

GOVERNMENT OF NAGALAND



SOCIAL CONSUMPTION: EDUCATION IN NAGALAND



NATIONAL SAMPLE SURVEY 71st ROUND (JANUARY 2014- JUNE 2014)



**DIRECTORATE OF ECONOMICS & STATISTICS
NAGALAND: KOHIMA**



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PREFACE

The National Sample Survey (NSS) was set up by the Government of India in 1950 to collect socio-economic data employing scientific sampling methods. The 71st NSS round covering the period January 2014-June 2014 was surveyed on “Social Consumption: Health” and “Social Consumption: Education”. The present report is based on the survey findings of “Social Consumption: Education” in Nagaland.

The main objectives of the survey on “Social Consumption: Education” is to collect information on participation of persons aged 5-29 years in the education system, private expenditure incurred on education, examining the extent of drop-out and discontinuation from education and its causes, and IT literacy of persons aged 14 years and above. The surveys on Social Consumption relating to Education, conducted by the National Sample Survey Office (NSSO), are the primary sources of data on various indicators on education scenario of the country, like literacy rates, attendance ratios, incentives received by the students, expenditure incurred for the purpose of education, etc. These are used for planning, policy formulation, and decision support and as input for further analytical studies by various Government organizations, academicians, researchers and scholars.

The Directorate of Economics and Statistics (DES), Government of Nagaland has been participating in the nation-wide socio-economic survey conducted perennially by the NSSO since 1972. I am extremely thankful to the NSSO, Government of India, for providing their invaluable insights and guidance for conduct of the survey. I also would like to thank the Data Processing Division, Kolkata for providing the software for data entry, validation and tabulation.

I also place on record my appreciation to the officers and staff of the NSS section in the Directorate who have rendered their commendable services in the preparation and publication of this report.

I hope this report will be useful to planners, policy makers, academicians and researchers. Suggestions for improvement in content, layout and other aspects of this report will be highly appreciated.

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SURVEY HIGHLIGHTS

A survey on 'Social Consumption: Education' was conducted in NSS 71st round (January-June 2014). A sample of 352 rural households and 672 urban households was surveyed all over Nagaland.

Highlights of the findings of the survey are given below:

I. Household profile

- ❖ At all-Nagaland level average household size was 4.51 in rural areas and 4.41 in urban areas.
- ❖ No. of persons aged 5-29 years per household was 2098 (730 in rural sector and 1368 in urban sector).
- ❖ No. of currently attending persons aged 5-29 years was 543 in rural sector and 1062 in urban sector.
- ❖ No. of currently enrolled but not attending persons aged 5-29 years was 21 in rural sector and 14 in urban sector.

[Table 1]

II. Completed educational level of population for different age-groups

- ❖ The 4th quintile class of MPCE had the highest percentage share of Primary education.
- ❖ At Upper Primary education level, the share of literates in the top MPCE class was less than three times of that in the bottom MPCE class.
- ❖ For Secondary and Higher Secondary education, the 4th quintile and 3rd quintile class had the largest share of literates respectively.
- ❖ In case of Diploma/Certificate, Graduate and Post Graduate & above education, the top quintile (5th quintile) class of MPCE had the maximum share of literates.

[Table 2]

III. Distance to nearest primary, upper primary and secondary school

- ❖ In rural areas 82.6% of households had primary schools within 1 km distance from their residence.
- ❖ And 79% of households had access to upper primary schools within 1 km and 29.2% households in case of secondary schools within the same distance.
- ❖ In the urban areas, 73.1% of households had primary schools within 1 km.
- ❖ In case of upper primary and secondary school, 64.9% and 52.8% were accessible within 1 km respectively.

[Table 3]

IV. Attendance status of persons in age-group 5-29 years

- ❖ Around 30% of the population fell under the 'currently not attending' category in the rural areas.
- ❖ About 24% of the population fell under the 'currently not attending' category in the rural areas.

[Table 4]

V. Attendance ratios

- ❖ At primary level, Gross Attendance Ratio (GAR) of male was lower compared to female for both rural and urban areas.
- ❖ For primary to higher secondary levels, GAR for rural male and female were marginally lower as compared to that of male and female for urban areas.
- ❖ A sharp decline was noticed in GAR from higher secondary level onwards.
- ❖ No noticeable Male-Female difference was found in Net Attendance Ratio (NAR) of Nagaland at primary level.
- ❖ At Upper primary level, it is observed that the NAR for females is lesser compared to males for both rural and urban areas.

[Table 7]

- ❖ Downward trend was noticed at secondary level for both rural and urban areas.
- ❖ At higher secondary level, there was an increase in NAR in urban area for both male and female
- ❖ From higher secondary level onwards a sharp decline was observed in rural area for both male and female.

[Table 9]

- ❖ Age specific attendance ratio was highest for the age-group 11-13 years under urban sector whereas the lowest was seen in the age-group 24-29 years under rural sector.

[Table 12]

VI. Type of institution and distribution

- ❖ The distribution of students was more than four times in the rural sector than the urban sector for Primary education in Government institution; the reverse trend was seen in Private Unaided institution for Primary level of education where it was almost 4 four times lower in rural sector than their urban counterpart.
- ❖ For Upper Primary level of education, the rural sector was almost 4 times more than the urban sector for Government institution; for Private and Private Unaided institutions, the distribution was higher for urban sector when compared with the rural sector.
- ❖ For Secondary and Higher Secondary level, it was more in the rural sector by nearly 2 (two) times for Government institution; the urban sector outweighed the rural sector for Private Aided and Private Unaided institutions by 5.8% and 5.9% respectively.
- ❖ Not much variation in the distribution was seen for Graduation and above level of education between the rural and urban sectors.

[Table 16]

VII. Students receiving free education

- ❖ 66.7% of the students in the rural sector and 90.7% in the urban sector received free education in Government institution at Primary level of education.
- ❖ 63.7% of the students in rural and 54.9% in the urban sector received free education in Government institution at Upper Primary level of education.
- ❖ Under Government institution, 11.2% of the students' tuition fees were fully waived in the rural sector for Upper Primary education, while it was 5.3 % in the urban sector.
- ❖ Percentage of students studying in private aided institutions and receiving free education at primary and upper primary levels was very negligible (from 0.7-1%) in both rural and urban areas.
- ❖ 4.7% of Tuition fees were waived fully and 8.7% partly at Primary level of education in the urban sector under Private aided institution; 7.3% of the students' tuition fees were fully waived at Upper primary education in the urban sector.

[Table 19]

VIII. Private coaching

- ❖ At Post-Graduate & above level education, 100% of the students were taking private coaching for the purpose of 'Preparing for exam for getting a job' both for rural and urban sector.
- ❖ At Diploma level of education, 57.9% in the rural sector of the students were taking private coaching for the purpose of 'Preparing for exam for getting a job' and 42.1% for 'preparing for admission to institutes/courses'.

[Table 22]

IX. Expenditure on education

- ❖ The item of expenditure that incurred the largest share of average expenditure per student during current academic session pursuing general course was on course fee (Rs. 4016), followed by items on books, stationery and uniform (Rs. 2147).

[Table 24]

- ❖ The item of expenditure that incurred the largest share of average expenditure per student during current academic session pursuing technical/professional course was on course fee (Rs. 8568), followed by items on books, stationery and uniform (Rs. 4041).

[Table 25]

- ❖ The share of average expenditure per student pursuing general courses from Government institution was highest in Humanities course (Rs.10183) in the rural sector; the same was highest in 'Science' course (Rs. 10108) in the urban sector.
- ❖ The share of average expenditure per student pursuing general courses from Private aided institutions was highest in Commerce course (Rs.10987) in the rural sector; the same was highest in Humanities course (Rs.8917) in the urban sector.
- ❖ The share of average expenditure per student pursuing general courses from Private Unaided institutions was highest in Science course (Rs.20103) in the rural sector; the same was highest in Commerce course (Rs.11760) in the urban sector.

[Table 26]

X. Never-enrolment and discontinuance of education

- ❖ 66.7% of household type who did casual labor in non-agriculture in the rural sector left study because they had no interest in education.
- ❖ Under 'self employed in non- agriculture' household type in the rural sector, the major reason for dropping out/discontinuance was 'completed desired level/class' with 54.8%
- ❖ The reason for dropping out/discontinuing education for 50% of household type who were engaged in casual labor in agriculture was due to engagement in economic activities in the rural sector;

[Table 28]

- ❖ 100% of never enrolled persons (age 5-29 years) in the rural sector cited the reason as 'not interested in education'.
- ❖ In the urban sector, 18.9% of never enrolled persons (age 5-29 years) were not interested in education, while 35.1% were engaged in domestic activities, 7.9% due to marriage and 38% had other reasons.

[Table 29]

XI. Access to computer and internet

- ❖ 20.1% of rural households had computers whereas 51% of the urban household had computers.

[Table 30]

- ❖ Males were shown to be more able than females for all age-groups both in operating a computer as well as being able to use it.
- ❖ 33.3% of persons aged 14 and above were able to use computer for word processing/typing, 32.3% for Internet for searching for desired information, and 27.6% for Internet for sending e-mails.

[Table 31]

- ❖ 31% in the rural areas had access to internet facility whereas about 57% had access to the same in the urban areas.

[Table 32]

CONTENTS

Sl. No.	DESCRIPTION	Page No.
1	Highlights	i-iii
2	Index of Detailed Tables	iv-v
3	Chapter One: Introduction	1-2
4	Chapter Two: Concepts and Definitions	3-9
5	Chapter Three: Level of education, Current Enrolment & Attendance	10-14
6	Chapter Four: Participation & Expenditure on Education	15-28
7	Chapter Five: Drop-outs & Discontinuance	29-32
8	Chapter Six: Access to Computer & Internet	33-34
9	Appendix A: Sample Design & Estimation Procedure	35-43
10	Appendix B: Facsimile of Schedule 25.2	45-52

Index of Detailed Tables

Table No.		Page
Table 1	Number of households, total no. of persons, persons aged 5 -29 years currently attending education, persons aged 5 -29 years currently enrolled but not attending education and average household size surveyed.	10
Table 2	Per 1000 distribution of persons by completed level of education for each quintile class of MPCE	11
Table 3	Per 1000 distribution of households by distance from school having primary, upper primary and secondary level classes in Rural & Urban	11
Table 4	Per 1000 distribution of persons of age 5 -29 years by current attendance and current enrolment (Rural, Urban, All: Nagaland)	12
Table 5	Per 1000 distribution of persons of age 5 -29 years by current attendance and current enrolment status for each social group (Rural+ Urban)	13
Table 6	Per 1000 distribution of persons of age 5 -29 years by current attendance and current enrolment status for different religions (Rural +Urban)	14
Table 7	Gross attendance ratio by class group in school education for each State/UT	16
Table 8	Gross attendance ratio by class group in school education for each social group (Rural + Urban)	16
Table 9	Net attendance ratio by class-group in school education (Rural + Urban)	17
Table 10	Net attendance ratio by class -group in school education for different social groups (Rural + Urban)	17
Table 11	Net attendance ratio by class -group in school education for different Religion (Rural + Urban)	18
Table 12	Age specific attendance ratio by age group in school education	18
Table 13	Age specific attendance ratio by age group in school education for each social group (Rural & Urban)	19
Table 14	Age specific attendance ratio by age group in school education for religions (Rural & Urban)	19
Table 15	Per 1000 distribution of currently attending students of age 5 -29 years by level of attendance and nature of institution (Rural + Urban)	20
Table 16	Per 1000 distribution of students by type of institution and level of education (Rural + Urban)	21
Table 17	Per 1000 distribution of students by type of institution pursuing general courses (Rural +Urban)	22
Table 18	Per 1000 distribution of students by type of institution pursuing technical/professional courses	22

Table 19	Proportion (per 1000) of students pursuing general education and (a) getting free education, (b) fully exempted from tuition fee and (c) partly exempted from tuition fee by level of education for each type of institutions.(Rural + Urban)	23
Table 20	Per 1000 distribution of students getting tuition fee waived/receiving scholarship, stipend, and reimbursement by reason for receiving.	24
Table 21	Per 1000 distribution of students receiving scholarship, stipend, and reimbursement by level of education.	24
Table 22	Proportion (per 1000) of students taking private coaching and per 1000 distribution of them by purpose by level of education (Rural + Urban).	25
Table 23	Proportion (per 1000) of students staying in hostel pursuing general and technical/professional courses.	26
Table 24	Average expenditure (Rs) per student during current academic session pursuing general course by items of expenditure for level of education and type of institutions (Rural + Urban).	27
Table 25	Average expenditure (Rs) per student during current academic session pursuing technical/professional course by items of expenditure for level of education and type of institutions (Rural + Urban).	27
Table 26	Average expenditure (Rs) per student pursuing general courses for govt. and private institutions.	28
Table 27	Proportion (per 1000) of ever -enrolled persons aged 5 -29 years by age group for each completed level of education. (Rural + Urban)	30
Table 28	Per 1000 distribution of persons (age 5 -29 years) dropping-out/discontinuing study by reason for dropping out/discontinuing for each household type.	31
Table 29	Proportion (per 1000) of never enrolled persons (age 5 -29 years) and their per 1000 distribution by reason for never-enrolling.	32
Table 30	Proportions (per 1000) of households having computer for each quintile class of MPCE in Rural & Urban.	33
Table 31	Proportion (per 1000) person (aged 14 and above), able to operate computer by age group and by type of ability	33
Table 32	Proportion (per 1000) of households having access to use internet facility, for each quintile class of MPCE in Rural & Urban	34

Abbreviation & Acronym	Description
AAR	Age-specific Attendance Ratio
GAR	Gross Attendance Ratio
Govt.	Government
hh	Household
HS	Higher Secondary
IT	Information Technology
KI	Key Indicator
n.k.	Not Known
n.r.	Not Reported
NAR	Net Attendance Ratio
NSS	National Sample Survey
PG	Post Graduation
Pvt.	Private
Ref.	Reference
MPCE	Monthly Per Capita Consumer Expenditure

Chapter One

Introduction

1.1 Perspective

The National Sample Survey Office (NSSO), Ministry of Statistics and Programme Implementation (MOSPI), Government of India since its inception in 1950 has been conducting nationwide integrated large scale sampling methods, to generate data and statistical indicators on diverse socio-economic aspects.

The NSS surveys are conducted through interviews of a random sample of households selected through a scientific design cover practically the entire geographical area of the country.

1.2 Objective of the Survey

Education is the foundation of a society. One can oppositely say a strong nation can be built by ensuring that each citizen of that nation is educated. In most of the countries, the government spends substantial amount on the creation as well as on effective functioning of the educational infrastructure. But to avail such facilities individuals also have to incur expenditure in the form of course fees, examination fees, cost of books and stationary etc. While information on the expenditure incurred by government on education is available from various administrative records of the government, the estimates on the extent of private expenditure incurred can only be obtained through household survey.

DES Nagaland had conducted a survey on education during the period January-June 2014. The purpose of the survey was to collect information on participation of person aged 5-29 years in pursuit of education in the State; the extent of use of educational infrastructure, facilities and incentives provided by the government and private areas and its impact on current attendance status of population in the educational institutions; Private expenditure incurred by households on education and the extent of drop-outs and discontinuations from education, and its causes. Moreover, some specific and important indicators to judge the holistic picture of participation in education system of a state can be obtained from a household survey.

Such indicators are-

- Literacy
- Access to educational institutions
- Completed education level
- Current attendance
- Expenditure on education
- Reasons for studying in private institutions
- Reasons for taking private coaching
- Drop-out/discontinuation with reasons thereof during a particular period
- Proportion of never-enrolled persons with reasons; etc.

These indicators on education are primarily required for planning, policy formulation and decision making at various levels within and outside the government. The results of this survey are likely to be used by the Ministry of Human Resource Development, Department of Electronics and Information Technology etc. apart from private data users and policy makers.

Main Features of the survey

Information about particular household characteristics like household size, principal industry and principal occupation of household, household type, religion, social group, distance from nearest school having primary/upper primary/secondary level classes, whether the household has a computer/any access to internet and household's usual consumer expenditure in a month etc. were collected.

Demographic and other particulars of all household members, particulars of IT literacy for household members aged 14 years & above and the particulars of current educational attendance and current enrolment status for household member aged 5-29 years were canvassed.

The education particulars of the household members aged 5-29 years, who were currently attending educational institutions at primary level and above, were recorded.

Information on course, level, class/grade/years, type of institution, medium of instruction, etc., were also collected on basic course.

Particulars of private expenditure on education of the household member were collected.

Particular of household members, aged 5-29 years, who were currently not attending any educational institution, were collected along with information on whether ever enrolled, age at entry in school, age of discontinuation/drop-out etc.

Reference period

The estimates presented in this report are based on data collected during 01.01.2014 to 30.06.2014, a period of six months. Therefore, these estimates may be taken as on 31.03.2014, the mid-point of the six-month period

Expenditure on education is related to current academic session of study of a student for the basic course only. If the current academic session spanned over 12 months, then it was restricted to 12 months' period.

Chapter Two

Concepts & Definitions

2.1 Basic Concepts

2.1.1 Students' Hostel: A hostel is meant for providing accommodation to students, irrespective of whether run by any educational institution or not. A hostel, as distinct from a mess, is not managed by the students on a cooperative basis.

2.1.2 Household: A group of person normally living together and taking food from a common kitchen constitutes a household. It includes temporary stay-away (those whose total period of absence from the household is expected to be less than 6 months) but excludes temporary visitors and guests (expected total period of stay less than 6 months).

2.1.2.1 Exceptions

- (a) Students residing in students' hostels are considered as members of the household to which they belonged before moving to the hostel irrespective of the period of absence from the household they belonged. Hence, they are not regarded as forming single-member households unlike previous rounds.
- (b) Any woman who has undergone childbirth during last 365 days is considered a member of the household which incurred the cost of childbirth irrespective of her place of residence during the last 365 days. (c) A child aged less than 1 year is considered a member of the household to which its mother belongs.

Even though the determination of the actual composition of a household was left to the judgment of the head of the household, the following procedures were adopted as guidelines.

(i) Each inmate (including residential staff) of a hostel, mess, hotel, boarding and lodging house, etc., constitutes a single-member household except students residing in students' hostels. If, however, a group of persons among them normally pool their income for spending, they together are treated as forming a single household.

(ii) More emphasis is given on 'normally living together (with the exception of students staying in students' hostels)' than on 'ordinarily taking food from a common kitchen'. In case the place of residence of a person is different from the place of boarding, he or she is treated as a member of the household with whom he or she resides.

(iii) A resident employee or domestic servant, or a paying guest (but not just a tenant in the household) is included in the employer's/host's household. However, in special case of a person taking food with his family but sleeping elsewhere (say, in a shop or different house) due to space shortage, he has been counted as a member of the household formed by other members of his family.

(iv) If a member of a family (say, a son or a daughter of the head of the family) stays elsewhere for reasons other than study (i.e. other than student staying in students' hostel), he/she is not considered as a member of his/her parent's household.

2.1.3 Household size: The size of a household is the total number of persons in the household, keeping in mind the exception for member of the household residing in a students' hostel for the purpose of study and any woman who has undergone childbirth during last 365 days. A child aged less than 1 year is considered a member of the household to which its mother belongs.

2.1.4 Household type: The household type, based on the means of livelihood of a household was decided on the basis of the sources of the household's income during the 365 days preceding the date of survey. For this purpose, only the household's income (net income and not gross income) from economic activities was considered; but the incomes of servants and paying guests were not taken into account.

In **rural** areas, a household belongs to any one of the following six household types:

- self-employed in agriculture
- self-employed in non-agriculture
- regular wage/salary earning
- casual labour in agriculture
- casual labour in non-agriculture
- others

For **urban** areas, the household types are:

- self-employed
- regular wage/salary earning
- casual labour
- others

2.1.4.1 Procedure for determining household type in rural areas: The broad household types in rural areas used in this round are *self-employed*, *regular wage/salary earning*, *casual labour* and *others*. A household which does not have any income from economic activities is classified under *others*. Within each of the broad category of *self-employed* and *casual labours* two specific household types are distinguished, depending on their major income from agricultural activities (sections A of NIC-2008) and non-agricultural activities (rest of the NIC-2008 sections, excluding section A). The specific household types for self-employed are: *self-employed in agriculture* and *self-employed in non-agriculture*. For casual labour, the specific household types are: *casual labour in agriculture* and *casual labour in non-agriculture*.

In the determination of the household type in the rural areas, first the household's income from economic activities is considered. Rural households are first categorized as '*self-employed*', '*regular wage/salary earning*' or '*casual labour*' depending on the single major source of its income from economic activities during the last 365 days. Further, for those households which are categorized either as *self-employed* or *casual labours*, specific household types (*self-employed in agriculture* or *self-employed in non-agriculture* and *casual labour in agriculture* or *casual labour in non-agriculture*) are assigned depending on the single major source of income from agricultural or non-agricultural activities.

For urban areas the different urban types correspond to four sources of household income, unlike the rural areas where five sources are considered. An urban household is assigned the type *Self-employed*, *regular wage/salary earning*, *casual labour* or *others* corresponding to the major source of its income from economic activities during the last 365 days. A household which does not have any income from economic activities is classified as '*others*'.

2.1.5 Household's usual consumer expenditure (₹) in a month: Household's usual consumer expenditure is the sum total of monetary values of all goods and services usually consumed (out of purchase or procured otherwise) by the household on domestic account during a month and was collected by a single question.

This has the following components which are given below:

- A. Usual expenditure for household purposes in a month.
- B. Purchase value of any household durables (mobile phones, TV sets, fridge, fans, cooler, AC, vehicles, computers, furniture, kitchen equipment, etc.) Purchased during the last one year and the expenditure per month obtained by dividing by 12.
- C. If any household consumption (usually) from (a) wages in kind (b) home-grown stock (c) free collection was there, then the approximate monthly value of the amount usually consumed in a month was imputed.

Then the sum of A+B+C is taken as household's usual consumer expenditure in a month in whole number of rupees. Unusual expenditures, such as expenditure on social ceremonies, capitation fee, hospitalization, tours etc. were excluded from household's usual monthly consumer expenditure. Usual monthly per capita consumer expenditure (UMPCE) for a household is the household's usual consumer expenditure in a month divided by that household size.

2.1.6 Quintile class: This refers to the 5(five) quintile classes of the rural/urban distribution (estimated distribution) of households by MPCE. In the tables, the different quintile classes are referred to simply as 1 (lowest quintile class), 2, 3, 4 and 5 (highest quintile class).

Lower and upper limits (Rs.) of each quintile class of MPCE, Nagaland.

quintile class of MPCE												
sector	0-20		20-40		40-60		60-80		80-100		all	
	lower limit	upper limit	lower limit	upper limit	lower limit	upper limit	lower limit	upper limit	lower limit	upper limit	lower limit	upper limit
Rural	250	1000	1000	1500	1500	1750	1750	2300	2333	5000	250	5000
Urban	3000	1333	1333	2000	2000	3000	3000	3700	3750	10000	300	10000

2.1.7 Education: The term 'education' generally refers to developing knowledge, skill or character of individuals through a process of learning such as self-study, attendance in formal or informal educational institutions, etc. The coverage under 'education' for the purpose of this survey is given in Chapter One.

2.1.8 Computer: For this survey, a computer meant any of the following devices viz. desktops, Laptops, notebooks, net books, palmtops, smart phones, tablets etc. The following categories are defined basically for the convenience of identifying a 'computer' for capturing appropriate information while eliminating the chance of missing out.

- I. **Desktop:** A desktop computer (or desktop PC) is a computer that is designed to stay in a single location without portability. Generally, the monitor, keyboard and mouse in a desktop computer are separate units.
- II. **Laptop:** A laptop computer is a portable personal computer light and small enough to sit on a person's lap. A laptop computer can be powered by battery or plugged into the unit. The main utility of a laptop computer is that it allows a person to travel with its computing resource.
- III. **Notebook:** A notebook is an extremely lightweight personal computer, a portable computer *smaller than a laptop model*, capable of being run on batteries and electrical current. Technically and traditionally, the difference between a laptop and a notebook is the matter of size only; functionally they are the same.
- IV. **Netbook:** A netbook is a portable computer that is about half the size of a traditional laptop. These computers are a great solution for users who just want a basic computer to get onto the Internet with and do basic applications such as a word processing. The main difference between netbook and notebook is its functionality. Netbook is used for content consumption such as listening to music or watching movies while Notebook is used for content making.
- V. **Palmtop:** A small computer that literally fits in the palm of one's hand is called a Palmtop. Other names for Palmtops are 'hand-held computers' or 'Personal Digital Assistants (PDAs)'.

- VI. **Smartphone:** A smartphone is a mobile phone with built-in applications and internet access with more advanced computing capability and connectivity than an ordinary mobile phone.
- VII. **Tablet:** A tablet computer, or simply tablet, is a one-piece mobile computer. Devices typically have a touch screen, with finger or stylus gestures replacing the conventional computer mouse. An on-screen concealable virtual keyboard is usually used for typing.

2.1.9 Educational level: It refers to the different stages of educational attainment. It is the highest level a person has completed successfully. The levels with codes are: not literate, literate without any schooling, *literate without formal schooling*: through NFEC, through TLC/AEC, others; *literate with formal schooling*: below primary, primary, upper primary/middle, secondary, higher secondary; diploma/certificate course (up to secondary), diploma/certificate course (higher secondary), diploma/certificate course (graduation & above), graduate, postgraduate and above. If a person has successfully passed the final year of a given level, then and only then he/she was considered to have attained that level of education. For example, for a person studying in Class IX, the educational level will be upper primary and not secondary.

2.1.10 Level of current attendance: In this case, the current educational level where a student is pursuing his current education is considered. Here the levels are: never attended, ever attended but currently not attending, currently attending in: NFEC, TLC/AEC, other non-formal education, pre-primary (nursery/ Kindergarten, etc., primary (class I to V), upper primary/middle, and secondary, higher secondary, diploma/certificate course (up to secondary), diploma/certificate course (higher secondary), and diploma /certificate course (graduation & above), graduate, postgraduate and above.

2.1.11 Literate: A person is considered literate if he/she can read and write a simple message in at least one language with understanding.

2.1.12 Literacy rate: Percentage of literates in a population is taken as its literacy rate.

2.1.13 School education levels: A uniform pattern across the country for the number of years of schooling at primary level, upper primary/middle level, secondary level and a higher secondary level is yet to be achieved. However, for this survey, the primary level refers to Classes I-V, the upper primary/middle to Classes VI-VIII, the secondary to Classes IX-X and the higher secondary to Classes XI-XII. Elementary level education refers to Class I-VIII.

2.1.14 Type of Education: Education was broadly divided into two categories: (i) general education and (ii) technical / professional education.

2.1.14.1 General education: In this survey, it included general school education from the primary to the higher secondary level and normal university education for a degree.

2.1.14.2 Technical/professional education: Technical/professional courses involve the hands on training in addition to theoretical classes. Education in engineering, medicine, agriculture, management, chartered accountancy, cost accountancy, art, music, driving, pilot training etc. are examples of technical/ professional courses.

2.1.15 Vocational Courses: For the purpose of this survey, vocational courses were not defined separately from the technical/professional courses. Any technical/ professional course with the *level of current attendance* as *secondary* or below or *diploma/certificate course (up to secondary)* was considered as vocational course. Moreover, courses offered by Industrial Training Institute (ITI), National Vocational Training Institute, Regional Vocational Training Institutes etc. were also considered as vocational courses.

2.1.16 Student: For the purpose of this survey, a household member was considered as student if he was aged between 5 to 29 years and currently attending a course at primary level and above.

2.1.17 Course: A course is (i) a structured educational programme having a specified syllabus, duration, level, etc. and (ii) necessarily involves appearing in some kind of examination/performance appraisal for getting the degree/diploma/certificate or advancing to the next class/level. Depending upon the subjects covered and the mode of instruction, the courses were categorized broadly as (a) general and (b) technical/professional. For the purpose of this survey, only those courses covered under the definition of 'education' in earlier paragraph were considered.

2.1.18 Basic course: When a particular student was undertaking more than one course, the basic course was identified as per following criteria –

- If an individual was pursuing more than one course then the course, which was of the highest level, was considered as the basic course.
- If all the courses simultaneously pursued currently were in the same level then the course of the technical education was the basic course.
- In absence of any technical education, the course, which involved higher cost, was taken as the basic course.
- If a person was enrolled both in regular course and course through distance learning then regular course was treated as the basic course irrespective of the cost involved.

2.1.19 Academic session: The academic session was defined in relation to the duration of the basic course in which he/she was enrolled and attending in the following manner –

- i) If duration of the course was less than one year, the academic session covered full duration of the course,
- ii) If duration of the course was equal to or more than one year, then the academic session was considered as one-year.
- iii) For the educational institutions pursuing three to six months semester system, academic session was still taken as one year if the duration of the course was equal to or more than one year.

2.1.20 Current academic session: This referred to the academic session relating to the basic course, the student was currently attending.

2.1.21 Recognized School/Institution: A recognized school/ institution is one in which the course(s) of study followed is/ are prescribed or recognized by the Government or a university or a Board constituted by law or by any other agency authorized in this behalf by the Central or State Government. With regard to its standard of efficiency, it also satisfies criteria of one or more of the authorities, e.g. Directorate of Education, Municipal Board, Secondary Board, etc. It runs regular classes and sends candidates for public examination, if any.

2.1.22 Type of institution: This referred to the type of management by which the institution was run. It may be run by Government (Central/State/Local) or a private body either receiving or not receiving government aid. Thus, the types were: (a) Government, (b) Private aided and (c) Private unaided. It may be noted that a Government institution may be run either by the government directly or through a governing body/managing committee, etc. set-up by the government. A private aided institution was one, which was run by an individual or a private organization and received maintenance grant from the Government. A private unaided institution was one, which was managed by an individual or a private organization and was not receiving any maintenance grant from Government.

2.1.23 Medium of instruction: It is the language used for the instruction in the course for which a student is enrolled. In case, more than one language are used while teaching different subjects then the language used for teaching maximum number of subjects is to be treated as medium of instruction.

2.1.24 Free education: Education is free of tuition fee in Government schools in most of the States and also in private schools in some States up to certain education levels. There are some schools where students up to a certain level are not required to pay tuition fees. Nevertheless, a fixed sum of money has to be

paid such as development fee, library fee, etc. Education in such schools was still considered to be free. This applied to the institution as a whole and not to the specific situation obtaining for the student.

2.1.25 Exemption from Tuition Fees: This refers to exemption from payment of tuition fees granted to some students on some special consideration in those institutions where it is reported that the education is not free. The exemption may be full or partial.

2.1.26 Expenditure on education: All the private expenditures (item-wise) incurred and/or to be incurred during the *current academic session* on the education of the student on the *basic course* were considered. If duration of the course was more than one year, then **current academic session** was taken as of one-year even if the course followed three to six months semester system and accordingly the expenditure was recorded. For the expenditure, which was incurred for the remaining part of the current academic session, imputation was done on an objective basis. All the expenditures incurred and/or to be incurred during the current academic session on the education of household members were considered irrespective of the source of expenditure, i.e. whether the expenditure had been incurred and/or to be incurred by the sample household or not. In case, academic session had not started for a student as on date of survey and it was not possible to obtain information for the coming academic session, expenditure information was collected with reference to the last academic session.

2.1.26.1 Course Fee: The total amount of tuition fee for the academic session was considered on the basis of specified monthly/bi-monthly/quarterly/half-yearly/annual rates. This item also included examination fees, development fees and other compulsory payments such as session charge, library fees, games fees, laboratory fees and other similar payments, which may be one time or on periodical basis. Donation or any other such payments including capitation fee charged by the institution was considered if it is a compulsory payment and was officially accounted for by a valid receipt. If the academic session of the course was of duration less than one-year, imputation was done only for the remaining duration of the course.

2.1.26.2 Other compulsory payments: These were the payments, besides tuition fee, examination fee, development fee, which were obligatory for a course, usually at the beginning of the academic session. A receipt is given for such payments. A special fee for getting admission under management quota is an example of such payment. Any payment made voluntarily such as donation, bribes, etc. were not considered as compulsory payments.

2.1.27 Attendance and enrolment: The current attendance status refers to whether a person is currently attending any educational institution. It may so happen that a person, who is enrolled, is not currently attending the institution.

While most of the official educational statistics are based on enrolment, the NSSO Survey, because of its household approach, bases its analysis on the current attendance status.

2.1.27.1 Gross attendance ratio (GAR): For each class-group, this is the ratio of the number of persons in the class-group to the number persons in the corresponding official age-group. For example, for Class group I-V the ratio (in %), corresponding to normative age-group of 6-10, is

$$= \frac{\text{Number of persons attending Classes I-V}}{\text{Estimated population in the age-group 6-10 years}} \times 100$$

For the remaining class-groups of school education, i.e. VI-VIII, IX-X and XI-XII, the corresponding official age-groups were taken as 11-13, 14-15 and 16-17 respectively.

2.1.27.2 Age-specific attendance ratio: For each age-group this measure gives an idea of proportion of persons of a particular age-group currently attending educational institutions, irrespective of the level or class in which they are studying. For example, for age-group 6-10, this attendance ratio is

$$= \frac{\text{Number of persons in age-group 6-10 currently attending educational institutions}}{\text{Estimated population in the age-group 6-10 years}} \times 100$$

2.1.27.3 Net attendance ratio: For each education class-group, this is the ratio of the number of persons in the official age-group attending a particular class-group to the total number persons in the age-group. For example, for Class group I-V the ratio (in %) is

$$= \frac{\text{Number of persons of age 6-10 years currently attending Classes I-V}}{\text{Estimated population in the age-group 6-10 years}} \times 100$$

Similarly, it can be obtained for the remaining class-groups of school education, i.e. VI-VIII, IXX and XI-XII, with the corresponding official age-groups as 11-13, 14-15 and 16-17 years respectively.

2.1.28 Age at first enrolment in school/Age at entry in school: It is the age in completed years when a person started attending the primary level class. If a person was admitted for the first time at a higher class in the primary level, then the age at the entry was considered.

2.1.29 Dropouts/ Discontinuance: An ever-enrolled person currently not attending any educational institution may be due to either: (i) he/ she has discontinued after completing the last level of education for which he/ she was enrolled or (ii) he/ she has discontinued education before attaining a specific level. For the first category, for example, if a person had completed the middle level but did not enroll for the next higher level of education, he/ she was not considered as a dropout. It was considered as a case of discontinuation. However, if the person enrolled for the secondary level but did not complete it, then he/ she was considered a dropout.

For the purpose of this survey, both the types were treated alike for recording information.

In block 7 of the schedule, the level refers to the last enrolment level of the household member.

Chapter Three

Level of Education, Current Enrolment & Attendance Status

3.1 Introduction

In the NSS 71st round survey, the levels of education, i.e. the highest completed level, included non-formal education, below primary, primary, upper primary/middle, secondary, higher secondary, diploma/ certificate courses, graduation, post-graduation and above. This information was collected for all the household members of the selected sample households.

Information on current enrolment and attendance status were obtained for the households members in the age group 5-29 years from the sample households.

This chapter consists of the major findings on the following characteristics:

- Literacy rates and level of education
- Distance to nearest school from the household
- Demographic profile of persons in age group 5
- Enrolment & attendance statuses

Following discussions in Chapter Three to Chapter Six are with reference to the survey year, 2014 unless mentioned otherwise.

3.2 Literacy rates

Literacy rate is considered as one of the important parameters to indicate the literacy as well as the illiteracy status of the population of a well-defined geographical region as per the adopted definition.

A person who can read and write a simple message in any language with understanding is considered literate in NSS surveys.

3.3 Completed level of education

Distribution of population by completed level of education at different levels for each gender in rural and urban areas provide a comprehensive picture of educational status of entire population of the country.

Table 1: Number of households, total no. of persons, persons aged 5-29 years currently attending education, persons aged 5-29 years currently enrolled but not attending education and average household size surveyed

Sector	Sample					Average sample household size
	Households	Total no. of persons	Persons aged 5-29 years	Persons aged 5-29 years currently attending education	Persons aged 5-29 years currently enrolled but not attending	
Rural	352	1588	730	543	21	4.51
Urban	672	2964	1368	1062	14	4.41
All	1024	4552	2098	1605	35	4.45

Table 2: Per 1000 distribution of persons by completed level of education for each quintile class of MPCE (Rural + Urban)

Quintile class of MPCE	Completed level of education										
	Not literate	Literate without schooling	Below primary	Primary	Upper primary	Secondary	Higher secondary	Diploma/certificate	Graduate	Post graduate & above	All (incl.n.r.)
0-20	92	15	206	85	211	133	82	79	87	10	1000
20-40	139	2	104	106	209	244	76	75	39	7	1000
40-60	113	1	86	132	192	206	104	53	95	20	1000
60-80	99	3	54	155	204	267	97	30	66	25	1000
80-100	98	4	87	82	63	198	94	96	230	48	1000
All	108	5	108	112	175	209	91	67	103	22	1000
Estd. No.of persons(00)	1388	66	1379	1433	2250	2680	1161	856	1327	280	12819
Sample no. of persons	435	30	511	461	691	944	552	388	461	79	4552

From the above table it is noticed that the 2nd quintile class of MPCE had the highest percentage share of illiterate persons while the 1st quintile class had the lowest percentage share of the same. The share of literates without schooling was almost 4 times in the 1st quintile than the 5th; the share for below primary education was more than twice for the 1st quintile when compared with the highest (5th) quintile class of MPCE.

The 4th quintile class of MPCE had the highest percentage share of Primary education literates while the 5th quintile had the lowest of the same. In the case of Upper Primary education, the share of literates in the top MPCE class was less than three times of that in the bottom MPCE class. For Secondary and Higher Secondary education, the 4th quintile and 3rd quintile class had the largest share of literates respectively.

In case of Diploma/Certificate, Graduate and Post Graduate & above education, the top quintile (5th quintile) class of MPCE had the maximum share of literates.

3. 4 Distance to nearest primary, upper primary and secondary school

Distance to nearest school from residence is one of the important factors affecting access to education and attendance. In this survey, information was obtained from all the sample households on distance from the nearest school providing school education at primary, upper primary and secondary levels irrespective of whether any household member was studying in that school or not.

Table 3: Per 1000 distribution of households by distance from school having primary, upper primary and secondary level classes in Rural & Urban

Sector	Primary						Upper Primary						Secondary				
	Distance						Distance						Distance				
	d<1 km	1km Cd< 2km	2km Cd< 3kms	3km Cd< 5 kms	d t 5km	All (Incl.n.r)	d<1 km	1km Cd< 2km	2km Cd< 3kms	3km Cd< 5 kms	d t 5km	All (Incl.n.r)	d<1 km	1km Cd< 2kms	2km Cd< 3kms	3km Cd< 5 kms	d t 5km
Rural	869	110	0	8	13	1000	790	190	2	8	10	1000	292	192	120	13	382
Urban	731	264	5	0	0	1000	649	290	55	5	1	1000	528	247	142	30	53
All	826	158	2	6	9	1000	746	221	19	7	7	1000	366	209	127	19	279

Table 3 shows that in rural areas 86.9% of households had primary schools within 1 km distance from their residence. It may be observed that less than 1(one) percent of rural households had primary schools beyond 5 km. 79% of households had access to upper primary schools within 1 km and 29.2% households in case of secondary schools within the same distance. In the urban areas, 73.1% of households had primary schools within 1 km.

Interestingly, no household fell in the category of 3 km or above. In case of upper primary and secondary school, 64.9% and 52.8% were accessible within 1 km respectively. One remarkable difference noticed is the rural-urban gap in terms of distance to secondary schools where only 5.3% of rural households travel a distance of more than 5 km while 38.2% of urban households had to travel the same distance.

3.6 Attendance & enrolment status

Current attendance status refers to whether a person is currently attending any educational institution. Current attendance necessarily implies current enrolment but not the vice-versa

However persons, who were temporarily not attending due to reasons like illness, vacation etc. was treated as currently attending in this survey. Same treatment was applicable for the persons, who were awaiting their results after completing a particular course and certain to take admission in any further course during the current year (2014).

While every person, who is attending an educational institution, is necessarily enrolled in that institution but it may so happen that a person, who has enrolled in current academic session/year, is not currently attending the institution. In order to identify those persons, who were currently not enrolled or currently enrolled but currently not attending or never attended, their latest enrolment status was noted.

Table 4: Per 1000 distribution of persons of age 5-29 years by current attendance and current enrolment (Rural, Urban, All: Nagaland)

Sector	Not attending									Attending							All (incl.n.r.)	
	Currently not attending	Currently enrolled but not attending								Non-formal	Pre- primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma		Graduate & above
		Non-formal	Below primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma	Graduate & above									
Rural	296	0	0	2	7	9	0	0	0	3	11	193	106	88	92	131	61	1000
Urban	239	0	0	0	2	1	2	1	0	0	6	158	117	98	136	168	70	1000
Rural + Urban	277	0	0	1	5	7	1	0	0	2	10	182	110	91	106	143	64	1000

It can be seen from table 4 that around 30% of the population fell under the 'currently not attending' category in the rural areas; it was lesser in the urban areas with about 24% in the same category. About 71% of the rural-urban combined (Non-formal, Pre-Primary, Primary, Upper Primary, Secondary, Higher Secondary, Diploma, Graduate & above) population were attending the different level of education.

Table 5: Per 1000 distribution of persons of age 5-29 years by current attendance and current enrolment status for each social group (Rural+ Urban)

Social group	Not attending									Attending								All (incl.n.r.)
	Currently not enrolled	Currently enrolled but not attending								Non-formal	Pre- primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma	Graduate & above	
		Non-formal	Below primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma	Graduate & above									
ST	294	0	0	2	7	10	0	0	0	3	12	196	105	88	89	133	62	1000
SC	259	0	0	0	0	0	0	0	0	0	0	0	247	0	494	0	0	1000
OBC	512	0	0	0	0	0	0	0	0	0	0	11	189	95	193	0	0	1000
Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All	296	0	0	2	7	9	0	0	0	3	11	193	106	88	92	131	61	1000
ST	233	0	0	0	3	1	3	2	0	0	7	141	117	105	139	173	75	1000
SC	295	0	0	0	0	0	0	0	0	0	0	269	127	35	115	138	21	1000
OBC	392	0	0	0	0	0	0	0	0	0	0	557	0	0	0	0	51	1000
Others	231	0	0	0	0	0	0	0	0	0	0	450	85	0	153	81	0	1000
All	239	0	0	0	2	1	2	1	0	0	6	158	117	98	136	168	70	1000
ST	275	0	0	1	5	7	1	0	0	2	10	179	109	94	104	145	66	1000
SC	292	0	0	0	0	0	0	0	0	0	0	244	138	32	150	125	19	1000
OBC	488	0	0	0	0	0	0	0	0	0	0	120	152	76	154	0	10	1000
Others	231	0	0	0	0	0	0	0	0	0	0	450	85	0	153	81	0	1000
All	277	0	0	1	5	7	1	0	0	2	10	182	110	91	106	143	64	1000

From the above table, it is observed that as far as 'currently not enrolled' status is concerned, the proportion of the OBC was the highest with 48.8%. No prominent difference existed between the ST, SC and Others social grouping in the same status. The distribution of the population under 'currently enrolled but not attending' was just 1.4% under Primary, Upper Primary, Secondary and Higher Secondary combined.

18.2% (highest) of the population distribution under 'Attending' status was in Primary, 14.3% in Diploma, 11% in Upper Primary, 10.6% in Higher Secondary, 9.1% in Secondary, 6.4% in Graduate and above, 1% in Primary and a meager 0.2% in Non-Formal.

Table 6: Per 1000 distribution of persons of age 5-29 years by current attendance and current enrolment status for different religions (Rural +Urban)

Social group	Not attending									Attending								All (incl.n.r.)
	Currently not enrolled	Currently enrolled but not attending								Non-formal	Pre- primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma	Graduate & above	
		Non-formal	Below primary	Primary	Upper- primary	Secondary	Higher secondary	Diploma	Graduate & above									
Hinduism	840	0	0	0	0	0	0	0	0	0	0	0	0	0	160	0	0	1000
Islam	1000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1000
Christianity	292	0	0	2	7	9	0	0	0	3	11	194	107	89	91	132	62	1000
Sikhism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other religions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All	296	0	0	2	7	9	0	0	0	3	11	193	106	88	92	131	61	1000
Hinduism	296	0	0	0	0	0	0	0	0	0	0	333	160	5	85	101	19	1000
Islam	175	0	0	0	0	0	0	0	0	0	0	313	0	257	161	66	29	1000
Christianity	234	0	0	0	3	1	3	2	0	0	7	137	115	104	141	177	76	1000
Sikhism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other religions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All	239	0	0	0	2	1	2	1	0	0	6	158	117	98	136	168	70	1000
Hinduism	360	0	0	0	0	0	0	0	0	0	0	294	141	5	94	89	17	1000
Islam	278	0	0	0	0	0	0	0	0	0	0	273	0	225	141	57	25	1000
Christianity	274	0	0	1	5	7	1	0	0	2	10	177	109	93	106	146	66	1000
Sikhism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other religions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All	277	0	0	1	5	7	1	0	0	2	10	182	110	91	106	143	64	1000

It is observed from above table that Hinduism accounted for the largest distribution of population under 'currently not enrolled' status with 36%, followed by Islam with 27.8%, and Christianity with 27.4%.

Under 'Attending' status for rural and urban total, it is observed that Islam accounted for a combined 72.1% (Non-formal, Pre-Primary, Primary, Upper Primary, Secondary, Higher Secondary, Diploma, Graduate & above); the same was 70.9% for Christianity and 64% for Hinduism.

Chapter Four

Participation & Expenditure on Education

4.1 Introduction

Participation and expenditure on education is focused on the participation of 'Students' in the formal system of education in only one 'basic course' during the 'current academic session'.

The above terms within quotes (") are described in chapter two.

This chapter presents some relevant survey findings on the participation of students in education system with the aid of tabular and graphical presentations. These will be helpful to figure out the present status of major characteristics of education in terms of level of current attendance; types of courses being studied; types of educational institution students are studying whether any kind of scholarship/stipend are being given to the students; whether the students are getting mid-day meals/free books etc.; whether taking private coaching and the reason thereof item-wise amount of private expenditure incurred on basic course during current academic session (Refer to Chapter Two for definition) etc. The level of education referred to in this Chapter means the level of current attendance or level of attendance. These two phrases are interchangeably.

Our society is dynamic and so are the different parameters of education. So it is imperative to study the changing pattern of such indicators over time as well.

4.2 Attendance Ratios

Attendance ratios are taken as important indicators for providing a surrogate measure for the proportion of a population currently attending educational institutions. Gross Attendance Ratio (GAR), Net Attendance Ratio (NAR) and Age-specific attendance ratio (AAR) are taken as three such principal indicators.

School education is divided into primary, middle or upper primary, secondary and higher secondary levels. In this survey these terms refer to Classes I-V, VI-VIII, IX-X and XI-XII respectively for which the corresponding official age-groups are taken as 6-10, 11-13, 14-15 and 16-17 years respectively.

In this report, all the ratios, up to the higher secondary level, are exclusively of diploma/certificate courses.

❖ Gross Attendance Ratio (GAR)

In the gross attendance ratio, for a particular level of education, the denominator consists of all persons in the official age-group for that level, whether attending or not, while the numerator consists of the persons who are studying in that particular level (including persons outside the official age-group). Therefore, it can work out to be **more than 100 as well in some cases**. Refer to Chapter Two for concepts and definition of GAR.

[For each level of education, GAR is the ratio of the number of persons in the class-group to the number persons in the corresponding official age-group. This ratio can be more than 100].

Table 7: Gross attendance ratio by class group in school education

Sex	Level of attendance						
	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Primary to higher secondary	Above higher secondary
Rural							
Male	97	103	99	88	80	92	20
Female	100	97	99	89	123	100	15
Person	99	101	99	88	93	96	18
Urban							
Male	94	177	120	84	132	114	23
Female	106	106	106	114	109	108	23
Person	100	136	113	97	121	111	23

In table 7, gross attendance ratios have been presented for the entire broad population categories, i.e. rural-urban and male-female.

At primary level, GAR of male was lower compared to female for both rural and urban areas.

For levels primary to higher secondary, GAR for rural male and female were marginally lower as compared to that of male and female for urban areas.

However, a sharp decline is noticed in GAR from higher secondary level onwards.

Table 8: Gross attendance ratio by class group in school education for each social group (Rural +Urban)

Social group	Level of attendance						
	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Primary to higher secondary	Above higher secondary
Rural							
ST	99	99	99	90	92	96	18
SC	0	100	100	0	200	100	0
OBC	0	0	0	50	102	129	0
Other	0	0	0	0	0	0	0
All	99	101	99	88	93	96	18
Urban							
ST	94	132	108	106	118	110	24
SC	119	207	138	27	149	110	19
OBC	0	0	0	0	0	0	12
Other	125	100	120	0	0	155	17
All	100	136	113	97	121	111	23
Rural+ Urban							
ST	97	108	101	95	101	100	20
SC	119	176	135	23	161	109	18
OBC	0	0	0	50	102	165	2
Other	125	100	120	0	0	155	17
All	99	111	103	91	103	101	20

Gross Attendance Ratio at various level of school education for social group is given in the above table. Table 8 shows that, at primary level it is observed that no other social groups were found except the ST category in rural area whereas in urban area all the social group was found except for the OBC.

Considerable improvement was seen in GAR of Upper primary in urban area as it accounts the highest attendance ratio compared to all the other level of education. On the other hand, in rural area the ratio for social group ST Remained the same as in primary level and there was an increase in social group of SC.

At secondary level, the ratio for social group ST showed downward trend for both rural and urban areas.

A remarkable improvement is evident in GAR of rural area at higher secondary level, as the ratios for all three social group increased except for “other”.

In urban area, both the ST and SC had increased in higher secondary level but it decreased at above higher secondary level.

❖ Net Attendance Ratio

For each level of education, NAR is the ratio of the number of persons in the official age-group attending a particular class-group to the total number persons in that age-group.

Table 9: Net attendance ratio by class group in school education (Rural + Urban)

Sector	Level of attendance											
	Male						Female					
	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Primary to higher secondary	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Primary to higher secondary
Rural	86	73	89	53	37	20	82	55	84	59	46	13
Urban	77	80	91	40	47	23	90	63	86	52	54	23
All	83	74	90	48	40	21	84	58	85	57	50	17

It can be seen from the above table that there was no noticeable difference between male and female at primary level for rural area but it came into notice that there is some slight difference in urban area for the same.

At Upper primary level, it is observed that the NAR for females is lesser compared to males for both rural and urban areas.

Generally, it showed downward trend at secondary level for both rural and urban areas. At higher secondary level, there was an increase in NAR in urban area for both male and female.

However, a sharp decline is noticed in NAR from higher secondary level onwards in rural area for both male and female.

Table 10: Net attendance ratio by class-group in school education for different social groups (Rural + Urban)

Social group	Level of attendance											
	Male						Female					
	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Above higher secondary	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Above higher secondary
ST	83	74	89	51	39	22	83	58	84	59	47	17
SC	100	100	100	21	81	18	100	58	96	0	100	18
OBC	0	0	0	0	0	3	0	0	0	0	100	0
Others	100	0	100	0	0	0	0	100	100	0	0	100
All	83	74	90	48	40	21	84	58	85	57	50	17

Table 10 shows that NAR for social group SC remained the same for male till upper primary and it decreased at secondary level and on the other hand there was a noticeable variation on NAR of female between primary and upper primary level and it became nil at the secondary level.

For Social group OBC, there was none up to the level of higher secondary for male and till secondary level for female and it was also noticed that OBC person had the lowest NAR. It is observed that NAR for social group ST for both male and female showed downward trend toward the upper level of education.

Table 11: Net attendance ratio by class group in school education for different Religion (Rural + Urban)

Religion	Level of attendance											
	Male						Female					
	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Above higher secondary	Primary	Upper primary	Primary & Upper primary	Secondary	Higher secondary	Above higher secondary
Hinduism	100	100	100	7	31	11	100	70	100	0	100	20
Islam	100	0	100	0	0	0	100	0	74	0	0	10
Christianity	83	74	89	50	40	22	83	58	84	58	49	17
Sikhism	0	0	0	0	0	0	0	0	0	0	0	0
other religions	0	0	0	0	0	0	0	0	0	0	0	0
All	83	74	90	48	40	21	83	58	85	57	50	17

Table 11 summarizes net attendance ratios religion-wise. At primary level, percentage for different religion was found equal for both male and female. Whereas some slight variation was noticed at upper primary level that male percentage for Christianity was higher compared to female. After the elementary level, NAR for Hinduism, Christianity declined and Islam was found nil for male.

❖ **Age-specific attendance ratio (AAR)**

For each age-group this measure gives an idea of proportion of persons of a particular age-group currently attending educational institutions, irrespective of the level or class in which they are studying. These ratios are given in this report for all education, i.e. general and technical/professional education combined. Refer to Chapter Two for concepts and definition of AAR.

Table 12: Age specific attendance ratio by age group in school education

Sector	Age-group (in years)									
	Male					Female				
	6-10	11-13	14-17	18-23	24-29	6-10	11-13	14-17	18-23	24-29
Rural	99	95	87	50	26	97	85	98	48	9
Urban	95	100	96	78	21	97	95	99	74	21
All	98	96	90	60	24	97	89	99	58	13

A comparative analysis given in table 12 indicates that not many variations were seen in the AAR between male and female in rural sector except for the age group 24-29 years. Similar observations were noticed even in the urban sector. AAR was highest for the age-group 11-13 under urban sector whereas the lowest was seen in the age-group 24-29 years under rural sector.

Table 13: Age specific attendance ratio by age group in school education for each social group (Rural & Urban)

Social group	Age-group (in years)														
	Male					Female					Person				
	6-10	11-13	14-17	18-23	24-29	6-10	11-13	14-17	18-23	24-29	6-10	11-13	14-17	18-23	24-29
ST	98	96	90	59	26	97	88	98	58	13	97	93	94	59	19
SC	100	100	93	91	7	100	100	100	62	9	100	100	96	73	8
OBC	0	0	100	36	6	0	0	100	0	0	0	0	100	22	5
Others	100	0	0	65	0	0	100	0	100	0	100	100	0	74	0
All	98	96	90	60	24	97	89	99	58	13	97	93	94	59	18

Social-group wise age-specific attendance ratios can be seen from the above table. No major difference in the AAR was seen among the ST group for all the age-groups except in the age-group 24-29 years where the male AAR was twice to that of the female. For the SC social grouping, the only major difference was seen in the age group 18-23 years where males outweighed the female. It was found that the AAR for the OBC was nil for all the age groups for female with the exception of 11-13 years. The highest AAR among all the social groups was observed among 'SC'.

Table 14: Age specific attendance ratio by age group in school education for religions (Rural & Urban)

Religion	Age-group (in years)														
	Male					Female					Person				
	6-10	11-13	14-17	18-23	24-29	6-10	11-13	14-17	18-23	24-29	6-10	11-13	14-17	18-23	24-29
Hinduism	100	100	88	64	2	100	100	100	52	0	100	100	93	58	2
Islam	100	0	100	100	0	100	100	0	59	0	100	100	100	77	0
Christianity	98	96	90	59	26	96	88	99	58	13	97	93	94	59	19
Sikhism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other religions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All	98	96	90	60	24	97	89	99	58	13	97	93	94	59	18

Table-14 provides the AAR for different age-groups for major religions. It came into notice that the AAR was higher for the religion Islam for all the age-groups except 24-29 years, followed by the religions Christianity and Hinduism.

4.3 Pattern of Current attendance

Analysis of the patterns of current attendance of the students by demographic and educational characteristics provide a holistic picture of students' participation in the formal education system of the country. This information, which is very important for the policy makers and researchers, are presented in the following paragraphs.

➤ Current attendance of students by level of attendance & by nature of institution

Information was collected in NSS 71st round on nature of the institution, i.e. whether the institution is recognized or not, only for the unaided private institutions and findings are presented in table-14 in the form of percentage of students attending recognized and unrecognized private unaided institutions at primary and upper primary level.

Table 15: Per 1000 distribution of currently attending students of age 5-29 years by level of attendance and nature of institution (Rural + Urban)

Sector	Level of attendance									
	Primary					Upper primary				
	nature of institution					nature of institution				
	Recognised	Unrecognised	All (incl. n.k.)	Estd. (00) students	Sample students	Recognised	Unrecognised	All (incl. n.k.)	Estd. (00) students	Sample students
Rural	1000	0	1000	148	22	881	119	1000	40	12
Urban	950	50	1000	156	114	959	41	1000	76	47
All	974	26	1000	304	136	932	68	1000	116	59

The above table indicates that 100 percent of students in the rural sector attend Recognized institution at primary level and 88.1% at Upper Primary level of education; 11.9% of the students attended unrecognized institution at Upper Primary level. In urban sector, 95% attended Recognized institution at primary level and 95.9% at Upper Primary level of education. It was found that in the urban sector, 5% and 4.1% of the students attended unrecognized institution at Primary and Upper Primary level of education respectively.

➤ Attendance by type of institution

Different types of institutions, on the basis of their management are government, private body receiving aid from government, i.e. private aided and private body not receiving aid from government, i.e. private unaided.

Table 16: Per 1000 distribution of students by type of institution and level of education (Rural + Urban)

Sector	Level of education															all (incl.n.r. &n.k.)
	Primary			Upper primary			Secondary & higher secondary			Graduation and above			Diploma/certificate			
	Type of institution															
	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	
Rural	168	57	63	101	40	17	131	68	69	31	43	17	141	29	25	1000
Urban	36	53	123	26	68	60	73	110	128	47	27	19	101	93	32	1000
All	122	56	84	75	50	32	111	82	89	37	37	18	127	51	27	1000

The above table shows that the distribution of students was more than four (4) times in the rural sector than the urban sector for Primary education in Government institution; the reverse trend was seen in Private Unaided institution for Primary level of education where it was almost 4(four) times lower in rural sector than their urban counterpart. For Upper Primary level of education, the rural sector was almost 4 times more than the urban sector for Government institution; for Private and Private Unaided institutions, the distribution was higher for urban sector when compared with the rural sector.

For Secondary and Higher Secondary level, it was more in the rural sector by nearly 2(two) times for Government institution; the urban sector outweighed the rural sector for Private Aided and Private Unaided institutions by 5.8% and 5.9% respectively.

Not many variations were seen for Graduation and above between the rural and urban sectors. For Diploma/Certificate level of education, the distribution for the rural sector was more than the urban sector by 4% for Government institution; it was 6.4% and 0.7% times more for the urban sector than the rural sector for Private Aided institutions and Private Unaided institutions respectively.

Table 17: Per 1000 distribution of students by type of institution pursuing general courses (Rural +Urban)

Sector	General course													all (incl.n.k.)
	up to X			humanities			Science			commerce				
	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided		
Rural	445	160	127	84	24	50	2	39	13	40	8	6	1000	
Urban	117	203	277	78	40	81	27	48	36	25	53	9	1000	
All	327	176	181	82	30	62	11	42	21	35	25	7	1000	

It is evident from the above table that the share of students from government institutions was noticed to be highest for all the courses except for science under rural sector however it can be seen that the private unaided institution holds the highest percentage up to X and humanities in the urban areas. It was observed that under science stream, private aided institution accounts the maximum percentage for both the sectors. While on the other hand, a huge difference was noticed under commerce stream as the share of student from the private aided institution of urban sector was more than 6 times to that of rural area.

Table 18: Per 1000 distribution of students by type of institution pursuing technical/professional courses

Sector	Technical/professional courses																					all (incl.n.k.)	
	Medical			Engineering			Law			Management			IT/computer courses			Courses from ITI etc.			Others				
	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided	Govt.	Pvt. aided	Pvt. unaided		
Rural	88	0	0	26	25	2	24	0	0	0	3	0	14	60	13	12	3	1	4	16	7	15	100
Urban	26	16	4	72	31	8	37	9	4	0	0	8	78	63	55	55	17	4	18	9	24	77	100
All	69	5	1	40	27	4	28	3	1	0	2	2	12	61	26	10	2	6	4	17	4	18	100

It is observed from table 18 that the distribution of the rural (8.8%) populace was more than 3 times greater than the urban (2.6%) sector in terms in terms of pursuing Medical course. There were no students pursuing Medical course under Private Aided and Private Unaided institutions in rural areas while 1.6% and 0.4% from the urban sector availed the same respectively.

On the other hand, it is seen that the urban sector outweighed the rural sector in the distribution of students in availing engineering courses for Government (7.2%), Private Aided (3.1%) and Private Unaided (0.8%) institutions; the percentage for the rural counterpart were 2.6%, 2.5% and 0.2% respectively.

For students pursuing Law, 2.4% from rural sector were through Government institution which was lower than their urban counterpart which stood at 3.7%. There were no students taking up courses from Private Aided and Private Unaided institutions from the rural sector while 0.9% and 0.4% from the urban sector were found.

It is to be mentioned that the distribution of students pursuing technical courses was found to be lowest in Management courses in both rural and urban sector. In rural sector, 0.3% was under Private Aided and in urban sector 0.8% fell under Private Unaided. Nil pursuance of management courses under Government institution may be noted in both the sectors.

For IT and Computer Courses, the distribution of students was found to be highest in Government institution in both rural and urban sector with 14.6% and 7.8% respectively. For Courses from ITI etc., the distribution of students was found to be 12.3% and 5.5% in Government institution for rural and urban sector respectively; A uniform distribution of students pursuing the same course was witnessed in both rural and urban sector for Private Unaided institution. However, a noticeable difference was seen under Private Aided institution. It is noticed that students pursuing other courses composed the highest percentage for all types of institutions for both rural and urban sector.

4.4 Incentives received

In this survey information was obtained for each student on various educational incentives received by them, such as,

- free education or tuition fee waived,
- Scholarship/stipend/reimbursement.

In following paragraphs various aspects of the incentives received by the students are discussed.

Table 19: Proportion (per 1000) of students pursuing general education and (a) getting free education, (b) fully exempted from tuition fee and (c) partly exempted from tuition fee by level of education for each type of institutions (Rural + Urban)

Type of institution	Level of general education									
	Primary					Upper Primary				
	Free education	Tuition fee waived		no. of students		Free education	Tuition fee waived		no. of students	
Fully		Partly	Estd (00)	Sample	Fully		Partly	Estd (00)	Sample	
Rural										
Government	667	0	1	396	84	637	112	0	240	41
Private aided	7	0	0	135	33	10	0	0	94	22
Private unaided	0	0	0	148	22	0	0	0	40	12
Not known	0	0	0	0	0	0	0	0	0	0
All (inlc.n.r.)	390	0	1	679	139	411	72	0	374	75
Urban										
Government	907	0	13	45	34	549	53	0	34	26
Private aided	7	47	87	67	76	10	73	0	86	92
Private unaided	0	0	0	156	114	10	0	0	76	47
Not known	0	0	0	0	0	0	0	0	3	1
All (inlc.n.r.)	154	12	24	269	224	101	41	0	199	166
Rural+ Urban										
Government	691	0	2	441	118	627	104	0	273	67
Private aided	7	16	29	203	109	10	35	0	180	114
Private unaided	0	0	0	304	136	6	0	0	116	59
Not known	0	0	0	0	0	0	0	0	3	1
All (inlc.n.r.)	323	3	7	948	363	303	61	0	573	241

It is seen from the above table that 66.7% of the students in the rural sector and 90.7% in the urban sector received free education in Government institution at Primary level of education. 63.7% of the students in rural and 54.9% in the urban sector received free education in Government institution at Upper Primary level of education. It is also seen that 11.2% of the students' tuition fees were fully waived in the rural sector for Upper Primary education, while it was 5.3 % in the urban sector.

Under Private aided institution, 0.7% of students received free education at Primary level for both for rural and urban sectors; it was 1% at Upper Primary education both for rural and urban sectors. 4.7% of Tuition fees were waived fully and 8.7% Partly at Primary level of education in urban sector under Private aided institution. 7.3% of the students' tuition fees were fully waived at Upper primary education in the urban sector.

Table 20: Per 1000 distribution of students getting tuition fee waived/receiving scholarship, stipend, and reimbursement by reason for receiving

Sector	Reason for tuition fee waived										Reason for receiving scholarship									
	ST	SC	OBC	Handicapped	Merit	Financially weak	Others (incl.n.r)	All	no. of students		ST	SC	OBC	Handicapped	Merit	Financially weak	Others (incl.n.r)	All	no. of students	
									estd. (00)	sample									estd. (00)	sample
Rural	1000	0	0	0	0	0	0	1000	83	12	908	0	0	0	0	0	92	1000	736	184
Urban	824	0	20	0	0	142	13	1000	47	30	861	34	4	0	16	0	85	1000	493	416
All	937	0	7	0	0	51	5	1000	130	42	889	14	2	0	7	0	89	1000	1229	600

Table 20 shows that the maximum distribution of students getting tuition fee waived was 93.7 % with reason being an 'ST', followed by 'Financially Weak' with 5.1%, 'OBC' with 0.7% and 'Others' with 0.5%. With regards to 'Reason for receiving scholarship', the maximum distribution was by virtue of being an 'ST' with 88.9%, 'Others' with 8.9%, 'SC' with 1.4%, 'Merit' with 0.7% and 'OBC' with 0.2%.

Table 21: Per 1000 distribution of students receiving scholarship, stipend, and reimbursement by level of education

Sector	Level of education															all (in cl. n.k)	Estd.(00) no. of students receiving scholarship, stipend, reimbursement				
	Primary			Upper Primary			Secondary & HS			Graduation & above			Diploma/certificate				Primary	Upper Primary	Secondary & HS	Graduation & above	Diploma/certificate
	govt.	pvt. aided	pvt. unaided	govt.	pvt. aided	pvt. unaided	govt.	pvt. aided	pvt. unaided	govt.	pvt. aided	pvt. unaided	govt.	pvt. aided	pvt. unaided						
Rural	0	0	0	0	0	0	11	10	85	96	1	49	28	85	65	10	0	0	22	187	321
Urban	0	0	0	0	3	0	87	10	12	11	6	44	20	19	64	10	0	2	15	109	227
Rural+ Urban	0	0	0	0	1	0	10	10	10	10	9	47	25	12	64	10	0	2	38	296	549

It can be seen from the above table that no students received scholarship for Primary and Upper Primary level of education. 11.7% in the rural sector and 8.7% in the urban sector received scholarship from Government institution for Secondary & Higher Secondary level of education; 10.1% and 8.5% of students received scholarship from Private Aided and Private Unaided institutions respectively in the rural sector while the percentage for the urban sector stood at 10.8% and 12.1% in that order. For Graduation & above, the percentage of students receiving scholarship stood at 9.6%, 10.6% and 4.9% for Government, Private Aided and Private Unaided institutions in the rural sector; correspondingly, the figures stood at 11.1%, 6.5% and 4.4% for the urban sector.

It is observed that the largest percentage of students receiving scholarship was from Government institution under Diploma/Certificate education with 28.7% in the rural sector and 20.4% in the urban sector. Under Diploma/Certificate type of education, Private Aided institutions provided scholarship to 19.3% of the students.

4.5 Private coaching

Attending private coaching classes individually or in a group at home or at any other place, offered by a single or more tutors for different reasons is in vogue among students. In this survey information on students attending private coaching with reasons thereof at different levels of attendance were captured.

Table 22: Proportion (per 1000) of students taking private coaching and per 1000 distribution of them by purpose by level of education (Rural + Urban)

Level of education	Proportion of students taking private coaching	Purpose for taking private coaching					no. of students	
		Augmenting basic education	Preparation for exam for getting job	Preparation for admission to institutes/courses	Others	All	Estd (00)	Sample
Rural								
Primary	11	0	0	0	1000	1000	679	139
Upper Primary	26	0	0	0	1000	1000	374	75
Secondary & Higher Secondary	27	0	0	0	1000	1000	633	151
Graduate	0	0	0	0	0	0	50	18
Post-graduate & above	123	0	1000	0	0	1000	166	31
Diploma	21	0	579	0	421	1000	462	116
All (incl.n.r.)	27	0	403	0	597	1000	2364	530
Urban								
Primary	69	86	4	0	910	1000	269	224
Upper Primary	173	121	387	0	492	1000	199	166
Secondary & Higher Secondary	50	166	337	0	497	1000	397	286
Graduate	65	0	0	1000	0	1000	56	49
Post-graduate & above	40	0	1000	0	0	1000	62	52
Diploma	50	87	306	0	607	1000	286	274
All (incl.n.r.)	74	110	289	39	562	1000	1269	1051
Rural + Urban								
Primary	28	61	3	0	936	1000	948	363
Upper Primary	77	94	301	0	606	1000	573	241
Secondary & Higher Secondary	36	89	181	0	730	1000	1030	437
Graduate	34	0	0	1000	0	1000	106	67
Post-graduate & above	101	0	1000	0	0	1000	228	83
Diploma	32	52	417	0	531	1000	748	390
All (incl.n.r.)	44	65	336	23	576	1000	3633	1581

It is noticed from table 22 that in the rural sector, for Post-Graduate & above education 100% of the students were taking private coaching for the purpose of 'Preparing for exam for getting a job'. For Diploma education in the rural sector, 57.9% was for the purpose of 'Preparing for exam for getting a job'.

Again, it was found in the urban sector that for Post-Graduate & above education, 100% of the students were taking private coaching for the purpose of 'Preparing for exam for getting a job'. At Primary education level in the urban sector, 8.6% were taking Private Coaching for the purpose of 'Augmenting Basic Education' and for Upper Primary education, 12.1% were taking private coaching for the same purpose. For Diploma education in the urban sector, 30.6% of the students' purpose was for 'Preparing for exam for getting a job'.

4.6 Students staying in hostel

Table 23: Proportion (per 1000) of students staying in hostel pursuing general and technical/professional courses

Sector	General course						Technical/professional course				
	up to X	Humanities	Science	Commerce	Medicine	Engineering	Law	Management	IT/computer courses	Courses from ITI	Others
Rural	585	127	43	44	17	9	5	0	47	28	96
Urban	504	159	95	74	7	17	8	2	35	13	86
All	557	138	61	54	14	11	6	1	43	23	93

Table 23 shows that the number of student staying in hostel for the purpose of studying was found highest up to X, that is 58.5% for rural and 50.4% for urban areas.

12.7% of Students staying in hostel from rural area were in Humanities courses however it was noticed that only 4.3% and 4.4% of the student were in science and commerce respectively.

Even for urban area, the share of student staying in hostel was more in Humanities (15.9%) compared to science (9.5%) and commerce (7.4%).

Under technical/professional courses, it was observed that the lowest share of student staying in hostel was found under management course (1%) and the highest was noticed under “others” (93%).

Expenditure on Education

4.7 Expenditure on education by type of institutions and by level of education.

Type of institutions is an important determinant of the average expenditure in respect to different levels of attendance as well as various courses opted by the students in both general and technical education. This section will furnish such information.

Table 24: Average expenditure (Rs) per student during current academic session pursuing general course by items of expenditure for level of education and type of institutions (Rural + Urban)

Type of institution	Items of expenditure					
	course fee*	books,stationery and uniform	transport	private coaching	other expenditure	total
govt.	727	580	28	3	335	1673
private aided	3657	2086	206	125	802	6876
private unaided	5209	1953	196	11	633	8001
govt.	1286	1434	51	5	506	3281
private aided	3778	2611	191	258	1087	7925
private unaided	6586	2785	478	244	1215	11308
govt.	2520	1574	104	16	930	5144
private aided	4895	2604	832	124	861	9315
private unaided	6272	2700	397	221	807	10397
govt.	2459	3180	146	35	1202	7022
private aided	5618	3706	705	163	1486	11677
private unaided	9251	2666	416	34	1443	13809
govt.	3927	3368	234	0	3162	10690
private aided	7616	4056	1250	159	1536	14618
private unaided	9413	2813	728	0	1043	13997
govt.	2830	2444	139	3	1339	6755
private aided	6547	3544	784	163	1827	12864
private unaided	9380	2530	512	13	706	13142
all(incl.n.k.)	4016	2147	277	71	964	7475

It is observed from the above table that the largest share of average expenditure per student during current academic session pursuing General course was incurred in Private unaided institutions for Primary, Upper Primary, Secondary, Higher Secondary, and Diploma level of education except for Graduate level & above level of education where Private aided institutions incurred the largest share of the same. The least share of average expenditure per student during current academic session pursuing General course went to those studying in Government institutions.

The item of expenditure that incurred the largest share of average expenditure per student during current academic session pursuing general course was on course fee (Rs. 4016), followed by items on books, stationery and uniform (Rs. 2147).

Table 25: Average expenditure (Rs) per student during current academic session pursuing technical/professional course by items of expenditure for level of education and type of institutions (Rural + Urban)

Type of institution	Items of expenditure					
	course fee*	books,stationery and uniform	transport	private coaching	other expenditure	total
govt.	0	0	0	0	0	0
private aided	0	0	0	0	0	0
private unaided	0	0	0	0	0	0
govt.	4223	3459	1033	41	1113	9868
private aided	7182	2831	559	0	1973	12546
private unaided	7040	2475	127	0	1406	11048
govt.	6009	4626	1178	0	2707	14520
private aided	6502	3221	12	0	2171	11907
private unaided	8435	8793	1431	0	4392	23051
govt.	8715	4521	965	268	2996	17465
private aided	11862	3830	676	54	2324	18746
private unaided	29977	8064	1418	44	4486	43989
govt.	5773	2671	352	0	1472	10268
private aided	14891	3772	786	0	2234	21683
private unaided	8380	6857	151	0	2996	18384
govt.	8719	4191	517	230	3954	17610
private aided	8389	3757	716	0	2200	15062
private unaided	10022	1666	573	15662	1165	29088
all(incl.n.k.)	8568	4041	807	631	2429	16476

Table 25 shows that average expenditure (Rs) per student during current academic session pursuing technical/professional course was maximum in Private aided institutions for Diploma (up to Secondary), Diploma (Higher Secondary & above) and Post Graduate & above education. For Higher Education and Graduate level of education, the maximum average expenditure (Rs) per student during current academic session pursuing technical/professional course was incurred by students studying in Private aided institutions.

The item of expenditure that incurred the largest share of average expenditure per student during current academic session pursuing technical/professional course was on course fee (Rs. 8568), followed by items on books, stationery and uniform (Rs. 4041).

Table 26: Average expenditure (Rs) per student pursuing general courses for govt. and private institutions

sect or	general course													no. of students pursuing general course	
	up to class X			humanities			Science			commerce			total	estd.(00)	sample
	govt.	pvt.aided	pvt. unaided	govt	pvt.aided	pvt. unaided	govt	pvt.aided	pvt. unaided	govt.	pvt.aided	pvt. unaided			
Rural	2405	7192	8890	10183	9562	13215	6851	6109	20103	6299	10987	12000	6171	849	188
Urban	3524	9178	10469	6754	8917	13326	10108	12128	10579	5290	12913	11760	9483	511	405
All	2554	7990	9676	8861	9283	13268	9676	10126	13620	5807	12482	11839	7415	1360	593

Table-26 indicates that the share of average expenditure per student pursuing general courses from Government institution was highest in Humanities course (Rs.10183) and lowest in 'Up to class X' course (Rs.2405) in the rural sector. In the urban sector, the same from Government sector was highest in 'Science' course (Rs. 10108) and lowest in 'Up to class X' course (Rs.3524).

For students pursuing general course from Private aided institutions, the share of average expenditure per student was highest in Commerce course (Rs.10987) and lowest in Science course (Rs.6109) in rural sector; again, the same from Private aided institutions was highest in Commerce course (Rs.12913) and lowest in Humanities course (Rs.8917) in the urban sector.

For those students pursuing general courses from Private Unaided institutions, the share was highest in Science course (Rs.20103) and lowest in 'Up to class X' course (Rs.8890) in the rural sector; the same from Private unaided institutions was highest in Humanities course (Rs.13326) and lowest in 'Up to class X' course (Rs.10469) in the urban sector.

Chapter Five

Drop Outs and Discontinuance

5.1 Introduction

This Chapter focuses on persons of age 5-29 years who were currently not attending any educational institution according to the current survey. A section of them had never been enrolled in any educational institution in the past and in that sense had not entered the education system of the country; formal or non-formal. Others had been enrolled at some point in the past, but were not currently attending any institution, either because they did not enroll for the next higher level of education after completing their last level of enrolment (i.e. they dropped out of education) or because they could not complete education of their last enrolment level for some reasons (i.e. they dropped out of education).

All persons in the age-group 5-29 years and currently not attending any educational institutions were further divided as ever-enrolled or never-enrolled according to their enrolment in any educational institution in the past. For the ever-enrolled and currently not attending persons further questions were asked about the level of last enrolment and whether they had completed that level successfully or not. Information was also obtained from them about level and type of education (general or technical/professional) at last enrolment, age when discontinued/ dropped out, type of institution last attended, etc. besides their reason for discontinuance/ dropping out. Reasons for never-enrolment were also sought from the never enrolled persons.

This Chapter highlights different dimensions of enrolment with the help of some Statements and graphs.

5.2 Drop-out/discontinuance by level of last enrolment

5.2.1 As stated earlier, ever-enrolled persons currently not attending education are either (i) drop-out or (ii) discontinued. Statement 5.1 will briefly give an idea about these by the level of last enrolment status of the individual in the age group 5-29 years.

5.3 Distribution of ever-enrolled persons (age 5-29 years) by enrolment status

After completing any particular level of education a person may further enroll in the next higher level of education with or without attending that level or may not get enroll in the next higher level, i.e. discontinued the study. Table 46 provides relevant information on this i.e. the enrolment status of ever-enrolled persons in age-group 5-29 years for different completed levels of school education.

Table 27: Proportion (per 1000) of ever-enrolled persons aged 5-29 years by age group for each completed level of education. (Rural + Urban)

level of education completed	age group (in years)																all
	currently attending								currently not attending								
	5	6-	11-13	14-15	16-17	18-24	25-29	all	5	6-10	11-13	14-15	16-17	18-24	25-29	all	
below primary or not completed any level	137	826	22	1	0	7	7	1000	0	0	0	0	0	0	0	0	1000
primary	0	188	501	139	2	0	0	830	0	0	30	0	0	79	61	170	1000
upper primary	0	0	194	422	97	17	0	730	0	0	1	0	5	122	142	270	1000
secondary	0	0	0	118	263	242	1	624	0	0	0	0	33	172	171	376	1000
higher secondary	0	0	0	0	120	544	9	674	0	0	0	0	31	129	167	326	1000
diploma	0	0	0	0	46	585	62	694	0	0	0	0	0	273	33	306	1000
graduation	0	0	0	0	0	149	155	304	0	0	0	0	0	262	434	696	1000
post graduation and above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1000	1000	1000
all	26	183	95	100	92	187	25	710	0	0	4	0	11	136	139	290	1000

It can be seen from the above table that the highest proportion of ever-enrolled persons aged 5-29 years by age group for each completed level of education currently attending for was observed at 'Below Primary or not completed any level' at the age group of 6-10 years (82.6%). Proportion of ever-enrolled persons 'currently not attending' was found to be the highest for Post-Graduation & above completed level of education at the age group of 25-29 years (100%).

In all, the lowest proportion of ever-enrolled persons aged 5-29 years currently attending was seen at 'Graduation' completed level of education with 30.4%; the lowest for currently not attending was seen at 'Below Primary or not completed any level' of education with 17.0%.

5.4 Drop-out/discontinuance by household type

Table 28: Per 1000 distribution of persons (age 5-29 years) dropping-out/discontinuing study by reason for dropping out/discontinuing for each household type

household type	reason for dropping out / discontinuing																	
	not interested in education	financial constraints	engaged in domestic activities	engaged in economic activities	school is far off	timings of educational institution not suitable	language/ medium of instruction used unfamiliar	inadequate no. of teachers	quality of teachers not satisfactory	unable to cope up with studies /failure in studies	unfriendly atmosphere at school	completed desired level/class	preparation for competitive examination	non-availability of female teacher	non-availability of girls' toilet	marriage	others	all
self employed in agriculture	154	46	61	388	0	0	0	0	0	120	0	166	0	0	0	53	11	1000
self employed in non-agriculture	49	0	31	70	0	0	0	0	0	64	0	548	0	0	0	13	226	1000
regular wage/salary earning	159	88	120	235	0	0	0	0	0	40	0	275	5	0	0	67	11	1000
casual labour in agriculture	0	183	0	500	0	0	0	0	0	0	0	0	0	0	0	0	317	1000
casual labour in non-agriculture	667	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	333	1000
others	174	0	0	0	0	0	0	0	0	0	0	826	0	0	0	0	0	1000
self employed	177	51	94	62	0	0	0	0	0	115	0	305	29	0	0	111	55	1000
regular wage/salary earning	92	49	30	120	0	0	0	0	0	45	6	462	70	0	0	84	40	1000
casual labour	91	70	70	86	0	0	0	0	0	0	0	515	46	0	0	60	61	1000
others	263	0	30	30	0	0	0	0	0	0	0	557	2	0	0	0	119	1000
estd. (00)	204	69	94	323	0	0	0	0	0	115	1	500	23	0	0	85	100	1513
sample	68	23	32	92	0	0	0	0	0	27	2	159	26	0	0	26	30	485

Rural Sector:

Extracts from the table 28 suggests that the major reason for dropping out/discontinuance in 'self-employed in agriculture' household type was 'engaged in economic activities' with 38.8%. Under 'self-employed in non- agriculture' and 'regular wage/salary earning 'household type, the major reason for dropping out/discontinuance was 'completed desired level/class' with 54.8% and 27.5% respectively. Under 'casual labour in agriculture' household type, the major reason for dropping out/discontinuance was 'engaged in economic activities' with 50%. 'Not interested in education' was the major reason for dropping out/discontinuance for 66.7% of casual laborers in non-agriculture' household type.

Urban Sector:

For the urban sector, the table indicates that the constant major reason for dropping out/discontinuance in 'self-employed', 'regular wage/salary earning', 'casual labour' and 'Others' household types was due to 'completed desired level/class'.

5.5 Reason for never-enrolment

The break-up of the proportion of never-enrolled persons (age-group 5-29 years) by reasons for non-enrolment, as perceived by them, for different categories of persons is given in Table 29.

Table 29: Proportion (per 1000) of never enrolled persons (age 5-29 years) and their per 1000 distribution by reason for never-enrolling

sector	proportion of never enrolled	reason for never-enrolled														
		not interested in education	financial constraints	engaged in domestic activities	engaged in economic activities	school is far off	timings of educational institution not suitable	language/ medium of instruction used	inadequate no. of teachers	quality of teachers not satisfactory	no tradition in the community	non-availability of female teacher	non-availability of girl's toilet	marriage	others	all (incl.n.r.)
Rural	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urban	0	1000	0	0	0	0	0	0	0	0	0	0	0	0	0	1000
All	0	1000	0	0	0	0	0	0	0	0	0	0	0	0	0	1000
Rural	2	1000	0	0	0	0	0	0	0	0	0	0	0	0	0	1000
Urban	7	133	0	376	0	0	0	0	0	0	0	0	85	407	1000	
All	4	463	0	233	0	0	0	0	0	0	0	0	52	252	1000	
Rural	1	1000	0	0	0	0	0	0	0	0	0	0	0	0	1000	
Urban	4	189	0	351	0	0	0	0	0	0	0	0	79	380	1000	
All	2	485	0	223	0	0	0	0	0	0	0	0	50	242	1000	

It has been observed from the above table that 100% of never enrolled persons (age 5-29 years) were not interested in education in the rural sector. In the urban sector, 18.9% of never enrolled persons (age 5-29 years) were not interested in education, while 35.1% were engaged in domestic activities, 7.9% due to marriage and 38% had other reasons.

Chapter Six

Access to Computer & Internet

6.1 Introduction

This survey also captured some information on various facets of ability to operate computer along with possession of computer by the households and access to internet facility for household members aged 14 and above as per the request of Department of Electronics and Information Technology with the relevant concepts and definitions provided by them.

Possession of computer and access to internet facilities

A household possessing any of the devices mentioned in Para 2.1.8 in chapter Two, were considered as household possessing computer. If any member of the household aged 14 years 7 above had access to use internet facility, then the household was considered to have internet facilities. The access may be within the household or outside the household.

Table 30: proportions (per 1000) of households having computer for each quintile class of MPCE in Rural & Urban

Sector	Proportion of households having computer					
	Quintile class of MPCE					
	0-20	20-40	40-60	60-80	80-100	All
Rural	128	133	277	72	361	201
Urban	491	395	574	485	594	511
All	244	220	370	194	433	298

It can be seen from table 30 that there is variation in the percentage of households having computer in both rural and urban areas. 20.1% of rural households had computers whereas 51% of the urban household had computers; thus a noticeable rural-urban difference in the proportion of households having the same was observed.

Table 31: Proportion (per 1000) person (aged 14 and above), able to operate computer by age group and by type of ability

Gender	Able to operate a computer (proportion in the population of particular age group)				Proportion in the population of age 14 years and above able to use			Persons aged 14 years and above							
	Age group (years)				Computer word processing/typing	Internet for searching for desired information	Internet for sending e-mails	Estd. (00)				Sample			
	14-29	30-45	46-60	60+				14-29	30-45	46-60	60+	14-29	30-45	46-60	60+
Male	722	316	162	76	383	369	318	1961	1730	1233	328	812	577	406	85
Female	594	220	105	0	279	273	229	1644	1937	1026	182	679	681	316	44
All	664	265	136	49	333	323	276	3605	3667	2259	510	1491	1258	722	129

For age Fourteen (14) years and above, ability to operate computer at different age-groups is presented in the above table. Males were shown to be more capable in this regard than females for all age-groups both in operating a computer as well as being able to use it. Overall, 33.3% of persons aged 14 and above were able to use computer for word processing/typing, 32.3% for Internet for searching for desired information, and 27.6% for Internet for sending e-mails.

Table 32: Proportion (per 1000) of households having access to use internet facility, for each quintile class of MPCE in Rural & Urban

Sector	Proportion of households having access to internet facility					
	Quintile class of MPCE					
	0-20	20-40	40-60	60-80	80-100	All
Rural	331	91	310	317	464	312
Urban	588	499	633	530	588	568
All	413	226	411	380	503	392

It can be seen from the above table that the proportion of access to internet facility was more in the urban areas compared to their rural counterpart. 31% in the rural areas had access to internet facility whereas about 57% had access to the same in the urban areas.

Appendix A

Note on Sample Design and Estimation Procedure of NSS 71st Round

1. Introduction

1.1 The National Sample Survey (NSS), set up by the Government of India in 1950 to collect socio-economic data employing scientific sampling methods, started its seventy first round from 1st January 2014 and will continue up to 30th June 2014.

1.2 **Subject Coverage:** The 71st round (January 2014 – June 2014) of NSS is devoted to the subject of Social Consumption and earmarked for surveys on ‘Health’ and ‘Education’. The last survey on health was conducted in 60th round of NSS (January 2004 - June 2004) and the same on education was conducted during 64th round of NSS (July 2007 - June 2008).

2. Outline of Survey Programme

2.1 **Geographical coverage:** This survey covers the whole of the Indian Union.

2.2 **Period of survey and work programme:** The period of survey is of six months duration starting on 1st January 2014 and ending on 30th June 2014.

2.3 **Sub-rounds:** The survey period of this round is divided into two sub-rounds of three months’ duration each as follows:

sub-round 1 : January - March 2014

sub-round 2 : April - June 2014

In each of these two sub-rounds equal number of sample villages/ blocks (FSUs) is allotted for survey with a view to ensuring uniform spread of sample FSUs over the entire survey period. Attempt has been made to survey each of the FSUs during the sub-round to which it is allotted. *Because of the arduous field conditions, this restriction is not strictly enforced in Andaman and Nicobar Islands, Lakshadweep, Leh (Ladakh) and Kargil districts of Jammu & Kashmir and rural areas of Arunachal Pradesh and Nagaland.*

2.4 **Schedules of enquiry:** During this round, the following schedules of enquiry are being canvassed:

Schedule 0.0 : List of Households

Schedule 25.0 : Social consumption: Health

Schedule 25.2 : Social consumption: Education

2.5 Participation of States: In this round all the States and Union Territories except Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli and Lakshadweep are participating. The following is the matching pattern of the participating States/ UTs.

State/UT	Extent of matching
Nagaland (U)	triple
Andhra Pradesh, Jammu & Kashmir , Manipur	double
Maharashtra (U)	one and half
Remaining States/ UTs	equal

3. Sample Design

3.1 Outline of sample design: A stratified multi-stage design has been adopted for the 71st round survey. The first stage units (FSU) are the census villages (Panchayat wards in case of Kerala) in the rural sector and Urban Frame Survey (UFS) blocks in the urban sector. The ultimate stage units (USU) are households in both the sectors. In case of large FSUs, one intermediate stage of sampling is the selection of two hamlet-groups (hgs)/ sub-blocks (sbs) from each rural/ urban FSU.

3.2 Sampling Frame for First Stage Units: *For the rural sector*, the list of 2011 census villages (henceforth the term ‘village’ would mean Panchayat wards for Kerala) constitutes the sampling frame. In case of Kerala, due to the non-availability of Panchayat wards based on census 2011, the available list of Panchayat wards based on census 2001 is used as the rural frame. For the urban sector, the latest updated list of UFS blocks (phase 2007-12) is considered as the sampling frame.

3.3 Stratification: Stratum has been formed at district level. Within each district of a State/UT, generally speaking, two basic strata have been formed: (i) rural stratum comprising of all rural areas of the district and (ii) urban stratum comprising of all the urban areas of the district. However, within the urban areas of a district, if there are one or more towns with population 1 lakh or more as per Census 2011, each of them formed a separate basic stratum and the remaining urban areas of the district has been considered as another basic stratum.

3.3.1 Special stratum in the rural sector: There are some villages in Nagaland and Andaman & Nicobar Islands which remains difficult to access. As in earlier rounds, a special stratum has been formed at State/UT level comprising these villages in the two State/UTs.

3.4 Sub-stratification:

3.4.1 Rural sector: If ‘r’ be the sample size allocated for a rural stratum, the number of sub-strata formed was ‘r/2’. The villages within a district as per frame have been first arranged in ascending order of population. Then sub-strata 1 to ‘r/2’ have been demarcated in such a way that each sub-

stratum comprised a group of villages of the arranged frame and had more or less equal population.

3.4.2 Urban sector: If 'u' be the sample size allocated for an urban stratum, the number of sub-strata formed was 'u/2'. For all strata, if $u/2 > 1$, implying formation of 2 or more sub-strata, all the UFS blocks within the stratum have been first arranged in ascending order of total number of households in the UFS Blocks as per UFS phase 2007-12. Then sub-strata 1 to 'u/2' have been demarcated in such a way that each sub-stratum had more or less equal number of households.

3.5 Total sample size (FSUs): 8300 FSUs have been allocated for the central sample at all-India level. For the state sample, there are 9274 FSUs allocated for all-India. State wise allocation of sample FSUs is given in Table 1.

3.6 Allocation of total sample to States and UTs: The total number of sample FSUs have been allocated to the States and UTs in proportion to population as per *Census 2011* subject to a minimum sample allocation to each State/ UT. While doing so, the resource availability in terms of number of field investigators has been kept in view.

3.7 Allocation of State/ UT level sample to rural and urban sectors: State/UT level sample size has been allocated between two sectors in proportion to population as per *Census 2011* with double weightage to urban sector subject to the restriction that urban sample size for bigger states like Maharashtra, Tamil Nadu etc. do not exceed the rural sample size. A minimum of 16 FSUs (minimum 8 each for rural and urban sector separately) is allocated to each State/ UT.

3.8 Allocation to strata: Within each sector of a State/ UT, the respective sample size has been allocated to the different strata in proportion to the population as per *Census 2011*. Stratum level allocation has been adjusted to multiples of 2 with a minimum sample size of 2.

For special strata in the rural areas of Nagaland and A & N Islands, 4 FSUs has been allocated to each.

3.9 Allocation to sub-strata: Allocation for each sub-stratum has been 2 in both rural and urban sectors.

3.10 Selection of FSUs:

For the rural sector, from each stratum/sub-stratum, required number of sample villages have been selected by Probability Proportional to Size With Replacement (PPSWR), size being the population of the village as per *Census 2011*.

For the urban sector, from each stratum/sub-stratum, FSUs have been selected by Probability Proportional to Size With Replacement (PPSWR), size being the number of households of the UFS Blocks.

Both rural and urban samples have been drawn in the form of two independent sub-samples and equal number of samples has been allocated among the two sub rounds.

3.11 Selection of hamlet-groups/ sub-blocks - important steps

3.11.1 **Criterion for hamlet-group/ sub-block formation:** After identification of the boundaries of the FSU, it is to be determined whether listing will be done in the whole sample FSU or not. In case the approximate present population of the selected FSU is found to be 1200 or more, it will be divided into a suitable number (say, D) of 'hamlet-groups' in the rural sector and 'sub-blocks' in the urban sector by more or less equalising the population as stated below.

approximate present population of the sample FSU	no. of hg's/sb's to be formed
less than 1200 (no hamlet-groups/sub-blocks)	1
1200 to 1799	3
1800 to 2399	4
2400 to 2999	5
3000 to 3599	6
.....and so on	-

For rural areas of Himachal Pradesh, Sikkim, Uttarakhand (except four districts Dehradun, Nainital, Hardwar and Udham Singh Nagar), Poonch, Rajouri, Udhampur, Reasi, Doda, Kistwar, Ramban, Leh (Ladakh), Kargil districts of Jammu and Kashmir and Idukki district of Kerala, the number of hamlet-groups will be formed as follows:

approximate present population of the sample village	no. of hg's to be formed
less than 600 (no hamlet-groups)	1
600 to 899	3
900 to 1199	4
1200 to 1499	5
1500 to 1799	6
.....and so on	-

3.11.2 **Formation and selection of hamlet-groups/ sub-blocks:** In case hamlet-groups/ sub-blocks are to be formed in the sample FSU, the same should be done by more or less equalizing population. Note that while doing so, it is to be ensured that the hamlet-groups/ sub-blocks formed are clearly identifiable in terms of physical landmarks.

Two hamlet-groups (hg)/ sub-blocks (sb) will be selected from a large FSU wherever hamlet-groups/ sub-blocks have been formed in the following manner – one hg/ sb with maximum percentage share of population will always be selected and termed as hg/ sb 1; one more hg/ sb will be selected from the remaining hg's/ sb's by simple random sampling (SRS) and termed as hg/ sb 2. Listing and selection of the households will be done independently in the two selected hamlet-groups/ sub-blocks. The FSUs without hg/ sb formation will be treated as sample hg/ sb number 1.

3.12 **Formation of second stage strata and allocation of households:**

SSS	composition of SSS within a sample FSU	number of households to be surveyed	
		FSU without hg/sb formation	FSU with hg/sb formation (for each hg/sb)

Schedule 25.0: Social Consumption: Health

SSS 1	households having at least one child of age less than 1 year	2	1
SSS 2	from the remaining, households with at least one member (including deceased former member) hospitalised during last 365 days	4	2
SSS 3	other households	2	1

Schedule 25.2: Social Consumption: Education

SSS 1	households with at least one student receiving technical/professional education	2	1
SSS 2	from the remaining, households having at least one student receiving general education	4	2
SSS 3	other households	2	1

3.13 **Selection of households:** From each SSS, for both the schedules, the sample households are selected by SRSWOR.

4. Estimation Procedure

4.1 Notations:

s = subscript for s -th stratum

t = subscript for t -th sub-stratum

m = subscript for sub-sample ($m = 1, 2$)

i = subscript for i -th FSU [village (panchayat ward)/ block]

d = subscript for a hamlet-group/ sub-block ($d = 1, 2$)

j = subscript for j -th second stage stratum in an FSU/ hg/sb [$j = 1, 2$ or 3]

k = subscript for k -th sample household under a particular second stage stratum within an FSU/ hg/sb

D = total number of hg's/ sb's formed in the sample FSU

$D^* = 0$ if $D = 1$

$= (D - 1)$ for FSUs with $D > 1$

Z = total size of a rural/urban sub-stratum (= sum of sizes for all the FSUs of a sub-stratum)

z = size of sample village/UFS block used for selection.

n = number of sample FSUs surveyed including 'uninhabited' and 'zero cases' but excluding casualty for a particular sub-sample and sub-stratum.

H = total number of households listed in a second-stage stratum of an FSU / hamlet-group or sub-block of sample FSU

h = number of households surveyed in a second-stage stratum of an FSU / hamlet-group or sub-block of sample FSU

x, y = observed value of characteristics x, y under estimation

\hat{X}, \hat{Y} = estimate of population total X, Y for the characteristics x, y

Under the above symbols,

$y_{stmidjk}$ = observed value of the characteristic y for the k -th household in the j -th second stage stratum of the d -th hg/ sb ($d = 1, 2$) of the i -th FSU belonging to the m -th sub-sample for the t -th sub-stratum of s -th stratum.

However, for ease of understanding, a few symbols have been suppressed in following paragraphs where they are obvious.

4.2 Formulae for Estimation of Aggregates for a particular sub-sample and stratum × sub-stratum:

4.2.1 Schedule 0.0:

4.2.1.1 Rural/Urban:

- (i) For estimating the number of households in a stratum × sub-stratum possessing a characteristic:

$$\hat{Y} = \frac{Z}{n} \sum_{i=1}^n \frac{1}{z_i} [y_{i1} + D_i^* \times y_{i2}]$$

where y_{i1} , y_{i2} are the total number of households possessing the characteristic y in hg's 1 & 2 of the i -th FSU respectively.

- (ii) For estimating the number of villages in a stratum × sub-stratum possessing a characteristic:

$$\hat{Y} = \frac{Z}{n} \sum_{i=1}^n \frac{1}{z_i} y_i$$

where y_i is taken as 1 for sample villages possessing the characteristic and 0 otherwise.

4.2.2 Schedules 25.0 & 25.2:

4.2.2.1 Rural/ Urban:

- (i) For j -th second-stage stratum of a stratum × sub-stratum:

$$\hat{Y}_j = \frac{Z}{n_j} \sum_{i=1}^{n_j} \frac{1}{z_i} \left[\frac{H_{i1j}}{h_{i1j}} \sum_{k=1}^{h_{i1j}} y_{i1jk} + D_i^* \times \frac{H_{i2j}}{h_{i2j}} \sum_{k=1}^{h_{i2j}} y_{i2jk} \right]$$

- (ii) For all second-stage strata combined:

$$\hat{Y} = \sum_j \hat{Y}_j$$

4.3 Overall Estimate for Aggregates for a sub-stratum:

Overall estimate for aggregates for a sub-stratum (\hat{Y}_{st}) based on two sub-samples in a sub-stratum is obtained as:

$$\hat{Y}_{st} = \frac{1}{2} \sum_{m=1}^2 \hat{Y}_{stm}$$

4.4 Overall Estimate for Aggregates for a stratum:

Overall estimate for a stratum (\hat{Y}_s) will be obtained as

$$\hat{Y}_s = \sum_t \hat{Y}_{st}$$

4.5 Overall Estimate of Aggregates at State/UT/all-India level:

The overall estimate \hat{Y} at the State/ UT/ all-India level is obtained by summing the stratum estimates \hat{Y}_s over all strata belonging to the State/ UT/ all-India.

4.6 Estimates of Ratios:

Let \hat{Y} and \hat{X} be the overall estimates of the aggregates Y and X for two characteristics y and x respectively at the State/ UT/ all-India level.

Then the combined ratio estimate (\hat{R}) of the ratio ($R = \frac{Y}{X}$) will be obtained as $\hat{R} = \frac{\hat{Y}}{\hat{X}}$.

4.7 Estimates of Error: The estimated variances of the above estimates will be as follows:

4.7.1 For aggregate \hat{Y} :

$$V\hat{a}r(\hat{Y}) = \sum_s V\hat{a}r(\hat{Y}_s) = \sum_s \sum_t V\hat{a}r(\hat{Y}_{st}) \text{ where } V\hat{a}r(\hat{Y}_{st}) \text{ is given by}$$

$V\hat{a}r(\hat{Y}_{st}) = \frac{1}{4} (\hat{Y}_{st1} - \hat{Y}_{st2})^2$, where \hat{Y}_{st1} and \hat{Y}_{st2} are the estimates for sub-sample 1 and sub-sample 2 respectively for stratum 's' and sub-stratum 't'.

4.7.2 For ratio \hat{R} :

$$M\hat{S}E(\hat{R}) = \frac{1}{4\hat{X}^2} \sum_s \sum_t \left[(\hat{Y}_{st1} - \hat{Y}_{st2})^2 + \hat{R}^2 (\hat{X}_{st1} - \hat{X}_{st2})^2 - 2\hat{R} (\hat{Y}_{st1} - \hat{Y}_{st2}) (\hat{X}_{st1} - \hat{X}_{st2}) \right]$$

4.7.3 Estimates of Relative Standard Error (RSE):

$$R\hat{S}E(\hat{Y}) = \frac{\sqrt{V\hat{a}r(\hat{Y})}}{\hat{Y}} \times 100$$

$$R\hat{S}E(\hat{R}) = \frac{\sqrt{M\hat{S}E(\hat{R})}}{\hat{R}} \times 100$$

5. Multipliers:

The formulae for multipliers at stratum/sub-stratum/second-stage stratum level for a sub-sample and schedule type are given below:

sch type	sector	formula for multipliers	
		hg / sb 1	hg / sb 2
0.0	rural/urban	$\frac{Z_{st}}{n_{stm}} \times \frac{1}{z_{stmi}}$	$\frac{Z_{st}}{n_{stm}} \times \frac{1}{z_{stmi}} \times D_{stmi}^*$
25.0/ 25.2	rural/urban	$\frac{Z_{st}}{n_{stmj}} \times \frac{1}{z_{stmi}} \times \frac{H_{stmi1j}}{h_{stmi1j}}$	$\frac{Z_{st}}{n_{stmj}} \times \frac{1}{z_{stmi}} \times D_{stmi}^* \times \frac{H_{stmi2j}}{h_{stmi2j}}$
	(j = 1, 2, 3)		

Note:

- (i) For estimating any characteristic for any domain not specifically considered in sample design, indicator variable may be used.
- (ii) Multipliers have to be computed on the basis of information available in the listing schedule irrespective of any misclassification observed between the listing schedule and detailed enquiry schedule.
- (iii) For estimating number of villages possessing a characteristic, $D_{stmi}^* = 0$ in the relevant multipliers and there will be only one multiplier for the village.

APPENDIX B:

FACSIMILE OF SCHEDULE 25.2

RURAL		*
URBAN		

**GOVERNMENT OF INDIA
NATIONAL SAMPLE SURVEY OFFICE
SOCIO-ECONOMIC SURVEY**

CENTRAL		*
STATE		

**SEVENTY-FIRST ROUND: JANUARY TO JUNE, 2014
HOUSEHOLD SCHEDULE 25.2: SOCIAL CONSUMPTION: EDUCATION**

[0] descriptive identification of sample household	
1. state/u.t.:	5. hamlet name:
2. district:	6. investigator unit /block:
3. tehsil/town [*] :	7. name of head of household:
4. village name:	8. name of informant:

[1] identification of sample household							
item no.	item	code			item no.	item	code
1.	srl. no. of sample village/block				10.	sub-round	
2.	round number	7		1	11.	sub-sample	
3.	schedule number	2	5	2	12.	FOD sub-region	
4.	sample (<i>central-1, state-2</i>)				13.	sample hg/sb number	
5.	sector (<i>rural-1, urban-2</i>)				14.	second-stage stratum number	
6.	NSS region				15.	sample household number	
7.	district				16.	serial number of informant [#] (as in column 1 of block 4)	
8.	stratum				17.	response code	
					18.	survey code	
9.	sub-stratum				19.	reason for substitution of original household	

Codes for Block 1

item 17: **response code:** informant: *co-operative and capable -1, co-operative but not capable -2, busy -3, reluctant -4, others -9.*

item 18: **survey code:** *original -1, substitute -2, casualty -3.*

item 19: **reason for substitution of original household:** *informant busy -1, members away from home -2, informant non-cooperative -3, others -9.*

* tick mark (✓) may be put in the appropriate place.

if the informant is not a household member, code 99 will be recorded.

[2] particulars of field operations									
srl. no.	item	field investigator (FI)/ asstt. superintending officer(ASO)				field officer (FO)/ superintending officer (SO)			
(1)	(2)	(3)				(4)			
1(a).	(i) name (block letters)								
	(ii) code								
	(iii) signature								
1(b).	(i) name (block letters)								
	(ii) code								
	(iii) signature								
2.	date(s) of:	DD	MM	YY	DD	MM	YY		
	(i) survey/ inspection								
	(ii) receipt								
	(iii) scrutiny								
	(iv) despatch								
3.	number of additional sheet(s) attached								
4.	total time taken to canvass the schedule by the team of investigators (FI/ASO) (in minutes) [no decimal point]								
5.	number of investigators (FI/ASO) in the team who canvassed the schedule								
6.	whether any remark has been entered by FI/ASO/supervisory officer (yes-1, no-2)	(i) in block 8/9							
		(ii) elsewhere in the schedule							

[8] remarks by investigator (FI/ASO)

[9] comments by supervisory officer(s)

[3] household characteristics						
1.	household size			6.	social group (code)	
2.	principal industry (NIC – 2008)	description			7.	distance(d) to nearest school having primary level classes(code)
		code (5-digit)			8.	distance(d) to nearest school having upper primary level classes(code)
3.	principal occupation (NCO-2004)	description			9.	distance(d) to nearest school having secondary level classes(code)
		code (3-digit)			10.	whether the household has a computer @ (yes-1, no-2)
4.	household type (code)			11.	whether any member of the household (aged 14 & above) has access to use internet facility (yes-1, no-2)	
5.	religion (code)			12.	household's usual consumer expenditure (₹) in a month	

CODES FOR BLOCK 3

item 4 : household type:

for rural areas:

self-employed in agriculture-1,
self-employed in non-agriculture-2,
regular wage/salary earning-3,
casual labour in agriculture-4,
casual labour in non-agriculture-5,
others-9.

for urban areas:

self-employed-1,
regular wage/salary earning-2,
casual labour-3,
others-9.

item 5: religion : Hinduism-1, Islam-2, Christianity 3, Sikhism-4, Jainism-5, Buddhism-6, Zoroastrianism-7, others-9

item 6: social group : scheduled tribe-1, scheduled caste-2, other backward class-3, others-9

item 7/8/9: distance(d) to nearest school having primary/upper primary//secondary level classes :

$d < 1\text{km}$	- 1
$1\text{km} \leq d < 2\text{kms}$	- 2
$2\text{kms} \leq d < 3\text{kms}$	- 3
$3\text{kms} \leq d < 5\text{kms}$	- 4
$d \geq 5\text{kms}$	- 5

@ computer includes desktop, laptop, palmtop, notebook, netbook ,smartphone , tablets etc.

[4] demographic and other particulars of household members													
srl. no.	name	relation to head (code)	sex (male-1, female-2)	age (years)	marital status (code)	educational level (code)	for persons aged 14 & above				for persons aged 5-29 years		
							able to operate a computer? (yes-1, no-2)	able to use computer for word processing/typing? (yes-1, no-2)	able to use internet for searching for desired information? (yes-1, no-2)	able to use internet for sending e-mails? (yes-1, no-2)	status of current educational attendance (code)	for code 7 in col.12 whether resident students' hostel? (yes-1, no-2)	for code 1 or 2 in col.12, status of current educational enrolment (code)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)

CODES FOR BLOCK 4

Col. (3) : relation to head: self -1, spouse of head -2, married child -3, spouse of married child -4, unmarried child -5, grandchild -6, father/mother/father-in-law/mother-in-law -7, brother/sister/brother-in-law/sister-in-law/other relatives -8, servants/ employees/ other non-relatives -9

Col. (6) : marital status: never married 1, currently married 2, widowed 3, divorced/separated 4

Col. (7) : educational level : not literate -01, literate without any schooling -02, literate through formal schooling: through NFEC -03, literate through TLC/AEC -04, others -05; literate with formal schooling: below primary -06, primary -07, upper primary/middle -08, secondary -10, higher secondary -11, diploma /certificate course (upto secondary)- 12 diploma/certificate course/higher secondary) -13, diploma/certificate course(graduation & above) -14, graduate -15, post graduate and above -16.

Col. (12) : status of current educational attendance: never attended -1; ever attended but currently not attending -2; currently attending in: NFEC -3, TLC/AEC -4, other non-formal education -5, pre-primary (nursery/ Kindergarten, etc.) -6, primary level (class I to V) and above -7.

Col. (14) : status of current educational enrolment : not enrolled -01, enrolled in NFEC -03, TLC/AEC -04, Other non-formal -05, below primary (nursery/ Kindergarten, etc. -06, primary (class I to V) -07, upper primary/middle -08, secondary -10, higher secondary -11, diploma /certificate course (upto secondary) -12, diploma or certificate (higher secondary) -13, diploma or certificate (graduation and above) -14, graduate -15, postgraduate and above -16

® computer includes desktop, laptop, palmtop, notebook, netbook, smartphone, tablet etc.

[6] particulars of expenditure () for those aged 5-29 years who are currently attending at primary level and above (with code '7' in col. 12 of block 4)					
	(1)	(2)	(3)	(4)	(5)
1.	serial no. [as in col.1,block 4]				
2.	age (years) [as in col. 5,block 4]				
3.	course fee (including tuition fee ,examination fee, development fee and other compulsory payments)				
4.	books, stationery and uniform				
5.	transport				
6.	private coaching				
7.	other expenditure				
8.	total expenditure [items 3 to 7]				
9.	if code '1' in col. 13 of block 4, place of hostel (state code)				

[5] education particulars on basic course of those aged 5-29 years who are currently attending at primary level and above (with code '7' in col. 12 , block 4)		(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	sr/ no. [as in col.1, block 4]	1						
2.	age (years) [as in col. 5, bl. 4]	2						
3.	age at entry in school (years)	3						
4.	level of current attendance (code)	4						
5.	course (code)	5						
6.	duration of the current academic session of the course (in months)	6						
7.	whether present class/grade/year of study is same as that of previous year (yes-1, no-2)	7						
8.	type of institution (code)	8						
9.	if '3' in item 8 and '07' or '08' in item 4, nature of institution (code)	9						
10.	if '2' or '3' in item 8, reason for preferring private institution (code)	10						
11.	medium of instruction (code)	11						
12.	language mainly spoken at home (code)	12						
13.	type of course (code)	13						
14.	whether education is free? (yes-1, no-2)	14						
15.	if '2' in 14, whether tuition fee waived? (code)	15						
if waived (code 1 or 2 in item 15)	16.	amount waived ()	16					
	17.	reason for waiver (code)	17					
18.	received scholarship/stipend/reimbursement (yes-1, no-2)	18						
if received (code 1 in item 18)	19.	amount received ()	19					
	20.	type of scholarship/stipend/ reimbursement (code)	20					
	21.	agency (govt-1, others-2)	21					
22.	received textbooks (code)	22						
23.	received stationery (code)	23						
24.	whether free mid-day meal/iffin/nutrition is provided by the institution (yes-1, no-2)	24						
25.	if provided (code 1 in item 24), agency (govt-1, others-2)	25						
26.	mode of transport (code)	26						
27.	if (code 3 in item 26), then whether concession received? (yes-1, no-2)	27						
28.	distance(d) of institution from place of residence (code)	28						
29.	changed educational institution during last one year? (code)	29						
30.	taking private coaching? (yes-1, no-2)	30						
31.	If '1' in item 30, purpose of taking private coaching (code)	31						

CODES FOR BLOCK 5

item 4 : level of current attendance : primary -07, upper primary/middle -08, secondary -10, higher secondary -11, diploma/certificate course(up to secondary) -12, diploma/certificate course(higher secondary) -13, diploma/certificate course(graduation & above) -14, graduate -15, postgraduate and above -16.

item 5: course code:

general: upto class X - 01, humanities - 02, science - 03, commerce - 04;

technical/professional: medicine - 05, engineering - 06, agriculture - 07, law - 08, management - 10, education - 11, chartered accountancy and similar courses - 12, IT/computer courses- 13, courses from Industrial Training Institute (ITI), recognised vocational training institute, etc - 14, others -19

item 8: type of institution: government -1, private aided -2, private un-aided -3, not known -4

item 9: nature of institution: recognised -1; unrecognised -2, not known -3

item 10: reason for preferring private institution: government institution is not available nearby - 1, better environment of learning -2,

English is the medium of instruction -3, quality of education in govt. institution not satisfactory -4, tried for government institution but could not get admission -5, cannot say - 6.

items 11&12: medium of instruction / language mainly spoken at home: Hindi -01, English -02, Assamese -03, Bengali -04, Bodo -05, Dogri -06,

Gujarati -07, Kannada -08, Kashmiri -10, Konkani -11, Maithili -12, Malayalam -13, Manipuri -14, Marathi -15, Nepali -16, Oriya -17, Punjabi -18, Sanskrit -20, Santhali -21, Sindhi -22, Tamil -23, Telugu -24, Urdu -25, others -29

item 13: type of course: full time -1, part time -2, distance learning-3

item 15: whether tuition fee waived : yes: fully 1, partly-2 ; no-3

item 17 : reason for waiver: ST -1, SC -2, OBC -3, handicapped -4, merit -5, financially weak -6, others -9

item 20: type of scholarship/stipend/reimbursement: ST -1, SC -2, OBC -3, handicapped -4, merit -5, financially weak -6, others -9

items 22& 23: received text-books / stationary: all free -1, some free -2, all subsidised -3, some subsidised -4, some free and some subsidised -5; no-6

item 26: mode of transport: on foot -1, school/institution bus -2, public transport -3, bicycle -4, others -9

item 28: distance(d) of the institution from the place of residence: $d < 1\text{km}$ -1; $1\text{km} \leq d < 2\text{ kms}$ -2; $2\text{km} \leq d < 3\text{ kms}$ -3; $3\text{km} \leq d < 5\text{ kms}$ -4; $d \geq 5\text{ kms}$ -5

item 29: changed educational institution during last one year? no-1, yes: govt. to private-2, private to govt-3, govt to govt-4, private to private-5

item 31: purpose of taking private coaching: augmenting basic education -1, preparation for exam for getting job -2, preparation for admission to institutes/courses -3, others-9.

[7] particulars of currently not attending persons aged 5-29 years (with code 1 or 2 in col. 12 , block 4)						(1)	(2)	(3)	(4)	(5)	
1.	srl no. [as in col.1,block 4]										
2.	age (years) [as in col. 5, block 4]										
3.	whether ever enrolled(<i>yes-1, no-2</i>)										
<i>If ever enrolled (code '1' in item 3)</i>	4.	age at first enrolment in school (years)									
	5.	level (code)									
	6.	type of education (code)									
	7.	whether completed? (<i>yes-1, no-2</i>)									
		for class X and below	8.	grade/class completed before discontinuance/dropping out							
	9.	age when discontinued/dropped out(years)									
	10.	type of institution last attended (code)									
11.	major reason for never- enrolling/ discontinuing/ dropping out (code)										

CODES FOR BLOCK 7**item 5: level: enrolled in :**

NFEC - 03, TLC/AEC-04, other non-formal -05;

formal schooling:

below primary -06, primary -07, upper primary/middle -08, secondary -10, higher secondary -11, diploma/certificate course(up to secondary) -12, diploma/certificate course(higher secondary) -13, diploma/certificate course(graduation & above) -14, graduate -15, postgraduate and above -16

item 6: type of education: general-1, professional/technical-2**item 10: type of institution last attended :** government-1, private aided-2, private unaided 3, not known-4**item 11: major reason for never- enrolling / discontinuing / dropping out:****applicable for all**

not interested in education

...01

financial constraints

...02

engaged in domestic activities

...03

engaged in economic activities

...04

school is far off

...05

timings of educational institution not suitable

...06

language/medium of instruction used unfamiliar

...07

inadequate number of teachers

...08

quality of teachers not satisfactory

...10

others

...19

applicable for “never- enrolled” cases only

no tradition in the community

...11

applicable for “ever- enrolled” cases only

unable to cope up with studies/ failure in studies

...12

unfriendly atmosphere at school

...13

completed desired level/class

...14

preparation for competitive examination

... 15

applicable for girl students only

non-availability of female teacher

...16

non-availability of girls' toilet

...17

marriage

...18