wise progress in Participation in elementary education: The attendance rate among SC was merely around 40% during the 1980s, but now this has improved to around 80%. Similar is the case of STs. This is in spite of the population growth. Thus, overall the gaps between SC, ST and other communities have been narrowing. However, the STs are in general the social groups with lowest attendance rates. As could be seen in the case of other disaggregated analyses, the indicators are better for the 6-10 age group compared to the higher age group, and the GAR is greater than ASAR among 6-10 groups while the ASAR is better than GAR among the 11-13 or upper primary age group. See Graphs 38-39.

3.f. Participation trends among Muslim minority: Information about the participation of children by religious groups is not available from NSS household surveys till the 55th round (1999-2000). Hence the information available about Muslim minority's participation is only for the years 1999-2000 and 2004-05 for this analysis. The analysis shows that perhaps other than ST population, one community that lagged behind others in education is the Muslim community in India. At the beginning of the millennium, around 30% of the Muslim children in the age group of 6-13 years were not attending schools. During the next five years, this has been reduced to less than 20%. However, still children not in school accounts for more than 1/6th of the Muslim children.

3.g. Trends in participation by Expenditure quintiles: Two decades ago, the gaps in attendance rate between children from the richest and the poorest expenditure quintiles were more than 40 percentage points. However, over the years, with more and more children from the lowest monthly per capita expenditure quintiles have started to attend schools, the gaps between the richest MPCE quintile and the lowest MPCE quintile have been narrowing. However, in the lowest MPCE quintile children are still not attending higher grades. See graphs 40-43.

3.h. Attendance trends by States: Trends in ASAR across states shows that states with low baselines (1986/87) actually improved faster during the last decade, though they are still among the lowest ASAR states. The progress made by even states like UP, Rajasthan, MP and Orissa are remarkable, though they are among the bottom five states. Graphs 44-45 explain variations and improvements across states over the last two decades.

3.i. How many of these children are first generation learners/ participants? In 2004-05, of the total children in the age group of 6-13 years who are attending schools, 29% are first generation learners (no adult in the family 20 years of above had ever gone to school). Among boys, 78% of children whose adult family members had never been to school were now attending schools. However, in the case of girls, only 67% of girls from uneducated households were now attending. Among the total attending schools in 2004-05, a third of the rural children were first generation

learners, while in urban areas, they accounted for less than 15% of all children attending. More than a fourth of the children from SC/ST/Muslim households were all adult members were “unschooled” were still out of school compared to households where at least one adult had the opportunity to attend schools. Among the children attending school from the lowest monthly per capita consumption expenditure quintile (MPCE Q1), almost half were first generation learners, while in the highest MPCE (Q5) less than 5% children emerged from illiterate households. See graphs 46-51.

Section 4. What types of schools are the children attending?

As seen in the previous section, participation of children in 6-14 years of age in elementary education stage has been increasing over the past two decades, both in terms of the absolute number of children as well as the proportion of children in the age group. Overall, government sector has been catering to the educational needs of the children, but increasingly, private sectors – both aided and unaided - are also complementing the government provision, more so by private unaided schools. In spite of their growing presence in rural areas, private schools are proportionately more concentrated in urban areas.

Most of the increase in child population as well as participation in schooling has have happened in the “vulnerable” categories of population – mostly, first generation learners, in laggard states, rural areas, girls, SC and ST communities, and among the lowest expenditure quintiles. It is important to see where did these increased participators found their place. A larger proportion of this growing child population went to government schools and thus, in absolute numbers, there has been a major increase in the enrolments in government schools. Thus, attendance in absolute terms in government schools has been on the rise. The private unaided sector, though small, also had registered an increase in the number of children attending them. However, *given their low base in mid-1980s, the growth in private enrolment seems to be proportionately higher than that of government sector during the same period.* Thus, the share of children attending government has reduced from around 3/4ths in 1986/87 to 72.6% in 2004/05.

However, if this situation is seen in the larger context of all children (including children not-attending) then it is evident that the share of children in government schools had increased from 43% in 1986/87 (when an equal share of children were not- attending any school) to 65% in 2004/05 (when the share of children not-attending any school in the total child population had reduced to 13% and government absorbing most of these reduced number of children out-of-school). Similarly, the share of children attending private schools (aided + unaided) was only 12% in 1986/87 increased to 22% by 2004/05. See graphs 52-54.

4.a. Type of school attending by gender: It is interesting to note the change in the proportion of boys and girls attending different types of schools. Of the total population, the reduction in the number of out-of-school children was made possible by the expansion in the government sector to accommodate majority of these children while private sector’s increasing provision complementing the provision. See graph 55-56. It is evident that in the total child population, the share of government school attendees increased with a corresponding decline in children not attending in both the cases of boys and girls. However, within the school going population, the relative shares show that private sector share grew slightly, though government remains to account for the largest shares. In 1986/87, 75% of the boys and 74% of the girls were attending government schools. By 2004/05, share of boys attending government schools have reduced to

less than 73% while that of girls have increased to 75%. This trend is even starker in the 11-13 years age group.

4.b. Type of school attended by rural and urban: As already noted, the increase in attendance has been highest in rural areas compared to urban areas. The share of children (6-10 years) attending in rural areas increased from 52% in 1986/87 to 86% in 2004/05; while in urban areas, the figures went up from 76% to 90% in 2004/05. As a result, the share of government in total children in rural areas went up from 43% to 70%, while in urban, it remained at around 42% only. Taking only children attending schools, the share of government in this in rural areas was 83% in mid 1980s, remained at 82% in 2004/05, while in urban areas, the share of government came down from 52% to 45% during the same period. Since we did not have the break up of private sector into aided and unaided during the mid-80s, the comparisons are for the whole private sector. However, the share of private unaided sector doubled from 6% to 12% during the period between 1996 and 2004 in rural, while that in urban areas grew from 17% to 29%. See graphs 57-58.

4.c. Type of school attended by social groups: Among the social groups, the reduction in the number of children not attending school is due to increased attendance in government schools, especially among the SC and ST groups. In the general category, growth of private sectors in both the numbers and shares in the increasing attendance among children is notable. Taking aided and pure government schools together, the public sector caters to more than 90% of the children attending among both SC and STs. See graphs 59-60.

4.d. Type of school attended by Expenditure quintiles: The share of government among those attending schools from the lowest expenditure quintile groups of the population is high and growing (from 85% in mid-eighties to 90% in 2004/05) as more and more children who were not attending are now attending. On the other hand, among the richest/ highest expenditure quintile groups, government sector accounts only for less than half of the total attending children, and that too were declining (55% in mid-eighties to 42% in 2004/05). Correspondingly, the attendance in private sector was increasing. The increase in the share of private unaided sector is significant among the richest groups as share of private aided schools were also on the decline. Graphs 61-62 explain this.

4.e. Additional number of children and the capturing of them by schools of different types: Of the overall additional number of children who started attending schools, almost 70% of them went to government schools. The share of government in the additional enrolments also was going up from 1986/87 to 1995/96 decade to 1995/96 to 2004/05 decade. Compared to boys, larger shares in girls' additional enrolments were captured by government schools, and so is the case with SC, ST children and children from poorer households (lowest expenditure quintiles). On the other hand, of all the additional enrolments in urban areas and among richest expenditure quintiles, private sector accounts for a major share. Among general community (other) and among boys, the share of private was sizeable in terms of new enrolments. See graph 63.

Section 5. Internal efficiency of schooling: How many children complete Primary and Upper Primary Stages of Education?

Ideally, a better measure of understanding the progress in elementary education sector in the country is to go beyond enrolment/ participation measures to look at the internal efficiency of schooling. The indicators generally used for understanding the 'internal efficiency of schooling' are those related to primary/ upper primary completion rates, primary to upper primary and upper

primary to secondary transition rates, drop out and retention rates etc. “Completion rate” of a particular stage of education, however, is a complex indicator because of the multiplicity of definitions used. The methods for estimating completion rates vary according to the nature of data used. Data from school records will enable one to calculate the single age cohort completion rates (number of children who entered Grade I in a particular year completing the five year cycle of primary schooling or 8 year cycle of upper primary schooling without dropping out in between or repeating the grades). However, estimating completion rates would require 5 – 8 years of time-series data from schools, with data on drop outs and repetition. Alternatively, one can also estimate the completion rates using a reconstructed cohort method. Here the average grade to grade transition and completion rates for the last two years is constructed.

From the point of view of analyzing NSS household survey data, however, estimating completion rates using cohort or reconstructed cohort is not possible for various reasons: (a) NSS survey (used here) does not provide age at entry into school at every rounds (except for the two education rounds in 1986-87 and 1995-96) and hence it is not possible to identify a particular cohort who started education together; and (b) no information about repetition is available systematically from NSS rounds. However, there are alternative ways of calculating the completion rates using alternative methods. Completion rates could be calculated as the percentage of children who had completed primary/ upper primary stage of education within a particular age group which appropriately represents the graduation age of these stages of education. This could be measured as a share of total population in the age group or as a percentage of those who ever enrolled. While the second method also depends upon the enrolment status, the first method provides the total graduates and hence shows the overall progress of education, after accounting for enrolment deficiencies and children who never got enrolled in schools. In both definitions, the children in the age group who continues to attend the lower grades are not considered or adjusted for.

It must be noted here that many children in the age group of 12-14 years who were still in school were attending primary grades (lower than the grades they were expected to attend by age-appropriate grades measure) and hence not figure among those who “complete” primary. Similarly, in the case of 15-16 years old, many were still in lower grades, and hence even though they are in the system, they were not counted as “upper primary completed”. Such cases could result from either late entry into the system by these children (over age enrolments) or because of repeating lower grades.

Around 79% of 12-14 years olds ‘ever enrolled’ completed primary schooling in 2004-05 as against 47% in mid-1980s. As a proportion of total children in the 12-14 years age group, primary stage graduates accounted for 74% in 2004-05, which is a huge increase compared to 38.5% in 1986-87 (see graph 64). In the case of 15-16 year olds, those children completing upper primary stage of education as a share of ever enrolled increased from 34% in 1986-87 to 55% in 2004-05 (see graph 65). Among the total population in the age group of 15-16 years, upper primary graduates accounted for 61% in 2004-05, which is a tremendous improvement from 44% in mid-1980s and 56.6% in 1995-96.

5.a. Primary and upper primary completion rates/ internal efficiency by gender: Proportionately more boys completed primary schooling in mid-1980s and mid-1990s, but in 2004-05, proportion of ‘ever enrolled’ girls completing primary stage of education achieved parity. However in total boys and girls’ population, proportionately more boys completed primary compared to girls. This is attributable to the fact that proportionately more boys got enrolled compared to girls. The progress during the last decade is visible in the case of both boys and girls, but the improvement is

far better in the case of girls compared to boys (see graph 68). However, in the case of upper primary, more boys complete primary education compared to females, both as percentage of population in the age group as well as proportion of children ever enrolled or completed primary schooling stage (see graph 69).

5.b. Primary and upper primary completion by rural – urban differences: Proportionately more urban children complete both primary and upper primary stages of education. However, the proportion of children completing primary and upper primary stages in total specific age groups has been increasing faster in rural areas. In fact, in urban areas, this has been showing stagnating tendencies, indicating that retaining the last bit of children in schools is the most difficult part. See graphs 70-73.

5.c. Primary and upper primary Completion rates by Social groups: The analysis shows that primary completion rates are getting better among the socially marginalized groups, though the general category still have far better completion rates. ST children lag behind in primary completion rates, both as percentage of those who were ever enrolled as well as a proportion of total child population in the age group of 12-14 years /15-16 years in the communities. Similar trends are found in upper primary completion rates too, but much lower than the primary completion rates. See graphs 74-79.

5.d. Primary and upper primary Completion rates by Economic groups: Primary completion rates were quite high among the highest MPCE quintile group, but were very low among the lowest MPCE quintile group. However, the maximum progress over the last decade in primary completion rates was found in the lowest MPCE quintile groups. The gaps between the lowest and highest MPCE quintile groups in terms of primary completion rates have been narrowing over the decade. See graphs 80-83.

5.e. Primary and Upper primary completion rates by States: The states with better enrollment rates also show better completion rates too. The analysis of children completing primary (among 12-14 years of age) and upper primary stages (15-16 years age group) of education among those who were ever enrolled shows that Bihar, Meghalaya and Jharkhand at the bottom while states like Kerala, Tamil Nadu and Maharashtra at the top (along with UTs like Pondicherry and Lakshadweep). For many states, the improvements are marginal (such as for Kerala) while the improvements are greater in some other states.

5.f Where do the children go after completing primary?

Of those children who complete primary schooling, now 93% transit to upper primary grades. Of all the children in the age group (12-14 years old) 3/4th are in upper primary. This is in contrast to only around 40% of those ever enrolled who used to reach upper primary levels. Of those who complete upper primary, around 88% join secondary stage of education in 2004/05 compared to around 86% in 1986/87. However, of those who ever got enrolled into the school, less than half reach secondary stage of education even in 2004/05 (compared to around 29% in 1986/87). See graphs related to internal efficiency and graphs 84-88 for detailed disaggregation of transition and continuation.

To take an overall picture, of all the children in the age group of 12-14 years, in 1986-87, 23% never got enrolled, 6% dropped out before completing primary and 22% were still attending primary. Only around 48% completed primary, and 8% dropped out after that while 40% attended upper primary (with 1% already in secondary). By 2004/05, among the 12-14 years old, only 7%

of the children had never been to school; 3% dropped out before completing primary, 16% still attended primary while 74% had completed primary. While 69% progressed to upper primary and later secondary stages, 5% dropped out after completing primary.

Section 6. What is the emerging story out of this analysis?

The elementary education sector in India is progressing in terms of ensuring access and getting children to attend schools, but still there are many gaps to address. The progress has been more convincing during the last decade, especially last few years before 2004/05 than during the 1980s or 1990s. Is it because of the programs implemented during the new millennium like SSA? While it is not possible to draw direct linkages and conclusions based on this analysis (since this is not an effort to evaluate the impact of any project), the analysis is certainly indicative that the outcomes related to enrolments/ attendance and completion rates are better during the 1999/2000-2004/05 period, the period during which SSA started and some of the DPEP projects were still operational.

Some of the important results are summarized here.

- There is a sharp reduction in the number of children not attending schools as well as their share in total child population. However, those who are still not attending are the hardest to reach and hence need focused attention.
- Correspondingly, the number and share of children attending school in the age group of 6-13 years has been on the rise. The increase is prominent in the 6-10 years age group than 11-13 years age group. Similarly, increase in the number and share of children attending among girls, and socially and economically marginalized groups have been quite impressive. However, these are still the groups with the highest concentration of children not attending. This basically points to the fact that despite progress, these are areas of concern and hence need a further intensified approach to get the older children and children from marginalized groups to the school.
- Most of these new enrolments (children attending school) were from the traditionally laggard states in terms of education participation. However, in spite of the progress in reducing the out-of-school children, majority of the children who were still 'not attending schools' belonged to these states. Though this analysis did not look at the district wise scenario, it is obvious that within laggard states there are districts wherein the children who are not attending are concentrated. The state and district specific strategies need to be used to address the issues in a contextual manner.
- While a sizeable number of children from urban, socially and economically better off background and boys moved to private sectors, almost all of the children who started attending schools from rural, social and economically marginalized groups and girls started increasingly attend the school went to government schools. Overall, it government accounted for 3/4ths of all children attending schools. However, though small, private sector has been growing. While the private sector aided by government was not prominent in many states, it provided an important bridge in many states, to provide access to children, especially for upper primary stage. Some of the classic examples of public private partnerships in education such as the grants-in-aid system (eg. Kerala, UP etc) should be studied carefully to see the complementarities and cost effectiveness in reaching hardest to reach groups as well as for ensuring equity. Unaided private sector also could play a very important complementary role in providing education. While those who could

afford private sector could move to the private schools, the government resources could be used conclusively on the vulnerable sections of the society. However, it is important that the complementarities should be ensured not only in providing access and enrolment, but also in terms of quality of provision and outcomes, on both ways.

- In spite of the tremendous progress achieved in access, the progress in completion rates are still slow, mainly because of many deficiencies in the system – such as over age enrolments in school, repetition rates etc, which is not directly looked at in this paper. However, it is obvious if around 16% of the children in 12-14 years old are still attending primary even in 2004/05, the system need to work towards more age-appropriate enrolments and towards ensuring appropriate age stage completion rates.

The analysis shows that over the last two decades, India has made progress in improving participation of children in elementary education. There is also a reduction in education disparities, especially, those in the context of gender and social groups. However, universal elementary education also means improvements in the number and ratio of children completing satisfactory quality schooling. While retention rates are improving, completion rates need much greater effort. Quality of education and learning outcomes are issues that needs to be looked at. Overall, India's elementary education is making great progress, but need greater efforts to cover the children left, and to provide them with equitable opportunities and quality education.

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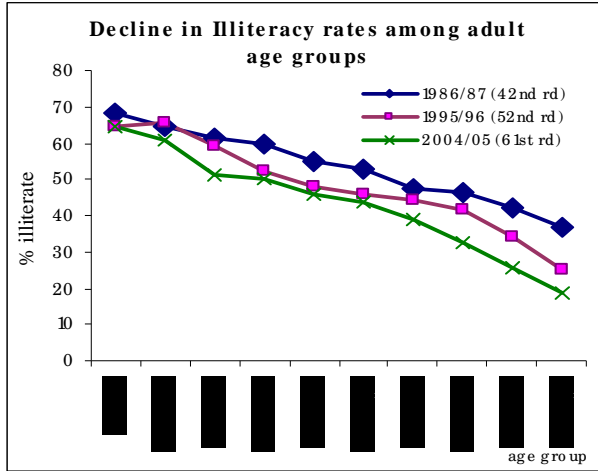
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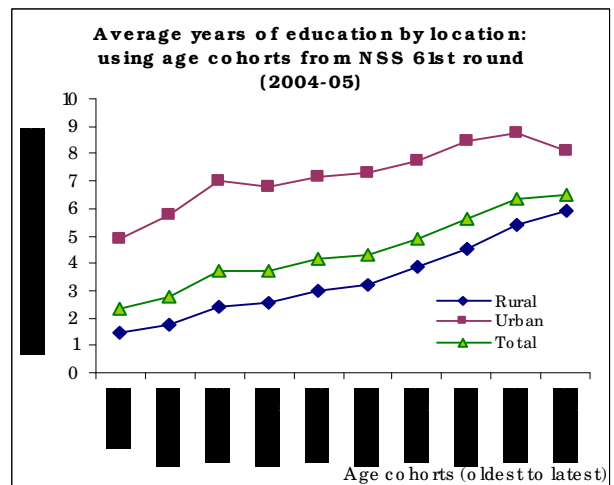
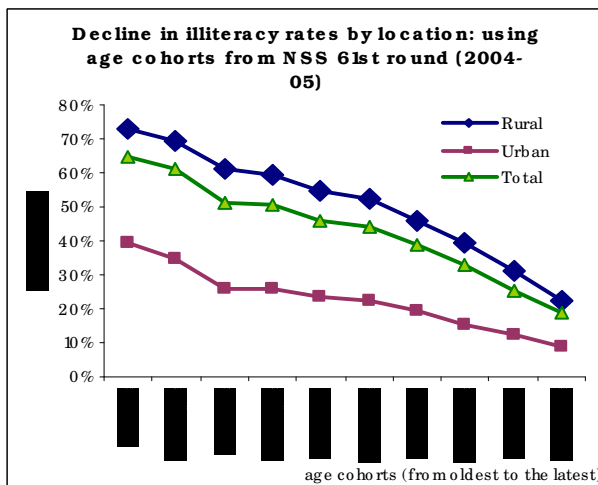
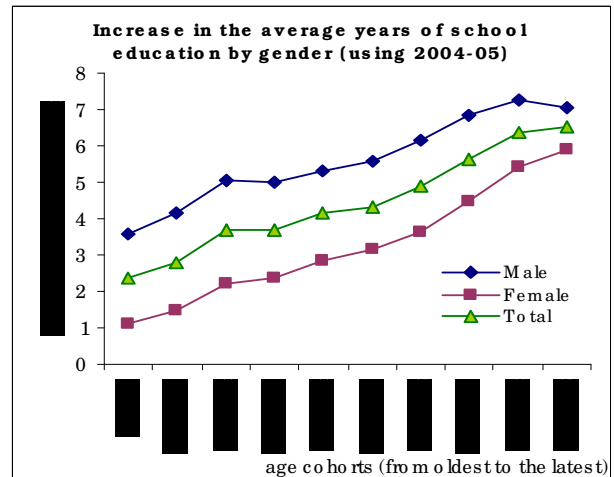
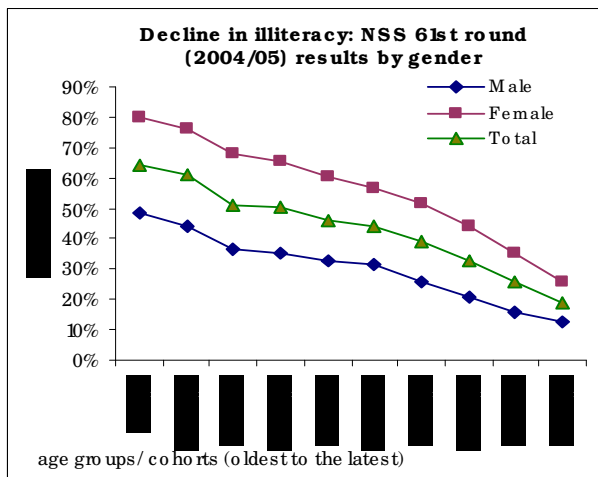
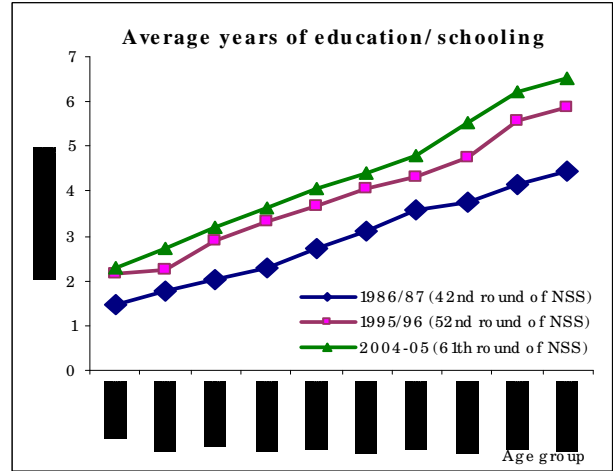
What is the progress in elementary education participation in India during the last two decades? An Analysis using NSS Education rounds

Graphs

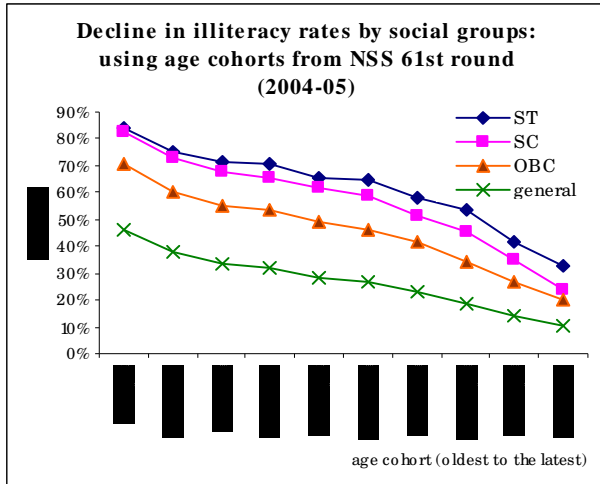
Graph 1



Graph 2



Graph 7



Graph 8

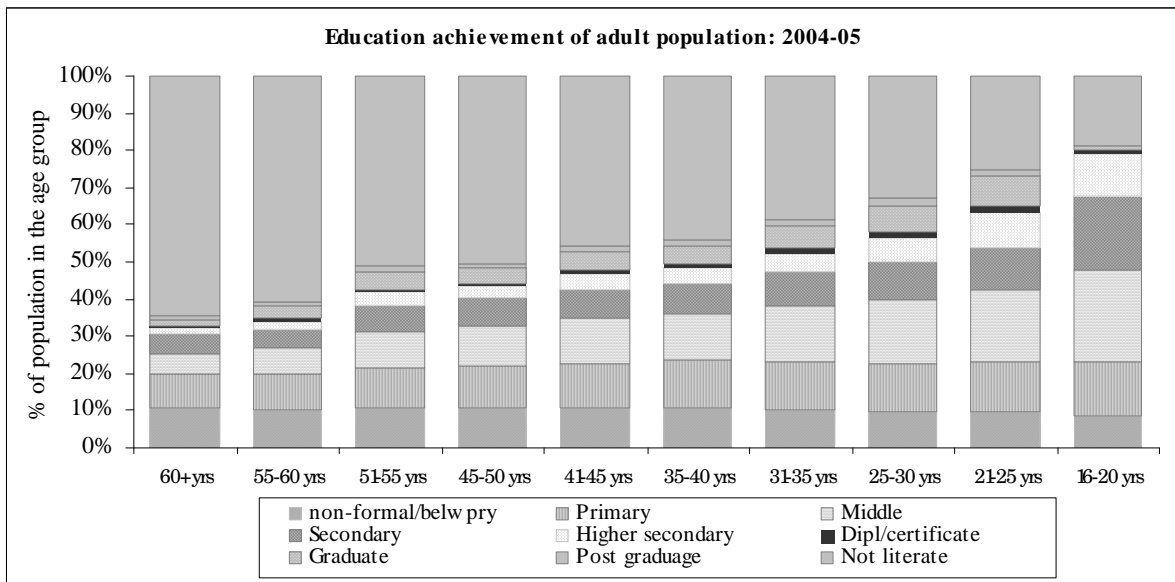
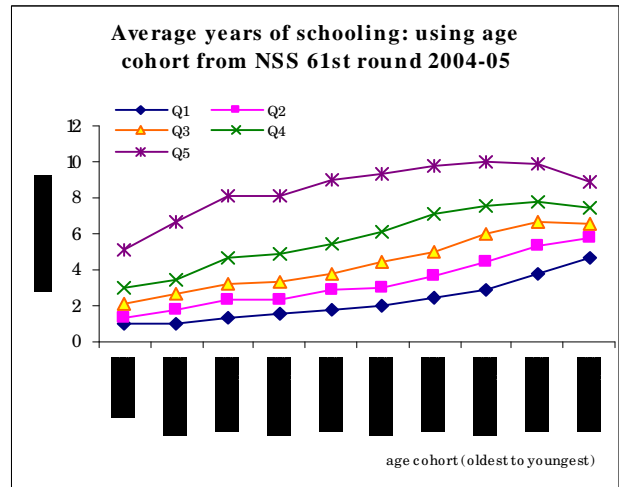
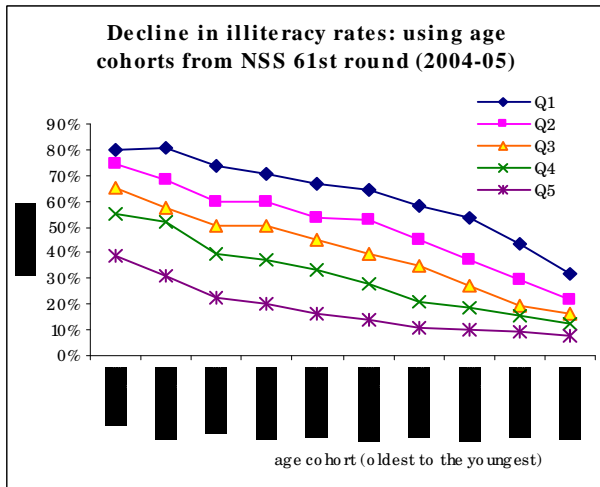
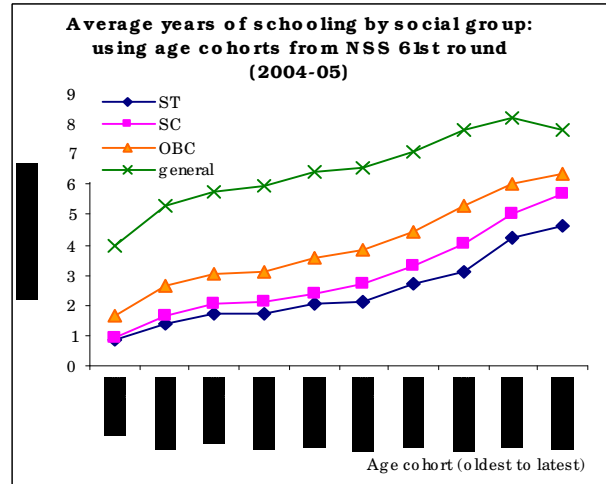


Table 1. AVAILABILITY OF SCHOOLING FACILITIES AT PRIMARY STAGE IN RURAL HABITATIONS

Sl. No.	State / U.T.	Total Number of Habitations		Number of Habitations having Primary Stage Schooling Facility				% Increase in Number of Habitations having Primary Stage Schooling Facility over the Sixth Survey (1993)	
		1993	2002	Within them		Up to 1 Km*		Within them	Up to 1 Km*
				1993	2002	1993	2002		
1	Andhra Pradesh	62905	66528	43861	52218	55716	62475	19.05	12.13
2	Arunachal	3834	4200	1436	1665	1804	2168	15.95	20.18
3	Assam	41179	67138	22448	29915	35300	56622	33.26	60.4
4	Bihar	64799	73030	37712	41418	59827	64935	9.83	8.54
5	Chhattisgarh	31098	37933	18287	23834	25862	34346	30.33	32.8
6	Goa	788	711	590	561	693	646	-4.92	-6.78
7	Gujarat	25749	33258	23285	25916	24656	31136	11.3	26.28
8	Haryana	7589	8839	6259	6916	7060	8123	10.5	15.06
9	Himachal Pradesh	35003	35844	7348	10329	20806	26877	40.57	29.18
10	Jammu & Kashmir	15176	20877	9072	10566	12214	16409	16.47	34.35
11	Jharkhand	45059	48465	17530	18648	36643	37399	6.38	2.06
12	Karnataka	48813	51853	29463	34971	40881	45845	18.69	12.14
13	Kerala	8745	6664	5390	4047	7191	5295	-24.92	-26.37
14	Madhya Pradesh	71178	85149	41531	58778	57750	75949	41.53	31.51
15	Maharashtra	72465	77800	46887	52626	61033	70929	12.24	16.21
16	Manipur	3369	3819	2489	2343	2959	3034	-5.87	2.53
17	Meghalaya	6576	7277	3677	5028	5003	6219	36.74	24.31
18	Mizoram	705	746	605	664	620	674	9.75	8.71
19	Nagaland	1277	1478	1035	1300	1117	1398	25.6	25.16
20	Orissa	73148	89682	35810	46220	60289	74370	29.07	23.36
21	Punjab	13345	14726	10785	11671	12774	13763	8.22	7.74
22	Rajasthan	63970	81014	32697	43271	47711	64678	32.34	35.56
23	Sikkim	1407	1390	709	735	1048	1083	3.67	3.34
24	Tamil Nadu	45139	53980	24132	29110	44516	47763	20.63	7.29
25	Tripura	6802	7556	2619	2835	5134	5732	8.25	11.65
26	Uttar Pradesh	191376	208932	56147	84749	153967	183772	50.94	19.36
27	Uttaranchal	20749	25206	8387	11059	15454	21193	31.86	37.14
28	West Bengal	96511	115685	37009	40883	84636	106757	10.47	26.14
	INDIA	1060612	1231391	528051	653076	884089	1070863	23.68	21.13

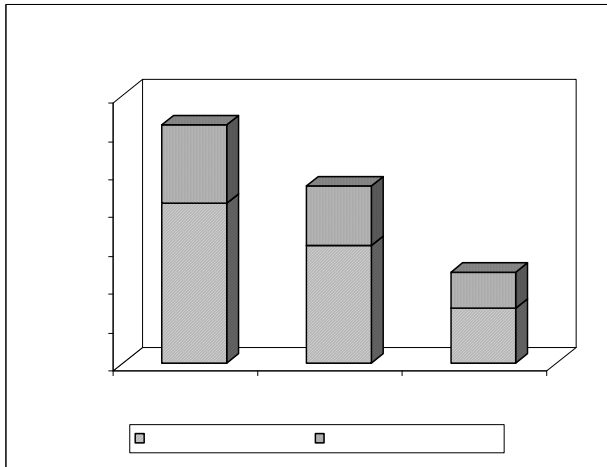
Source: Sixth and Seventh All India Education Survey (1993 & 2002), NCERT

Table 2. AVAILABILITY OF SCHOOLING FACILITIES AT UPPER PRIMARY STAGE IN RURAL HABITATIONS

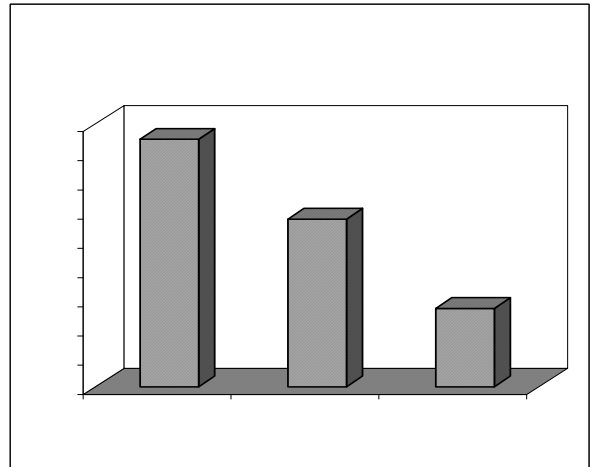
Sl. No.	State / U.T.	Total Number of Habitations		Number of Habitations having Upper Primary Stage Schooling Facility				% Increase in Number of Habitations having Upper Primary Stage Schooling Facility over the Sixth Survey (1993)	
		1993	2002	Within them		Up to 3 Km*		Within them	Up to 3 Km*
				1993	2002	1993	2002		
1	Andhra Pradesh	62905	66528	8692	16291	41143	49717	87.43	20.84
2	Arunachal	3834	4200	368	447	1087	1309	21.47	20.42
3	Assam	41179	67138	6237	9071	35224	55080	45.44	56.37
4	Bihar	64799	73030	8734	9605	56399	59227	9.97	5.01
5	Chhattisgarh	31098	37933	3500	6108	19516	26428	74.51	35.42
6	Goa	788	711	230	205	614	562	-10.87	-8.47
7	Gujarat	25749	33258	12708	21416	22740	31769	68.52	39.71
8	Haryana	7589	8839	2695	3803	6537	7876	41.11	20.48
9	Himachal Pradesh	35003	35844	1990	3370	22666	27814	69.35	22.71
10	Jammu & Kashmir	15176	20877	2508	3370	11499	15848	34.37	37.82
11	Jharkhand	45059	48465	3371	3797	31226	29773	12.64	-4.65
12	Karnataka	48813	51853	12060	15896	41648	45766	31.81	9.89
13	Kerala	8745	6664	3110	2573	7783	5606	-17.27	-27.97
14	Madhya Pradesh	71178	85149	8095	19178	43907	67748	136.91	54.3
15	Maharashtra	72465	77800	18383	22525	56826	60821	22.53	7.03
16	Manipur	3369	3819	717	797	2250	2416	11.16	7.38
17	Meghalaya	6576	7277	796	1116	3889	4327	40.2	11.26
18	Mizoram	705	746	369	433	454	492	17.34	8.37
19	Nagaland	1277	1478	347	353	736	911	1.73	23.78
20	Orissa	73148	89682	9812	17728	56503	65960	80.68	16.74
21	Punjab	13345	14726	2964	5123	11169	13327	72.84	19.32
22	Rajasthan	63970	81014	9333	17070	41219	63399	82.9	53.81
23	Sikkim	1407	1390	202	257	1012	1060	27.23	4.74
24	Tamil Nadu	45139	53980	6650	8575	36469	40114	28.95	9.99
25	Tripura	6802	7556	783	907	5071	6038	15.84	19.07
26	Uttar Pradesh	191376	208932	13870	25797	149971	163862	85.99	9.26
27	Uttaranchal	20749	25206	2632	3634	16922	21511	38.07	27.12
28	West Bengal	96511	115685	5633	7310	81821	91902	29.77	12.32
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Source: Sixth and Seventh All India Education Survey (1993 & 2002), NCERT

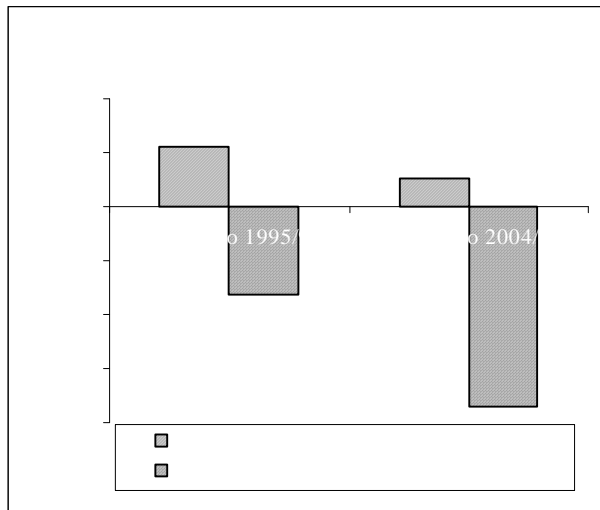
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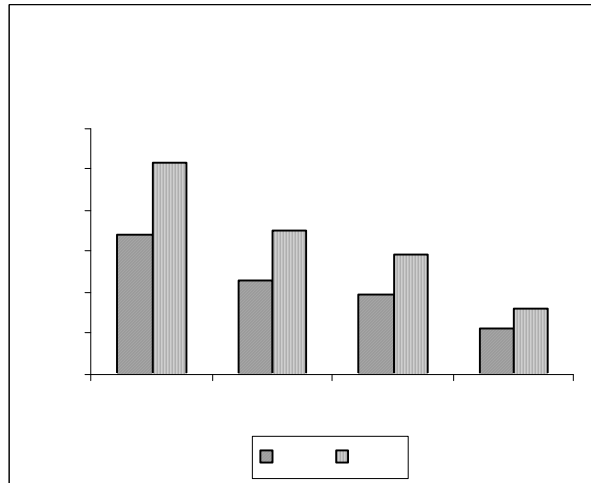
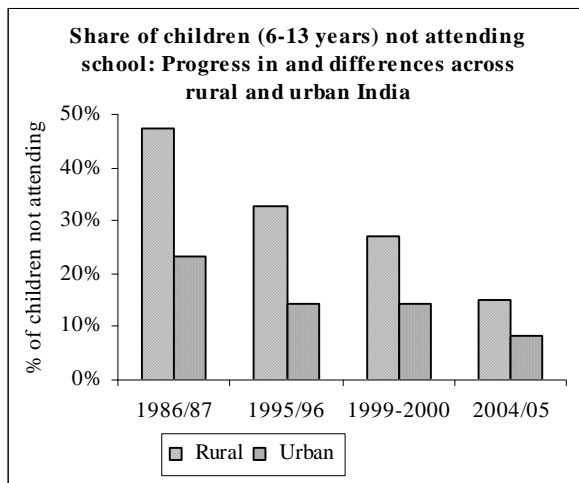
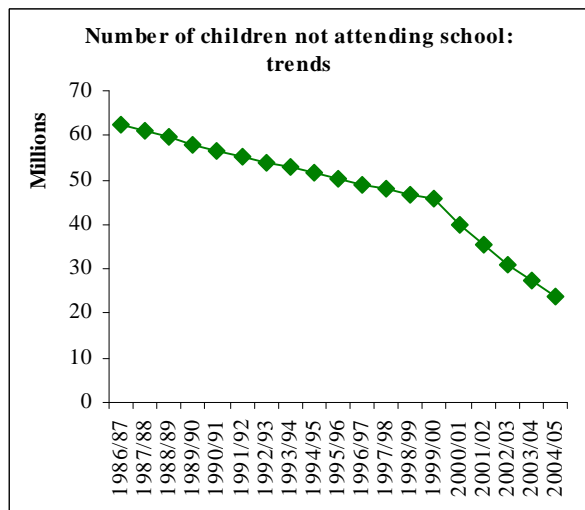
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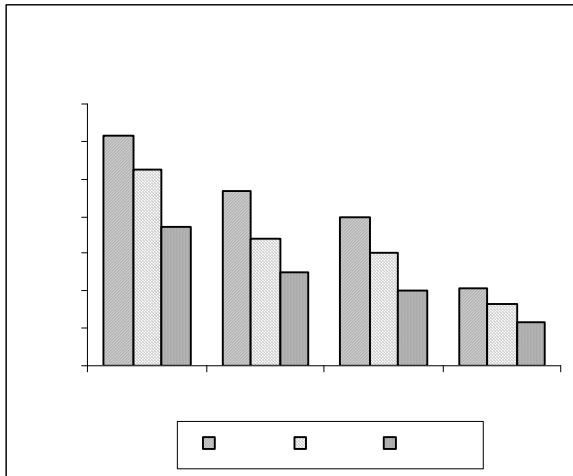
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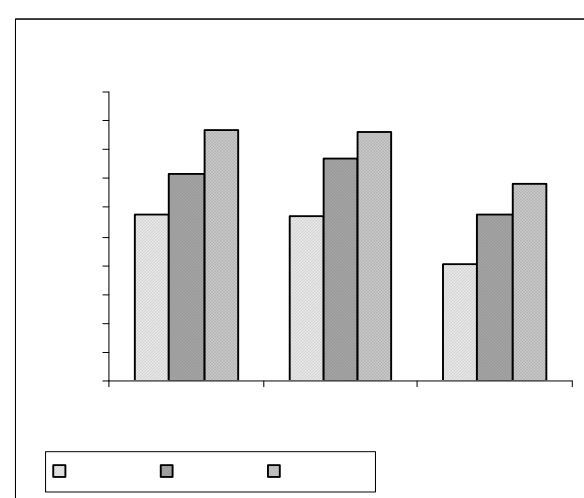
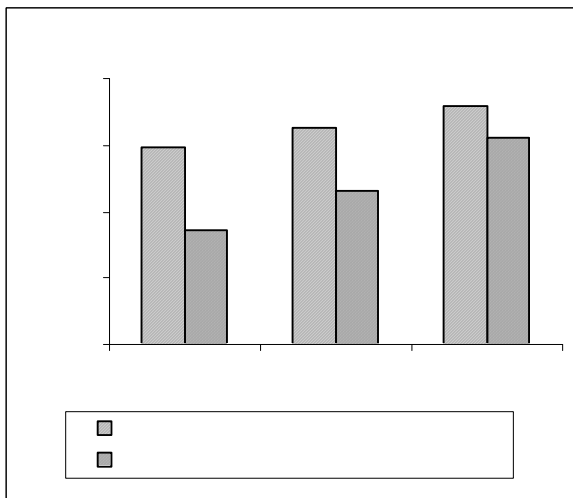
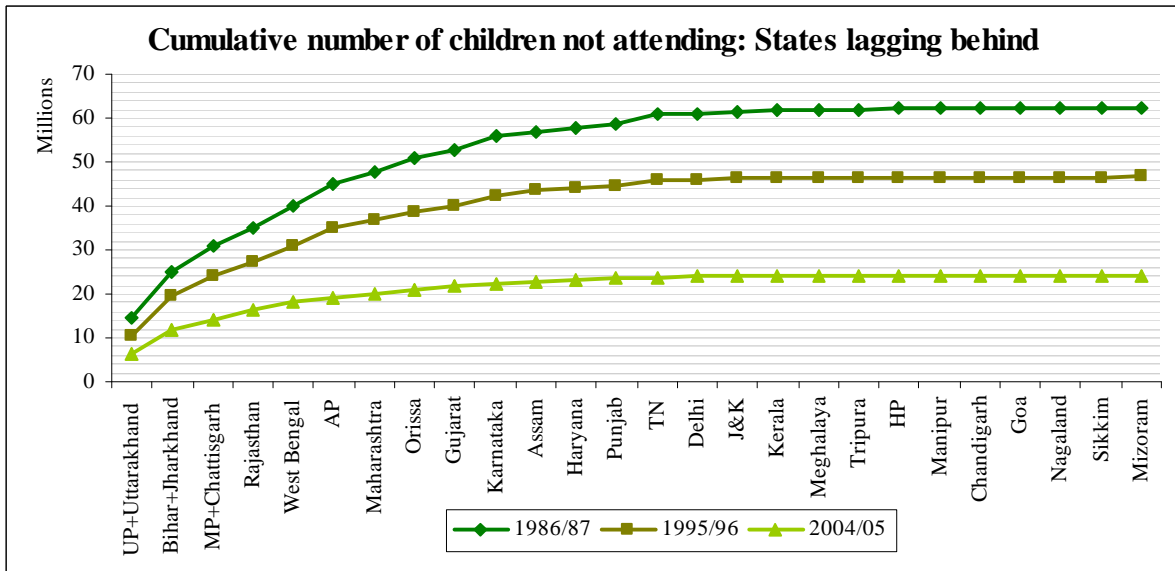
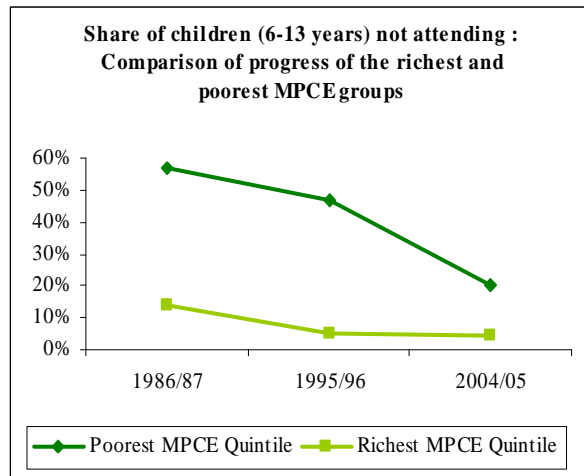
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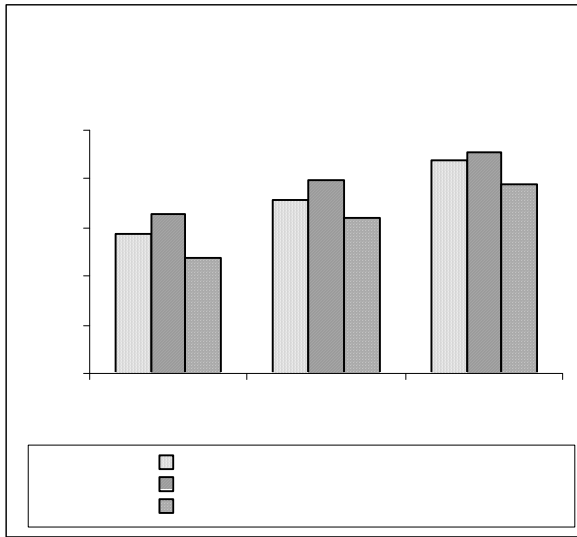
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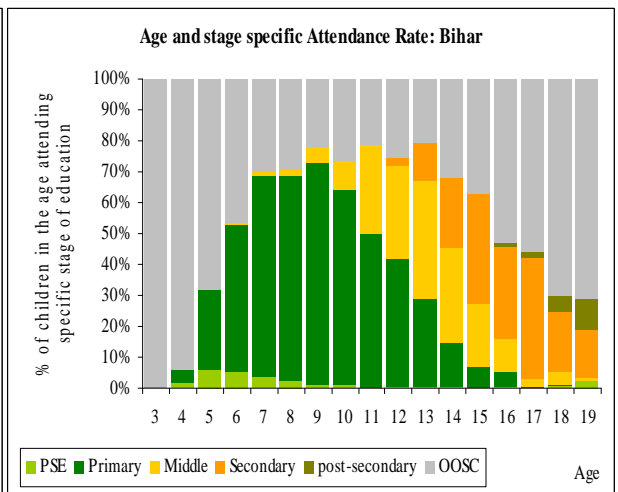
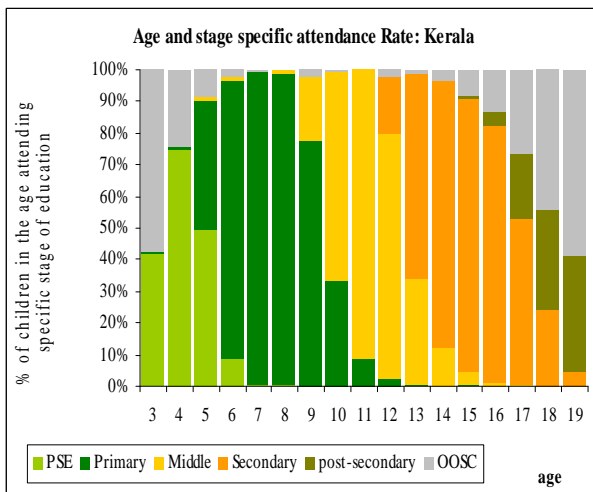
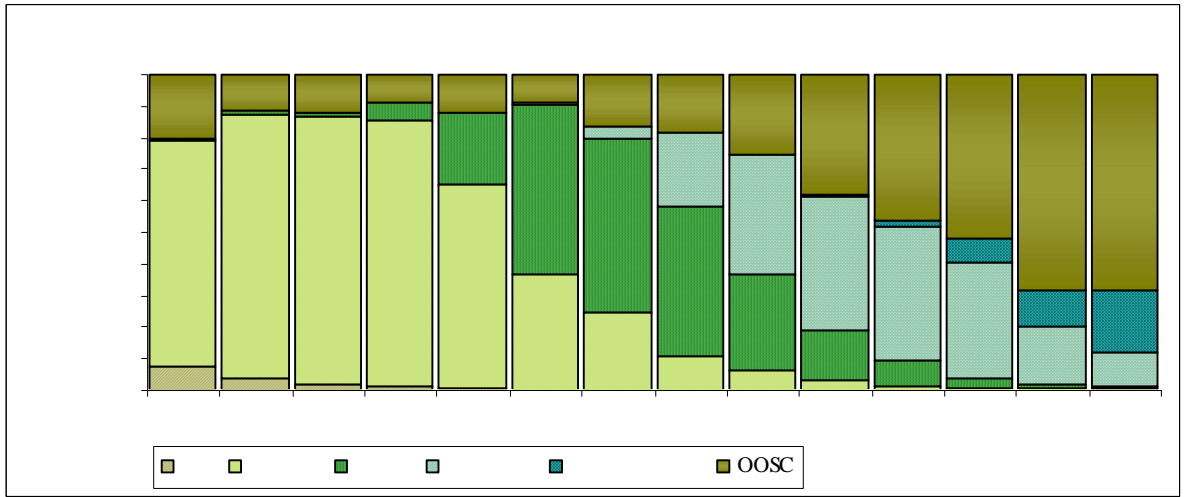
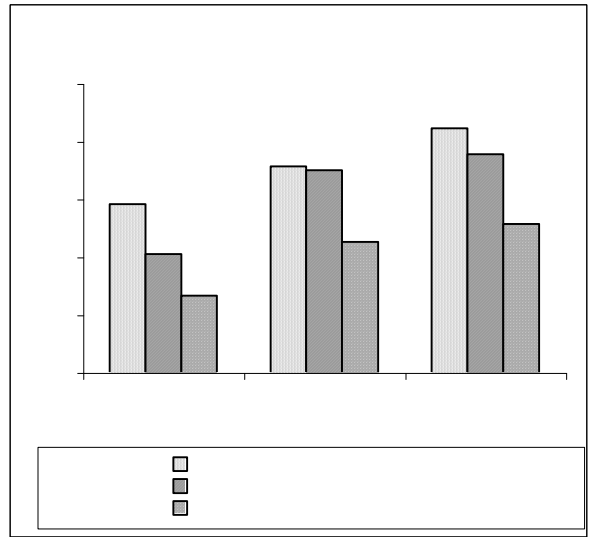
Graph 19



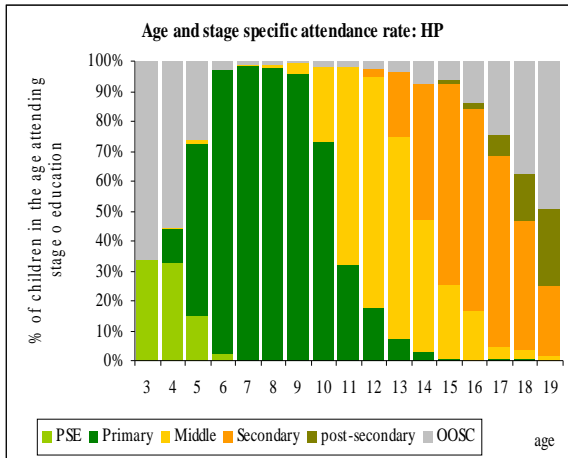
Graph 23



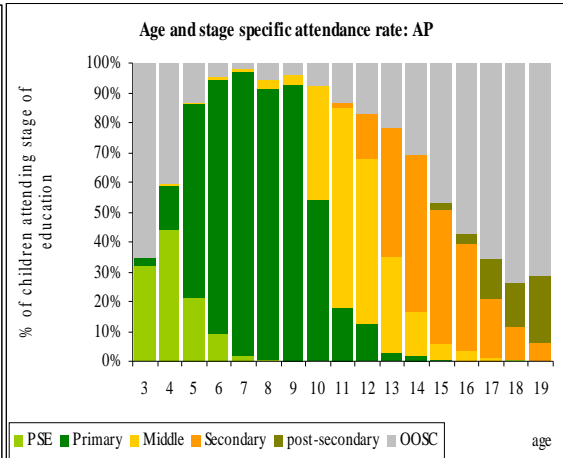
Graph 24



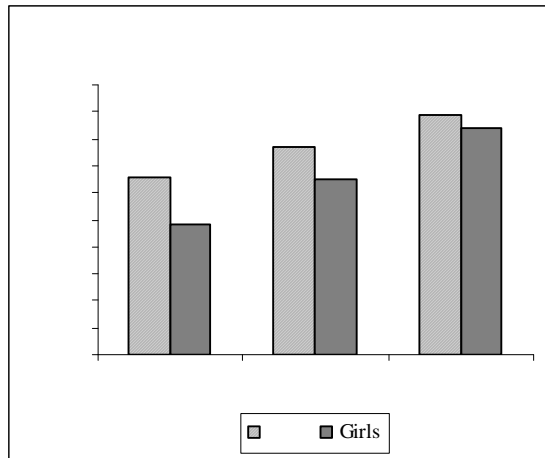
Graph 28



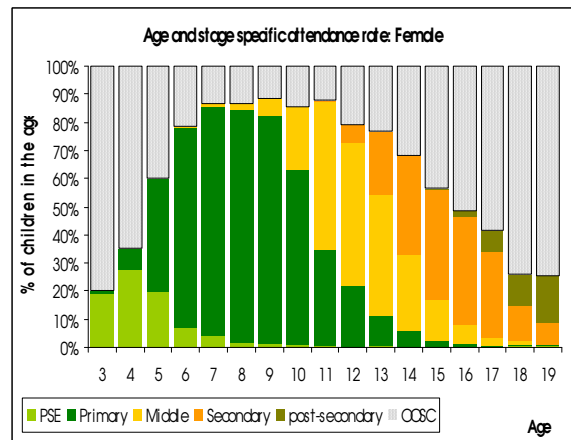
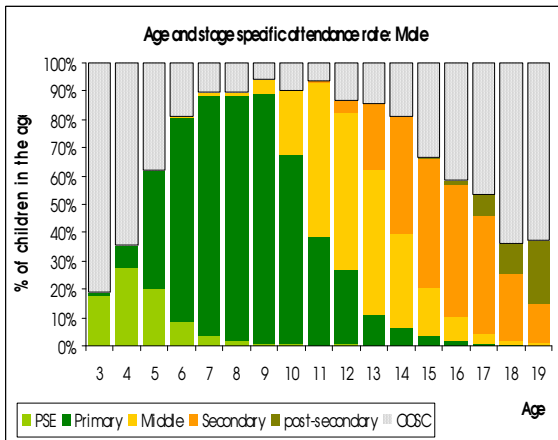
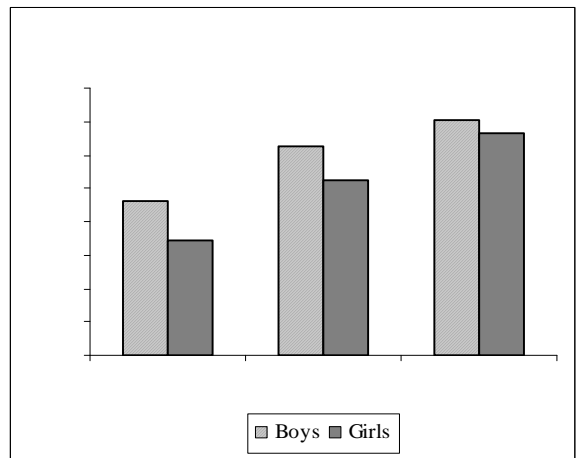
Graph 29



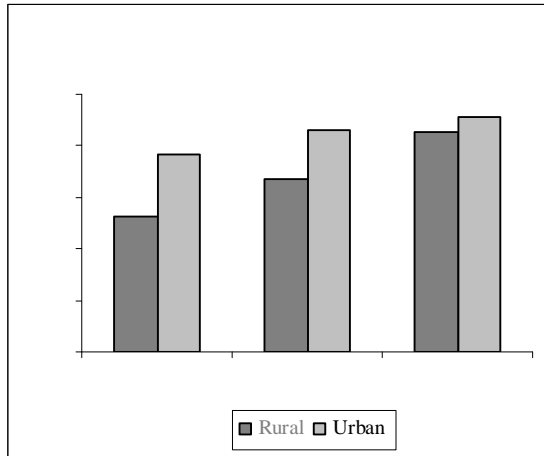
Graph 30



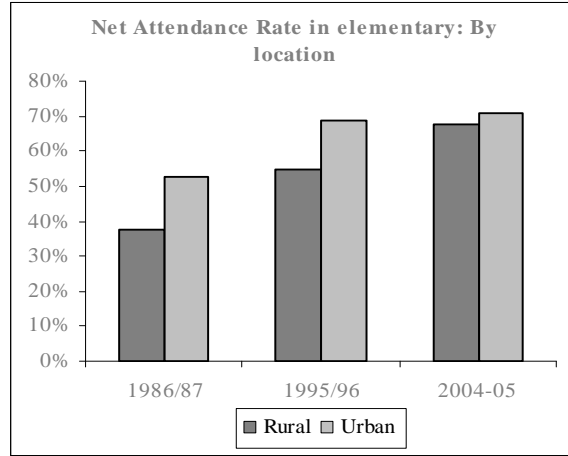
Graph 31



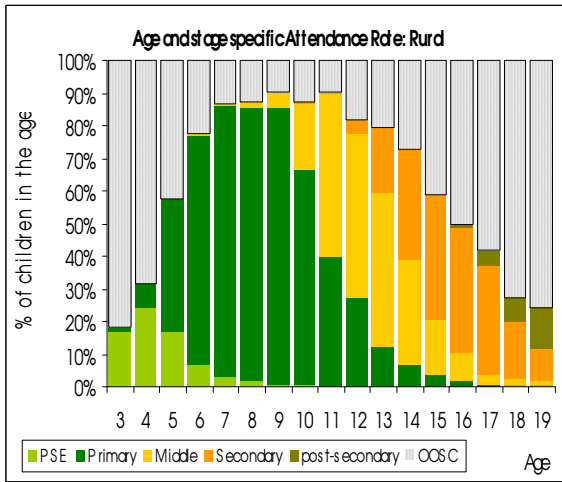
Graph 34



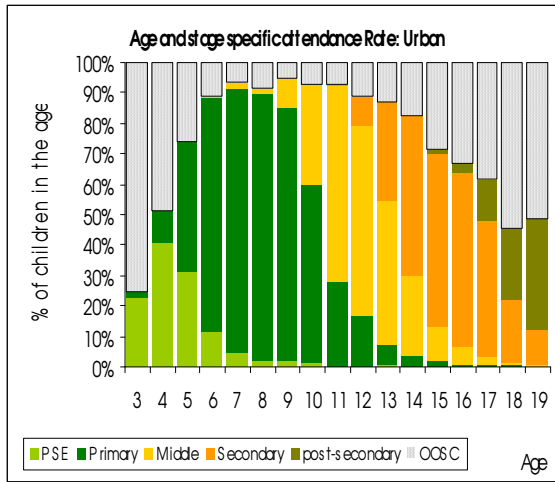
Graph 35



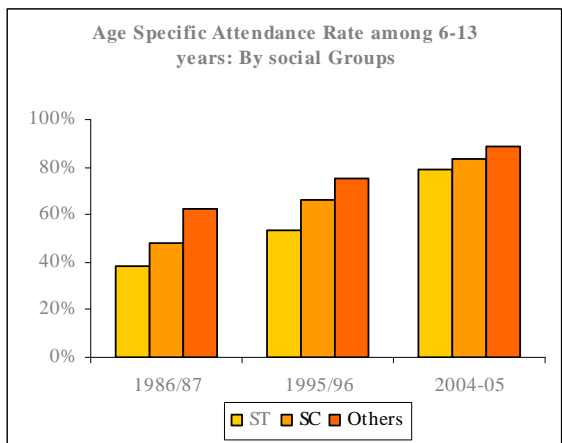
Graph 36



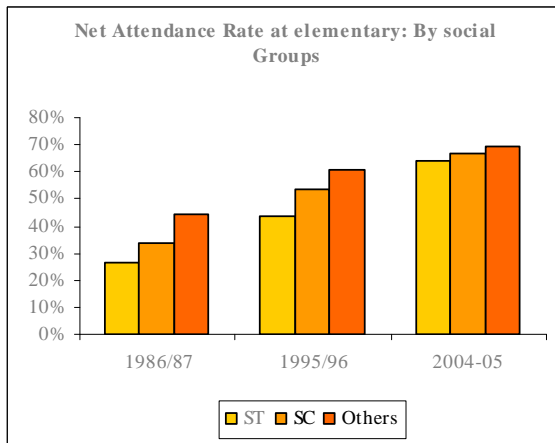
Graph 37



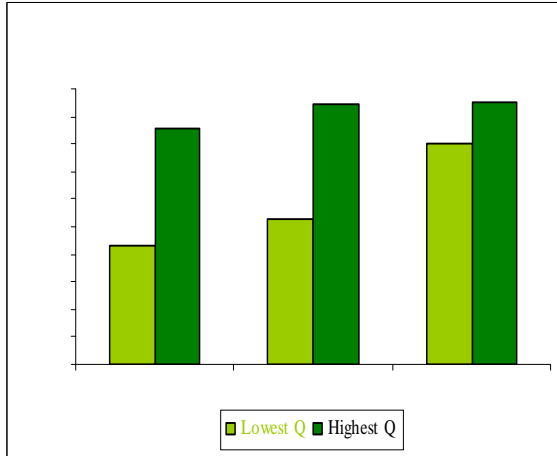
Graph 38



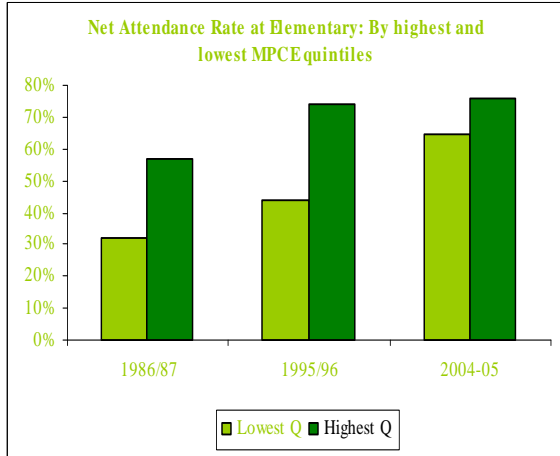
Graph 39



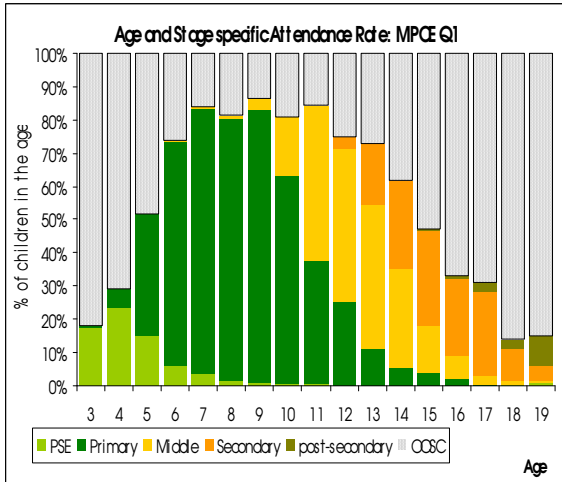
Graph 40



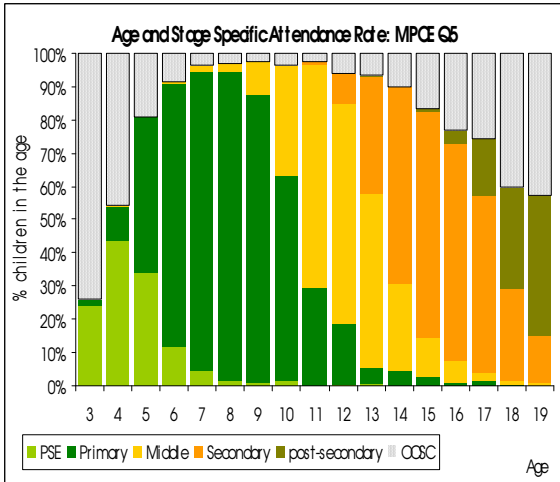
Graph 41



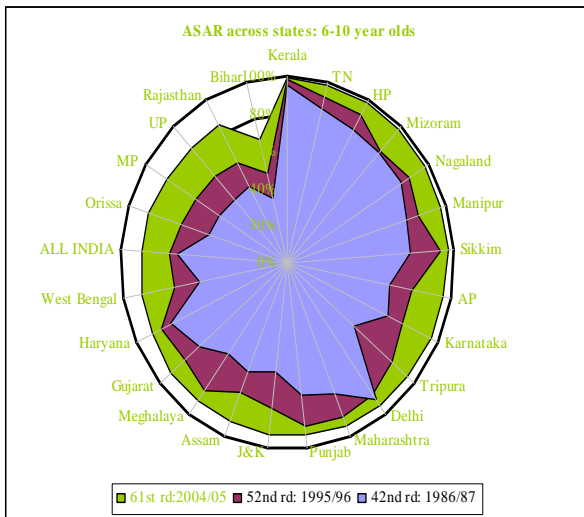
Graph 42



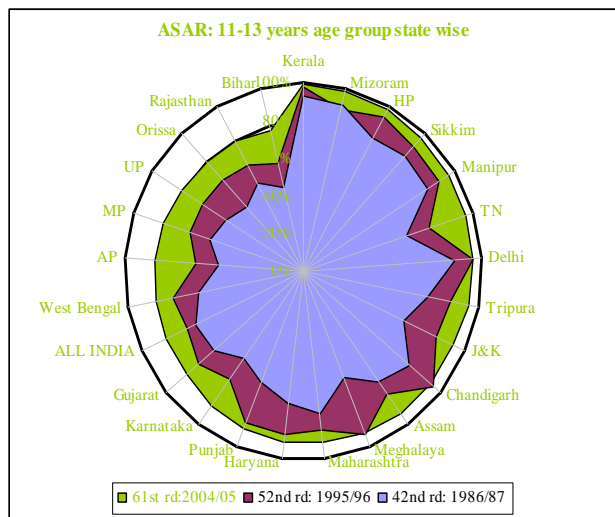
Graph 43



Graph 44.



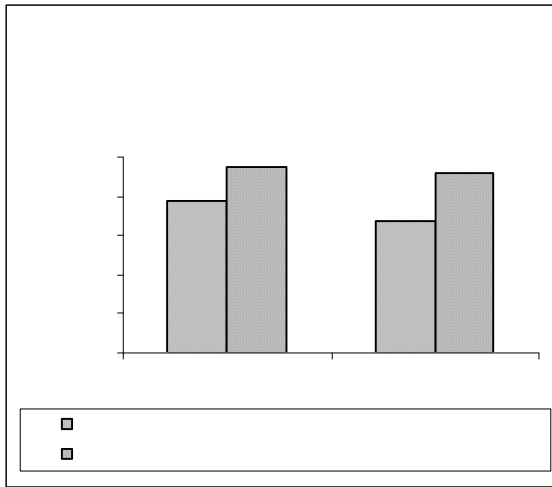
Graph 45



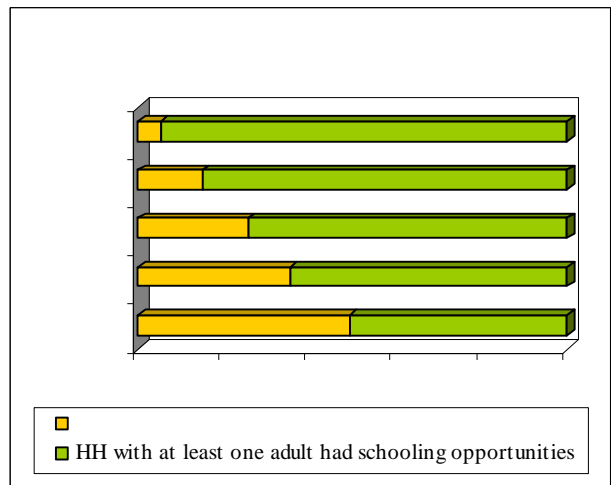
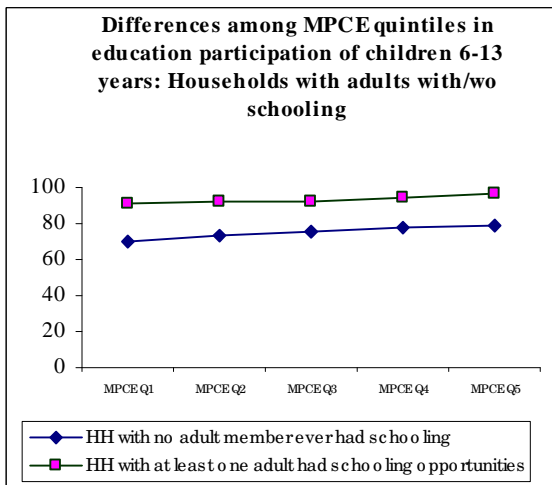
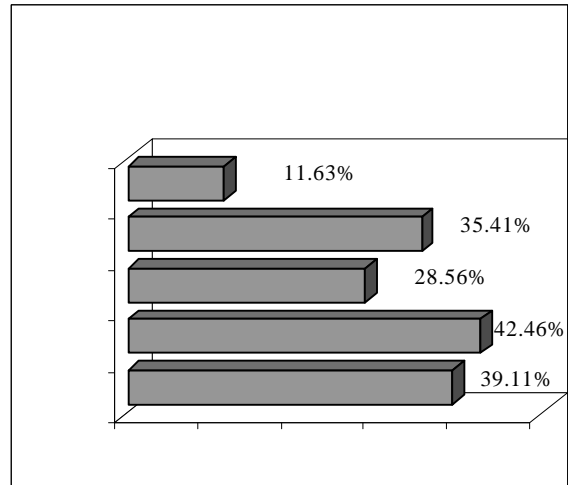
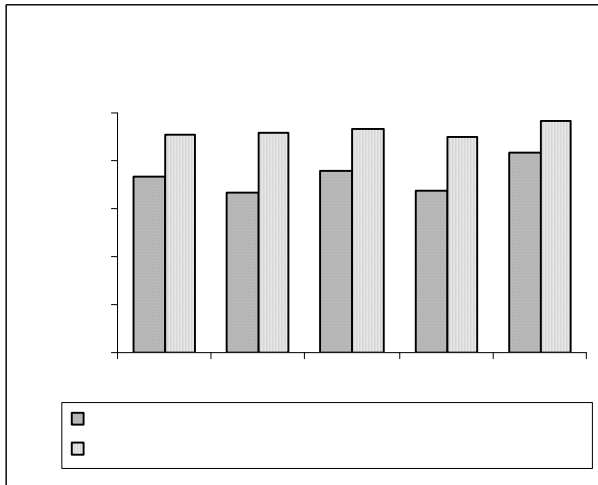
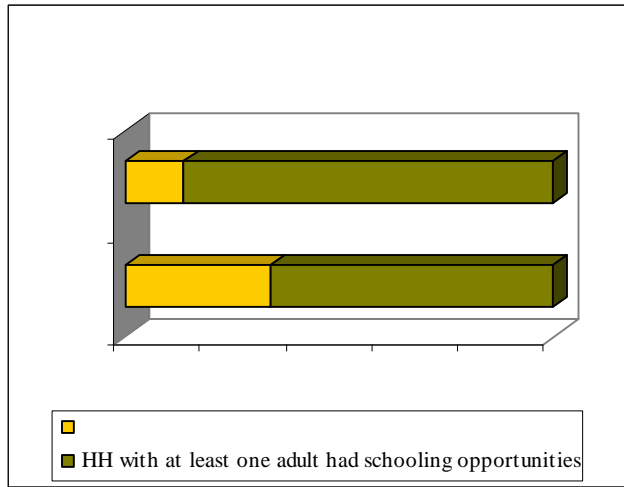
	All		Boys		Girls		ST		SC	
	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05
AP	84.6	95.2	87.3	96.4	81.7	93.9	66.6	91.0	85.4	95.6
Arunachal	56.8	72.2	50.3	73.2	63.7	71.0	54.1	68.9	70.2	98.7
Assam	80.0	91.1	82.3	91.1	77.5	91.1	84.4	93.0	79.8	94.5
Bihar	52.5	68.0	58.8	72.3	44.8	62.7	48.8	67.8	36.9	52.3
Chhattisgarh	0.0	88.2	0.0	90.3	0.0	86.1	0.0	87.7	0.0	91.0
Goa	92.5	96.8	94.8	94.9	89.9	98.5	100.0	100.0	100.0	100.0
Gujarat	84.2	91.6	87.9	93.0	79.8	89.8	74.1	83.0	80.9	95.9
Haryana	85.2	89.9	88.9	92.3	80.9	86.9	31.9	100.0	76.5	82.5
HP	97.4	98.5	97.4	98.4	97.3	98.5	99.4	95.5	96.9	98.6
J&K	83.2	92.8	90.9	94.5	74.9	91.1	69.4	100.0	57.1	94.1
Jharkhand	0.0	79.7	0.0	81.2	0.0	78.0	0.0	74.2	0.0	80.3
Karnataka	82.9	95.1	83.5	95.9	82.4	94.2	75.2	96.1	75.9	91.9
Kerala	95.0	98.8	96.0	98.1	94.1	99.7	91.5	94.4	92.9	97.5
MP	72.8	84.7	76.9	88.0	68.2	80.9	57.3	71.1	70.7	82.6
Maharashtra	91.1	94.2	92.9	94.0	89.3	94.5	79.2	78.5	91.0	93.6
Manipur	86.9	95.7	87.1	96.0	86.6	95.4	77.6	92.8	85.1	100.0
Meghalaya	89.3	90.8	89.0	90.2	89.5	91.5	89.3	90.5	84.6	100.0
Mizoram	90.8	97.1	92.7	97.2	88.7	97.0	92.0	97.6	100.0	100.0
Nagaland	92.6	97.4	93.6	98.4	91.2	96.3	92.6	98.1	91.3	100.0
Orissa	75.0	87.7	80.0	90.6	69.8	84.5	57.8	73.6	74.8	90.6
Punjab	89.6	92.9	90.8	92.8	88.3	93.0	77.1	97.5	82.2	90.6
Rajasthan	74.8	84.1	84.1	89.1	64.3	79.2	62.6	76.0	66.8	79.2
Sikkim	94.9	95.7	95.7	95.1	94.2	96.4	94.6	97.4	92.1	100.0
TN	93.3	99.0	94.3	99.1	92.2	98.9	80.9	100.0	92.2	99.4
Tripura	89.8	94.4	91.8	92.7	86.9	96.1	85.6	95.7	90.2	96.0
UP	74.0	83.4	79.6	85.3	67.3	81.4	70.6	67.1	70.5	82.4
Uttarakhand	0.0	92.3	0.0	94.3	0.0	90.0	0.0	98.1	0.0	91.0
West Bengal	77.2	88.7	81.3	89.6	72.6	88.0	60.3	72.9	75.6	88.6
ANI	95.5	98.6	98.7	100.0	92.0	97.0	91.9	100.0	76.3	100.0
Chandigarh	94.3	96.8	94.3	96.0	94.4	97.6	100.0	100.0	88.3	100.0
D&NH	75.7	86.8	83.4	95.4	69.3	77.6	73.5	84.9	100.0	100.0
D&D	96.0	100.0	96.9	100.0	95.2	100.0	94.0	100.0	100.0	100.0
Delhi	91.4	94.5	92.7	94.4	90.0	94.7	81.3	100.0	80.4	87.2
Lakshadweep	97.9	88.3	98.5	89.6	97.3	86.9	97.8	88.3	0.0	0.0
Pondicherry	94.8	98.8	96.3	98.6	93.3	99.1	100.0	0.0	100.0	100.0
Non-lagging states	83.1	93.5	86.2	94.1	79.6	92.8	76.5	85.7	79.1	92.4
Lagging states	67.8	81.1	73.2	83.9	61.6	78.0	57.3	75.5	61.6	77.0

	All		Boys		Girls		ST		SC	
	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05	1999-2000	2004-05
AP	67.1	82.6	74.9	88.7	58.6	75.8	42.0	73.3	64.3	77.2
Arunachal	75.8	82.3	76.3	86.5	75.1	76.5	75.2	79.9	44.6	100.0
Assam	80.5	92.0	84.6	91.9	75.8	92.2	86.4	93.5	83.7	96.8
Bihar	60.0	76.4	66.9	82.2	51.5	69.2	60.8	99.1	38.2	62.7
Chhattisgarh	0.0	84.0	0.0	89.7	0.0	78.3	0.0	79.8	0.0	86.0
Goa	86.3	91.7	88.5	91.7	82.6	91.7	0.0	0.0	100.0	100.0
Gujarat	80.4	85.2	85.0	89.7	74.9	79.5	61.3	81.1	79.5	82.1
Haryana	89.2	91.1	91.4	95.5	86.6	86.0	100.0	100.0	81.5	81.9
HP	95.7	97.4	97.0	98.0	94.4	96.8	96.8	93.4	96.5	96.7
J&K	83.7	92.7	91.6	97.1	75.5	87.7	18.8	73.4	61.0	89.0
Jharkhand	0.0	78.3	0.0	83.8	0.0	71.8	0.0	71.0	0.0	76.2
Karnataka	75.7	88.3	79.1	89.9	72.3	86.6	61.5	79.7	69.5	76.9
Kerala	95.3	98.7	95.0	97.9	95.6	99.7	78.7	100.0	89.9	98.6
MP	73.6	82.3	79.7	87.3	66.2	76.3	53.9	66.8	71.5	82.4
Maharashtra	86.7	91.3	88.4	93.1	84.7	89.4	76.6	77.5	86.6	92.1
Manipur	86.3	95.5	87.4	97.1	85.2	93.0	76.9	94.9	98.5	100.0
Meghalaya	89.6	92.0	91.2	88.2	88.0	96.2	89.0	91.3	84.7	100.0
Mizoram	93.0	98.4	93.8	97.8	92.3	99.0	93.2	98.4	98.3	100.0
Nagaland	91.5	93.7	93.0	94.9	89.6	92.4	92.3	94.5	65.0	0.0
Orissa	72.5	79.6	76.2	81.2	68.8	77.9	52.9	63.7	68.6	77.4
Punjab	83.2	89.8	83.8	90.2	82.6	89.3	92.4	94.5	74.5	87.0
Rajasthan	70.2	79.4	84.2	88.2	53.6	69.3	57.8	79.7	58.9	70.6
Sikkim	93.5	96.5	95.8	95.5	91.0	97.6	92.2	95.6	98.2	96.4
TN	86.3	95.8	86.6	97.0	86.0	94.4	86.3	100.0	85.4	94.0
Tripura	94.8	94.2	96.3	92.9	92.9	95.7	95.2	91.8	92.2	93.2
UP	73.1	79.7	80.0	84.9	65.7	73.3	69.3	66.1	68.5	76.6
Uttarakhand	0.0	89.6	0.0	91.9	0.0	87.4	0.0	99.5	0.0	88.8
West Bengal	75.3	84.2	77.0	84.3	73.7	84.2	66.7	73.6	68.3	85.2
ANI	89.9	98.5	85.3	99.8	95.2	97.2	94.8	0.0	46.6	0.0
Chandigarh	89.8	92.6	95.9	93.1	82.9	92.0	0.0	100.0	85.1	98.5
D&NH	73.5	90.6	78.0	100.0	68.4	76.3	68.2	89.5	100.0	37.9
D&D	92.1	99.6	94.4	99.3	89.4	100.0	87.7	100.0	100.0	100.0
Delhi	88.8	95.5	94.0	95.2	83.9	95.9	100.0	100.0	82.4	88.8
Lakshadweep	99.1	100.0	98.4	100.0	100.0	100.0	99.1	100.0	0.0	0.0
Pondicherry	88.3	100.0	93.9	100.0	83.6	100.0	0.0	0.0	96.9	100.0
Non-lagging states	79.4	89.2	83.7	91.3	74.8	86.9	70.5	81.9	74.9	86.5
Lagging states	69.7	79.7	75.9	85.2	62.6	73.1	56.4	71.6	60.3	74.7

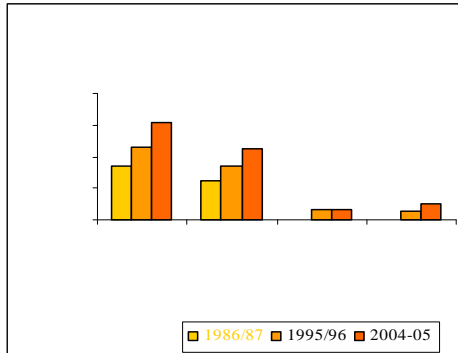
Graph 46



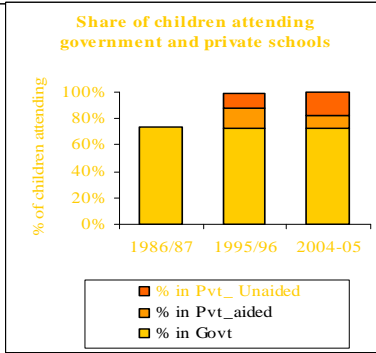
Graph 47



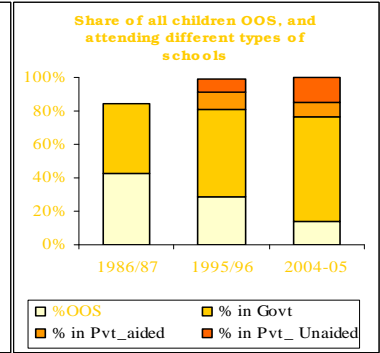
Graph 52



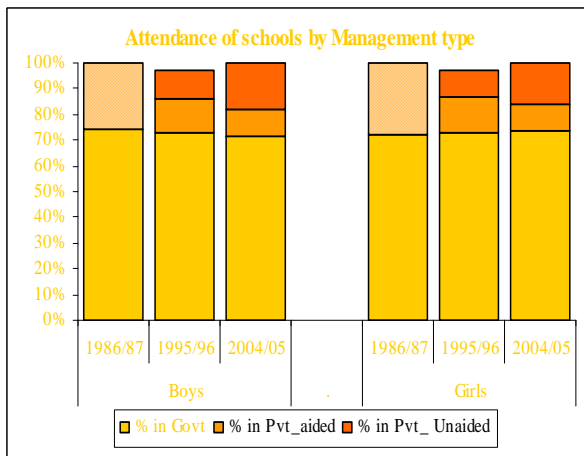
Graph 53



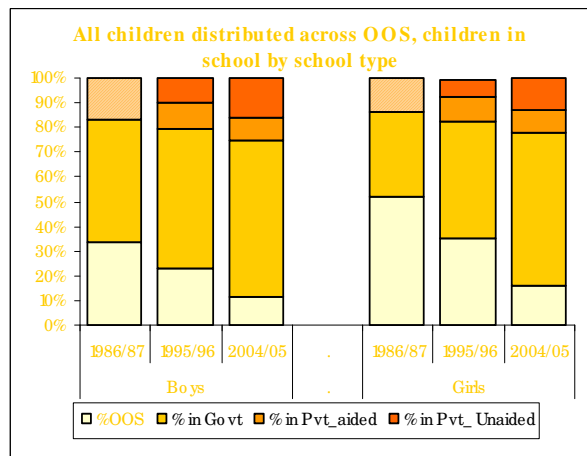
Graph 54



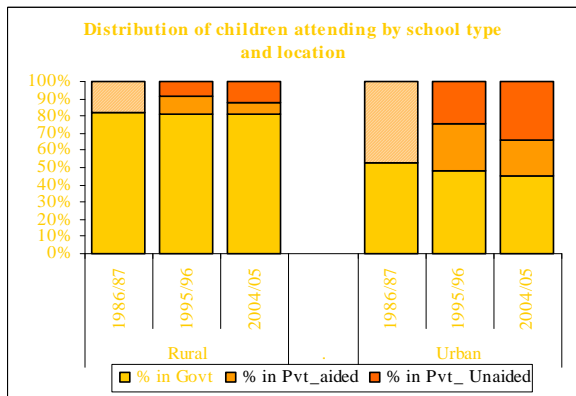
Graph 55



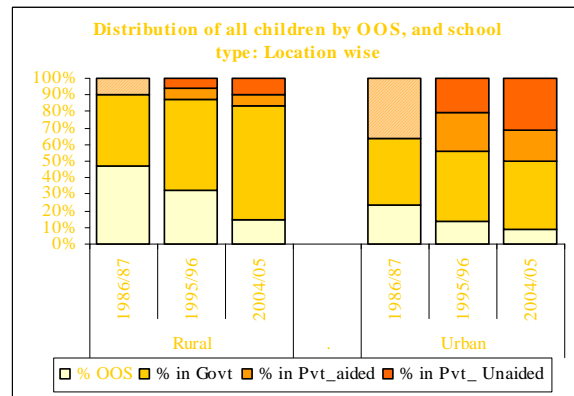
Graph 56



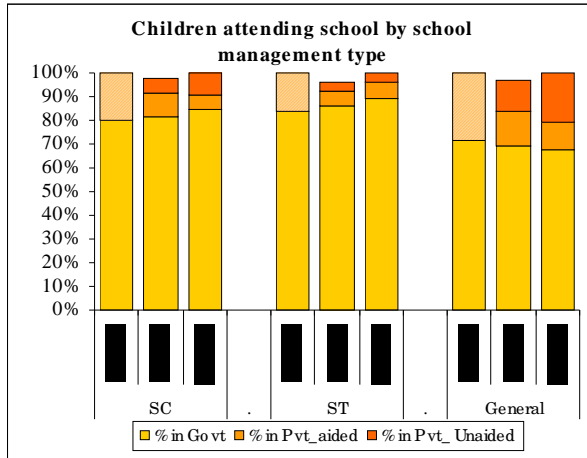
Graph 57



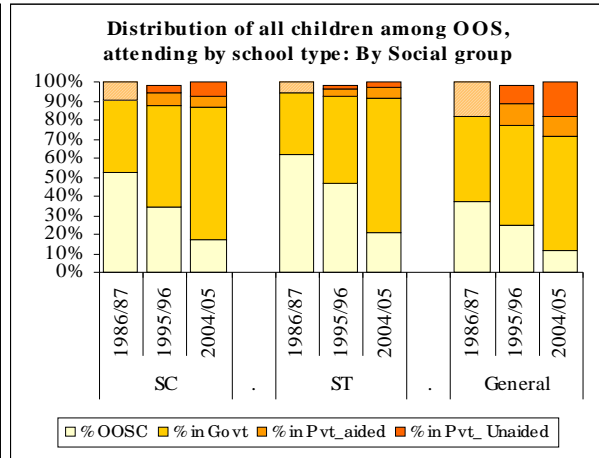
Graph 58



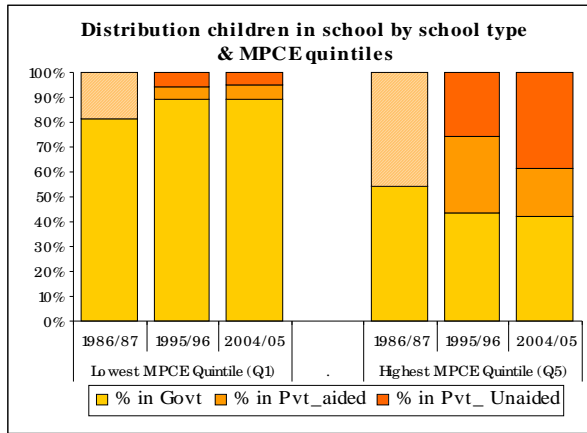
Graph 59



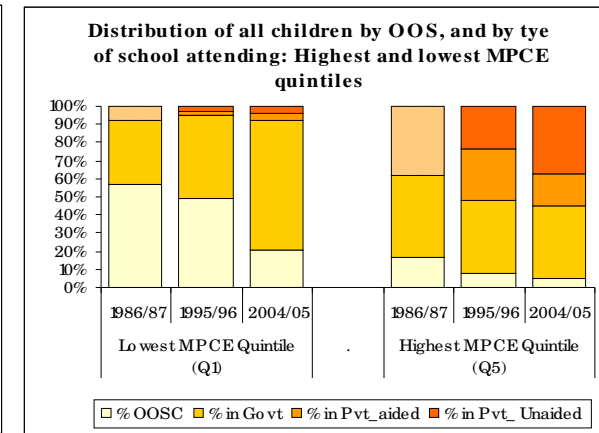
Graph 60



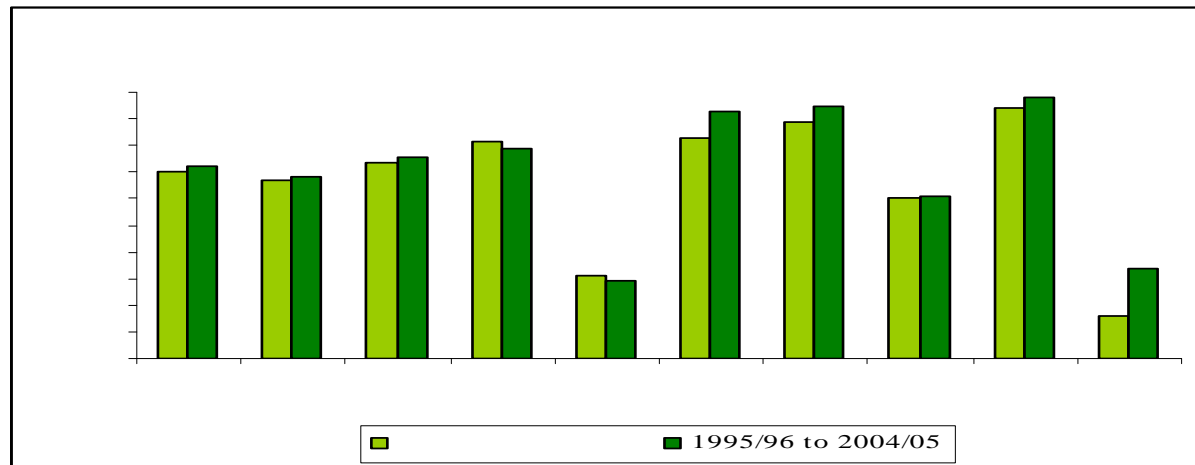
Graph 61



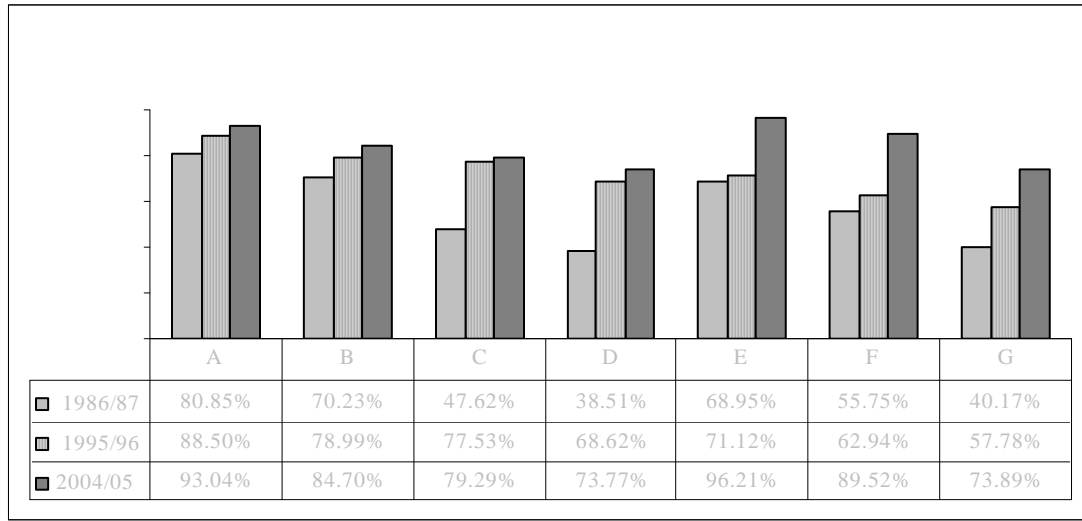
Graph 62



Graph 63

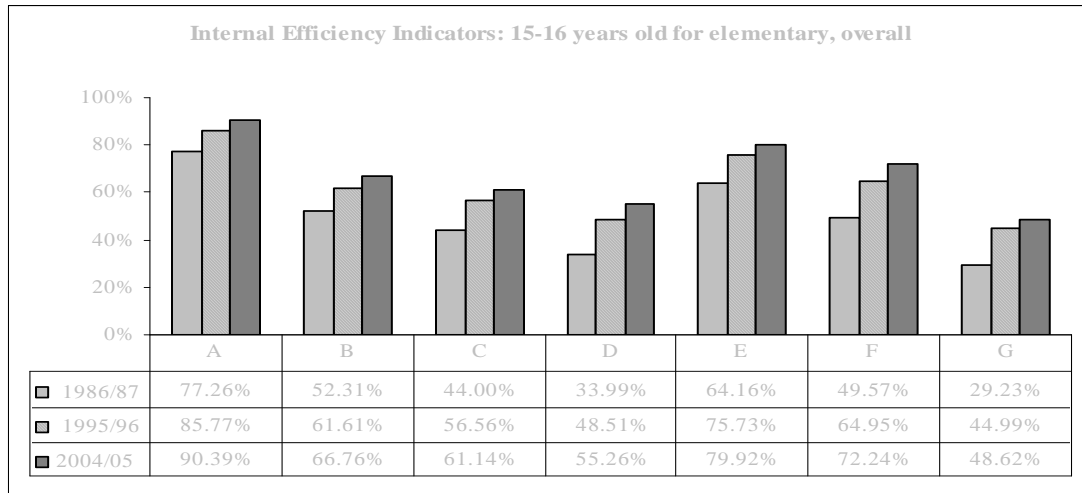


Graph 64



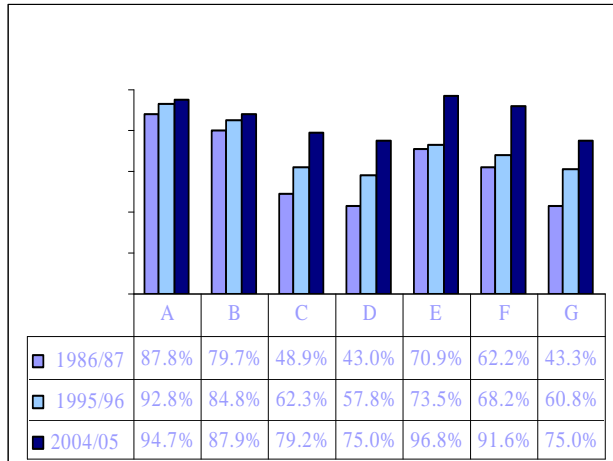
A	% Ever enrolled/ attended
B	% Currently attending
C	% primary completed (in 'ever enrolled')
D	% primary completed (in all 12-14 yrs)
E	% primary completed/ attending in 'ever enrolled'
F	% primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending upper primary+

Graph 65

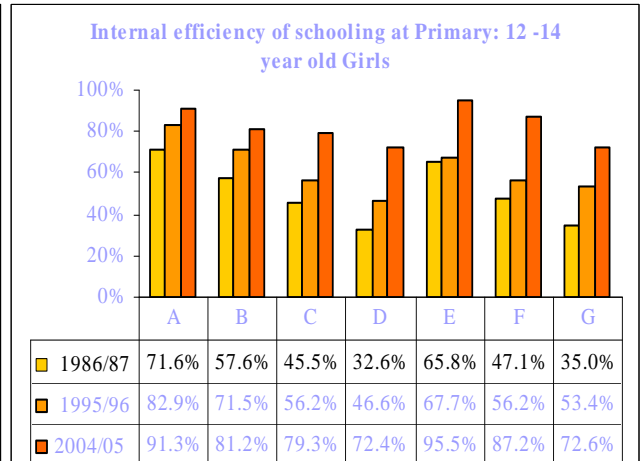


A	% Ever enrolled/ attended
B	% Currently attending
C	% Upper Primary completed (in 'ever enrolled')
D	% Upper Primary completed (in all 15-16 yrs)
E	% Upper primary completed/ attending in 'ever enrolled'
F	% Upper primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending secondary

Graph 66

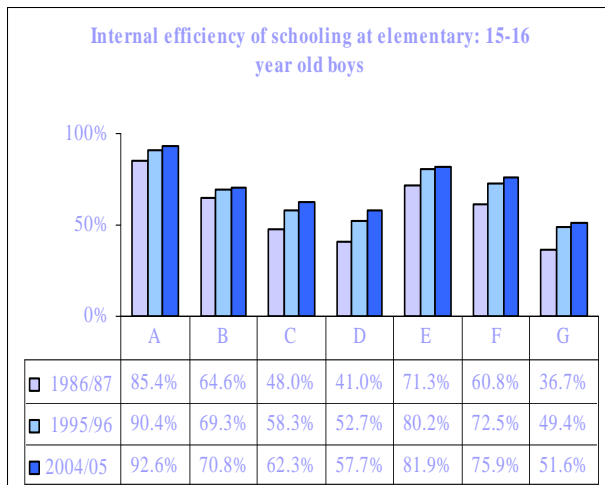


Graph 67

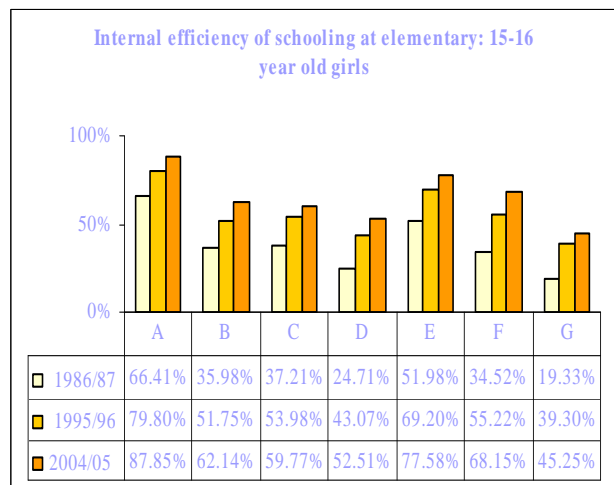


A	% Ever enrolled/ attended
B	% Currently attending
C	% primary completed (in 'ever enrolled')
D	% primary completed (in all 12-14 yrs)
E	% primary completed/ attending in 'ever enrolled'
F	% primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending upper primary+

Graph 68

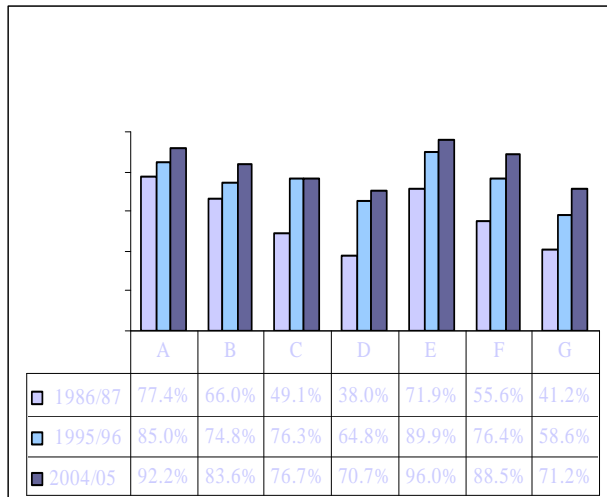


Graph 69

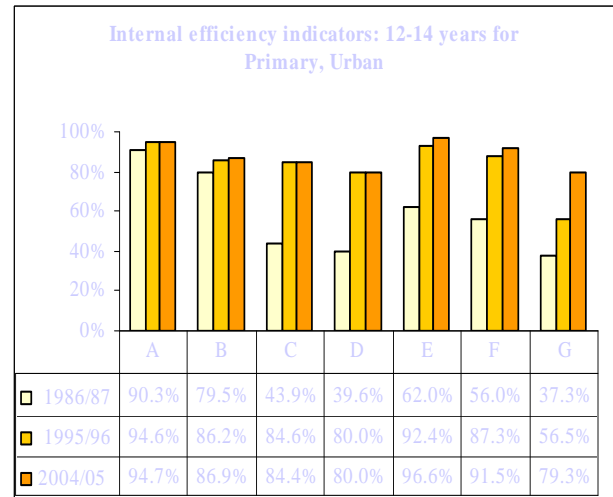


A	% Ever enrolled/ attended
B	% Currently attending
C	% Upper Primary completed (in 'ever enrolled')
D	% Upper Primary completed (in all 15-16 yrs)
E	% Upper primary completed/ attending in 'ever enrolled'
F	% Upper primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending secondary

Graph 70

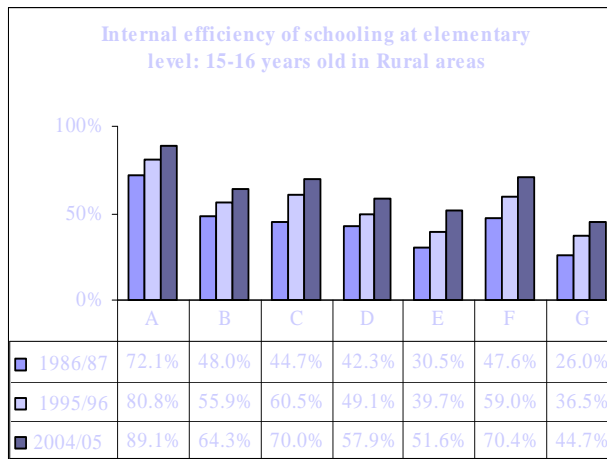


Graph 71

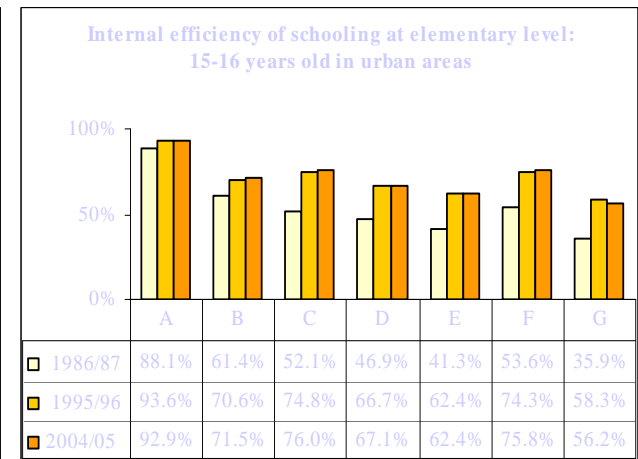


A	% Ever enrolled/ attended
B	% Currently attending
C	% primary completed (in "ever enrolled")
D	% primary completed (in all 12-14 yrs)
E	% primary completed/ attending in 'ever enrolled'
F	% primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending upper primary+

Graph 72

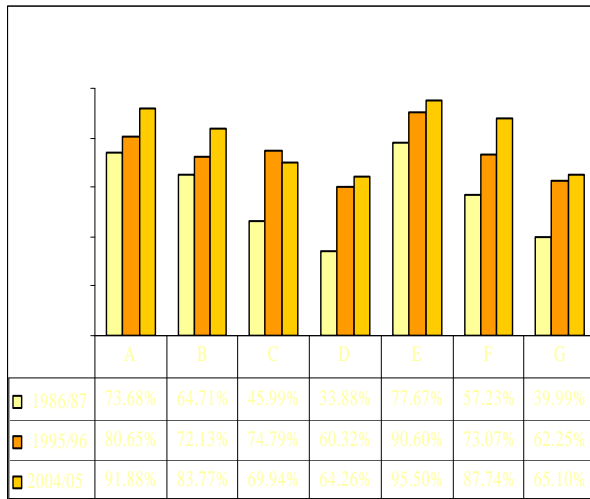


Graph 73

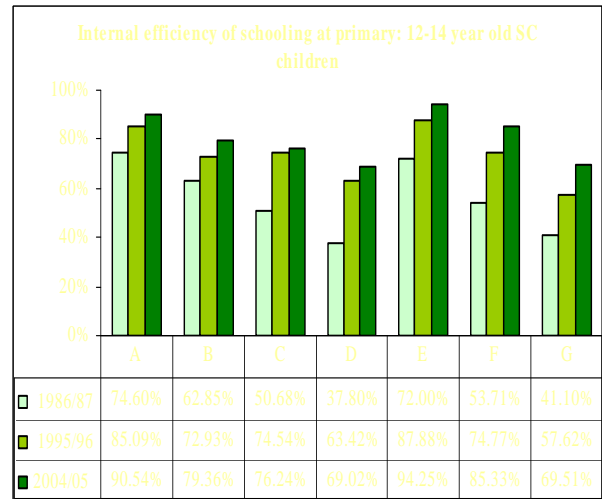


A	% Ever enrolled/ attended
B	% Currently attending
C	% Upper Primary completed (in 'ever enrolled')
D	% Upper Primary completed (in all 15-16 yrs)
E	% Upper primary completed/ attending in 'ever enrolled'
F	% Upper primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending secondary

Graph 74

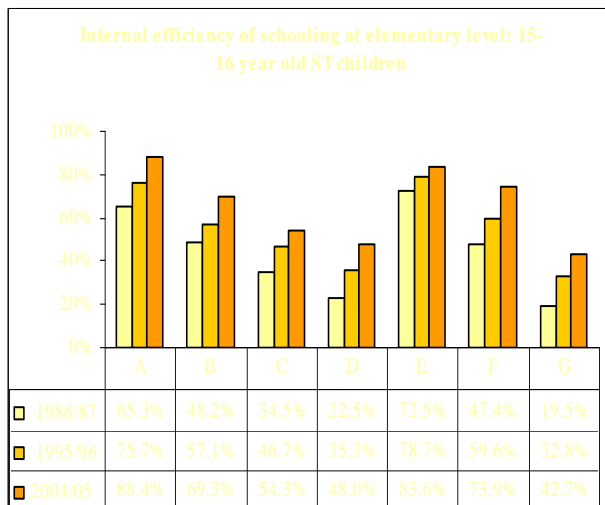


Graph 75



A	% Ever enrolled/ attended
B	% Currently attending
C	% primary completed (in "ever enrolled")
D	% primary completed (in all 12-14 yrs)
E	% primary completed/ attending in 'ever enrolled'
F	% primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending upper primary+

Graph 76

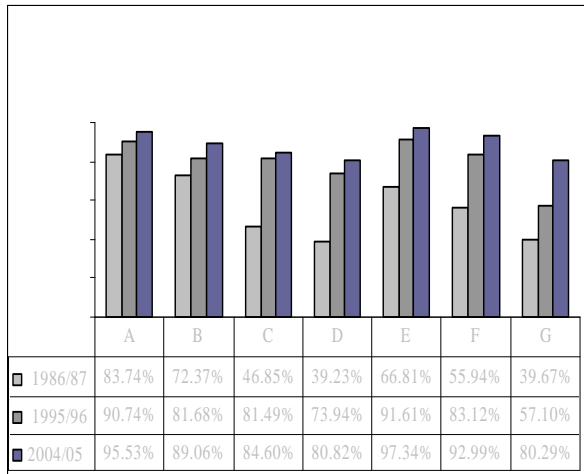


Graph 77

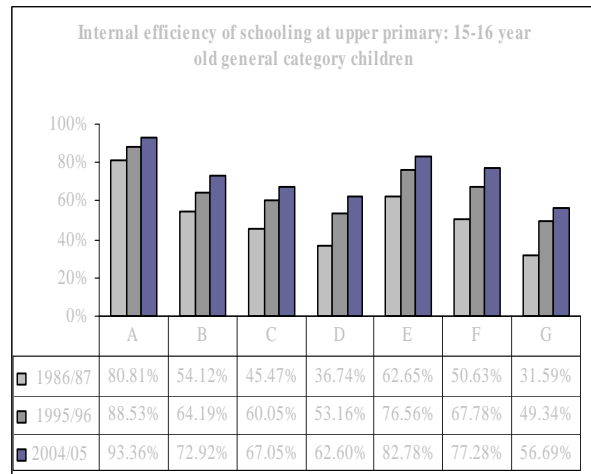


A	% Ever enrolled/ attended
B	% Currently attending
C	% Upper Primary completed (in 'ever enrolled')
D	% Upper Primary completed (in all 15-16 yrs)
E	% Upper primary completed/ attending in 'ever enrolled'
F	% Upper primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending secondary

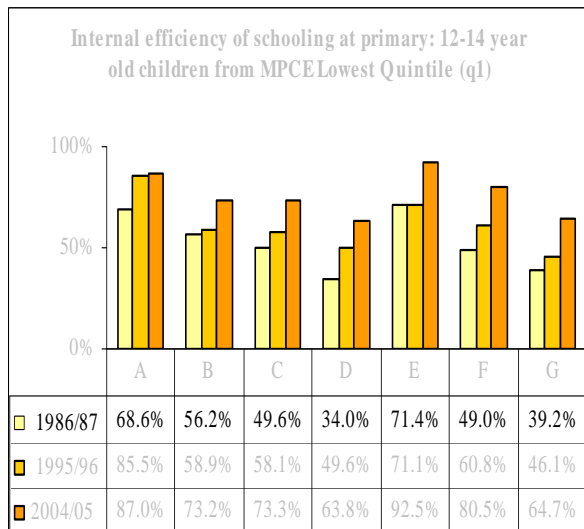
Graph 78



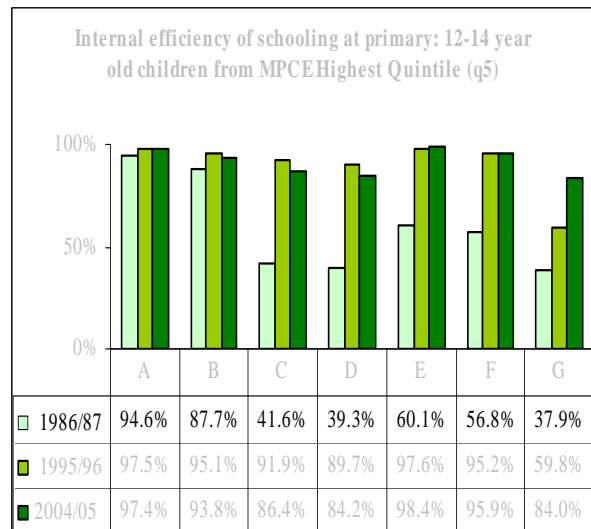
Graph 79



Graph 80

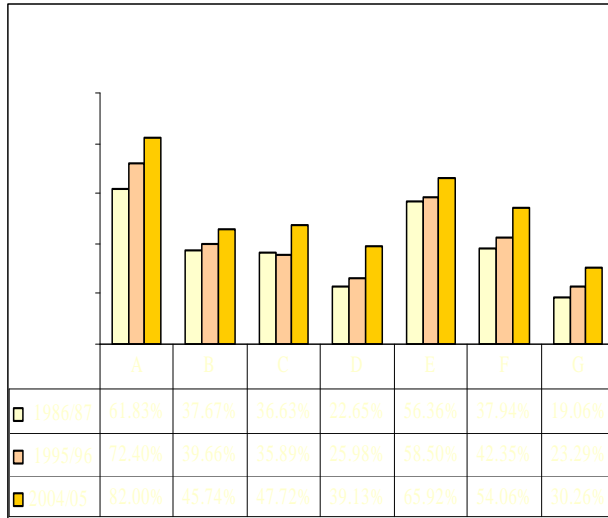


Graph 81

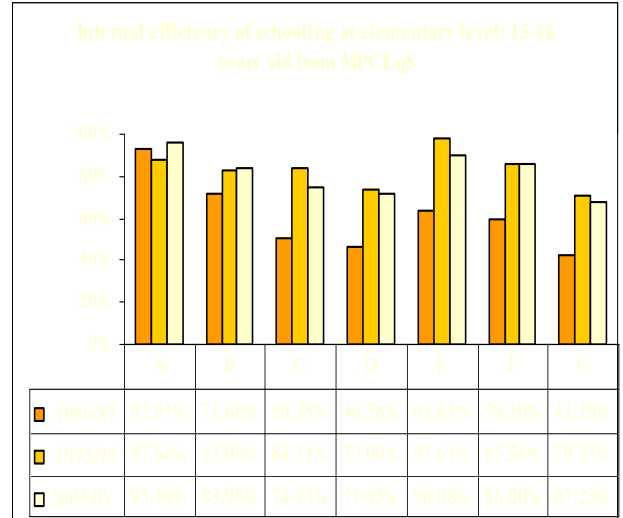


A	% Ever enrolled/ attended
B	% Currently attending
C	% primary completed (in "ever enrolled")
D	% primary completed (in all 12-14 yrs)
E	% primary completed/ attending in 'ever enrolled'
F	% primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending upper primary+

Graph 82

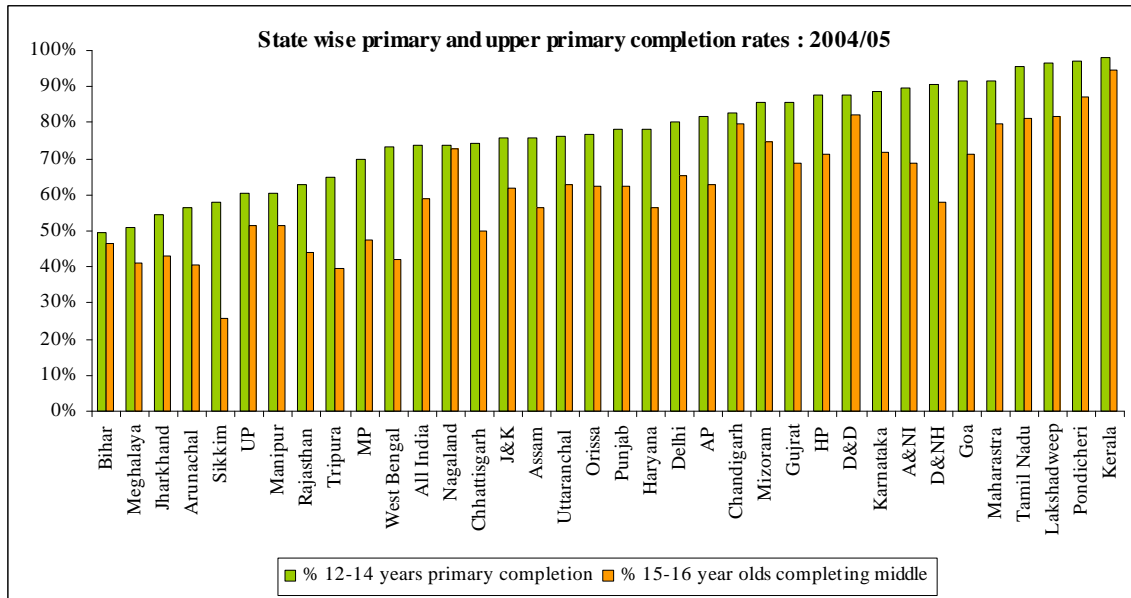


Graph 83

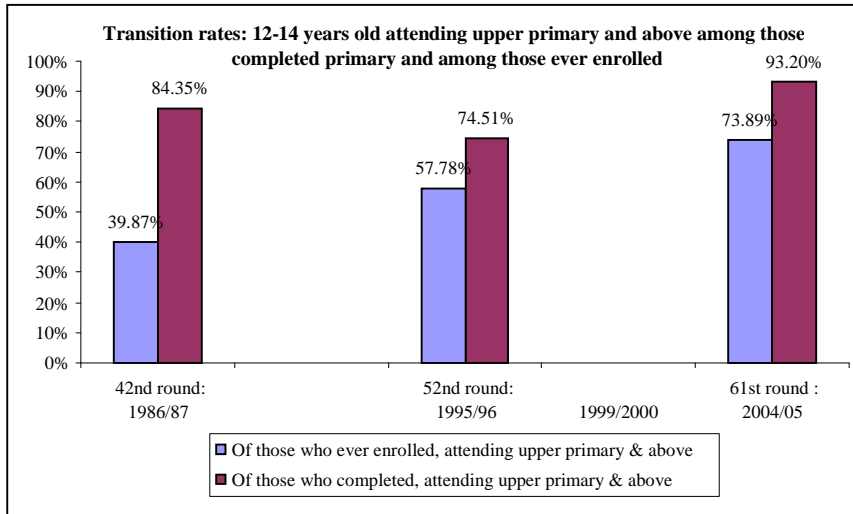


A	% Ever enrolled/ attended
B	% Currently attending
C	% Upper Primary completed (in 'ever enrolled')
D	% Upper Primary completed (in all 15-16 yrs)
E	% Upper primary completed/ attending in 'ever enrolled'
F	% Upper primary completed/attending as % of all age pop
G	Of those who ever enrolled, attending secondary

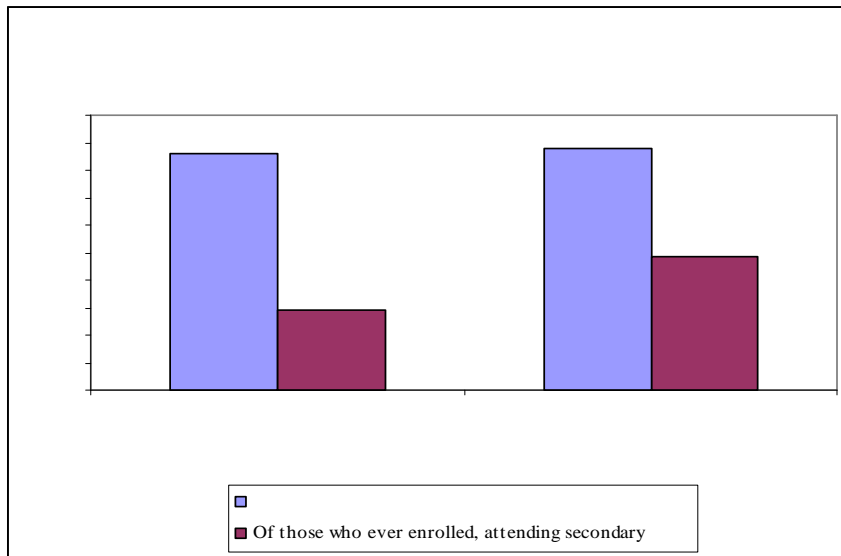
Graph 84



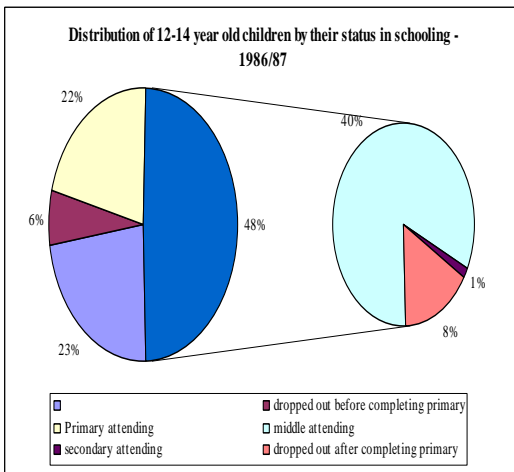
Graph 85



Graph 86



Graph 87



Graph 88

