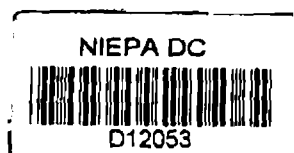


**STRENGTHENING OF EDUCATIONAL
STATISTICS IN INDIA
A SYNTHESIS PAPER**

February - 2000



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P R E F A C E

A properly planned and well-developed statistical base is necessary for formulation of policies, schemes and programmes and their effective implementation in Education Sector. However, the present system of Educational Statistics is deficient in respect of (i) comprehensiveness, (ii) quality and reliability, (iii) timeliness and coordination. Considering the fact that the combined investment of public and private sectors on education during the Ninth Five-Year Plan will be of the order of Rs. 80,000 crore, and the sharp focus of the Prime Minister's Special Action Plan on Removal of Illiteracy, the need was felt for prompt remedial action to remove these deficiencies. It was, therefore, decided to constitute a "Standing Committee on Educational Statistics" with the following terms of reference:-

- i. To examine the current status of Educational Statistics with reference to emerging needs, from national and international perspectives.
- ii. To identify vital gaps in Educational Statistics and make suitable arrangements for assigning functional responsibility to suitable agencies for standardization of format, collection and interpretation of data, qualitative improvement and further dissemination.
- iii. To suggest a convergence of effort and authentication of statistical data to be released by Govt. agencies in a manner that would be acceptable to national and international agencies or other users.
- iv. To provide technical guidance on conceptual issues and methodology related to Educational Statistics.
- v. To review the status of Educational Statistics from time to time and, if necessary, to recommend budgetary support for research institutions, which seek collaboration with national and international agencies.

The Order of the Constitution of the "Standing Committee on Educational Statistics" has been placed at Annexure-A.

2. The first meeting of the "Standing Committee on Educational Statistics was held on 5th April, 1999 under the chairmanship of the then Principal Adviser (Edn.), Planning Commission, and a paper prepared by NIEPA along with the agenda items, was discussed. After taking note of the observations made by the Members of the Committee on issues related to Educational Statistics, it was decided that a Sub Group consisting of


representatives of MHRD, IAMR, NCERT, NIEPA, NIC and Planning Commission should be constituted to obtain technical inputs about the current status of educational statistics from various producing agencies which are directly concerned with the subject. The composition of this Sub Group is given in Annexure-B. It was also decided that on the basis of these technical inputs received., this Sub Group should present a Synthesis Paper for submission at the next meeting of the "Standing Committee on Educational Statistics". The minutes of this meeting of the "Standing Committee on Educational Statistics have been placed at Annexure-C.

3. After receipt of these technical inputs, the meeting of the Sub Group was held on 4th June, 1999, and the minutes of the meeting are at Annexure-D. A Synthesis Paper was developed by this Sub Group and circulated in the second meeting of the Standing Committee on Educational Statistics held on 27th October, 1999. The minutes of the second meeting are at Annexure-E.

4. The present Synthesis Paper provides an overview of the current situation of the educational statistics in India. It also reflects data gaps in educational statistics, conceptual and methodological issues related to educational statistics, suggestions for improvements of educational statistics, action plan for improvement of educational statistics, lists of current publications organization-wise of the different producing agencies i.e. Deptt. of Education, MHRD, National Council of Educational Research & Training, Association of Indian Universities, All India Council of Technical Education, Institute of Applied Manpower Research, Directorate of Adult Education, Registrar General of India, National Sample Survey Organization, National Institute of Educational Planning and Administration, University Grants Commission, Database on District Primary Education Programme, Vocationalisation of School Education (1990-91 Survey) and Database created by the State Govts.

5. The contribution made by the members of this Committee and the Drafting Committee which prepared the present Synthesis Paper are sincerely acknowledged with thanks. My special thanks are due to Dr. V.P. Garg, Member-Secretary of the Standing Committee on Educational Statistics, and also to Smt. Kusum Bhatia, Liaison Officer, who took special pains for providing technical assistance and secretariat help in the Education Division for bringing out this Synthesis Paper.

New Delhi;
29th February, 2000


KALYAN KUMAR BAKSI
Chairman of the Standing Committee
on Educational Statistics & Principal
Adviser (Edn.), Planning Commission

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1. National Institute of Educational Planning & Administration (NIEPA), New Delhi
2. National Council of Educational Research & Training, (NCERT), New Delhi
3. Institute of Applied Manpower Research (IAMR), New Delhi.
4. University Grants Commission (UGC),
Mandi House, New Delhi.
5. National Informatics Centre (NIC), Lodhi Road,
Govt. of India, New Delhi.
6. M/o HRD, Deptt. of Education(MHRD), Govt. of India,
New Delhi.
7. National Sample Survey Organisation (NSSO),
Govt. of India, New Delhi.
8. Deptt. of Statistics,(CSO), M/o Planning & Programme
Implementation, Govt. of India, New Delhi.
9. Registrar General of India (RGI), New Delhi.
10. All India Council for Technical Education (AICTE), New Delhi.
11. National Council for Teacher Education (NCTE), New Delhi.

STRENGTHENING OF EDUCATIONAL STATISTICS IN INDIA

A SYNTHESIS PAPER

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STRENGTHENING OF EDUCATIONAL STATISTICS IN INDIA

A SYNTHESIS PAPER

1. BACKGROUND

Concerned with the large time delays, uncertain quality and relevance of educational statistics in India, the Planning Commission constituted a Standing Committee on Educational Statistics (SCES). The Planning Commission requested the member institutions to prepare a status paper for discussion in SCES. Review/status papers were received from MHRD, NCERT, NIEPA, NSSO, IAMR, and UGC. In the first meeting of SCES held on April 5, 1999 in Planning Commission, it was decided that a synthesis document based on the papers received from various organisations would be prepared. The present paper covers the following aspects:

- a. Educational Statistics in India-Historical evolution.
- b. Current Status of Educational Statistics.
- c. Data gaps in Educational Statistics
- d. Need for Strengthening of the Educational Statistics System
- e. Conceptual & Methodological issues.
- f. Suggestions for Improvement of Statistical System.

The contents of the above mentioned aspects are based on the following papers:

- a. Status of Educational Statistics and Emerging Needs from National/International Perspective (MHRD).
- b. Strengthening of Existing System of Educational Statistics (NCERT)
- c. Revitalisation of Educational Statistics in India: Issues and Strategies (NIEPA).
- d. Technical paper received from UGC.
- e. Status of Educational Statistics in India (Department of Statistics).
- f. Significance of Educational Statistics: Gaps and Suggestions for Improvement (IAMR).
- g. Development of Information Systems for Improvement of Educational Statistics (NIC).

- h. Agenda Note for the meeting on April 5, 1999 circulated by the Planning Commission.
- i. Letter from Secretary, Department of Statistics.
- j. Write up on Data Requirement on Teacher Education received from National Council for Teachers Education.
- k. Write-up on data requirement by Planning Commission.

2. EDUCATIONAL STATISTICS IN INDIA: HISTORICAL EVOLUTION

India is perhaps one of the few countries which established a sound statistical system centuries ago. In the case of education statistics, 'Educational Development in India' dates back to 1870 (MHRD, 1999). This was followed by more detailed statistics by Indian Education Commission on quinquennial basis for 1886, 1932-37. A decennial view was presented for the decade 1937-47. Annual educational statistics began to be collected from 1913-14 followed by elaborate quinquennial reviews. Prior to 1947, the Directorate of Commercial Intelligence collected the educational statistics in the form S-163. This activity was taken over by the Ministry of Education (MOE) after the attainment of Independence. S-163 form was replaced by form 'A' w.e.f 1949-50 containing comprehensive and detailed annual educational statistics issued in the form of *Education in India* Vol. 1 and Vol. 2.

Just after Independence of the country, the Government was required to plan for the onerous task of universalisation of elementary education. To assess the status and to prepare a plan to this effect, the MOE conducted the First All India Educational Survey (AIES) in 1957. Since then the AIESs, conducted by NCERT, from time to time and have become an integral part of the system of educational statistics in India. These are being conducted at a gap of about eight years and provide data on distance-wise availability of schooling facilities in rural areas and different types of facilities in schools.

Due to time lag in the annual educational statistics and increased planning needs, various attempts were made to simplify and streamline educational statistics. However, the simplification and introduction of separate forms for different data elements did not help and the time lag continued to increase. Consequently another revision of forms took place in 1976-77 and the following forms were introduced.

| | |
|--------|--------------------------|
| ES-I | Numerical data |
| ES-II | Financial data |
| ES-III | Examination results |
| ES-IV | Data in respect of SC/ST |

- ES-V District-wise data
- ES-VI Information on special studies

The problems relating to the availability of data continued to persist and the efforts of the central government did not yield any positive result. Subsequently, the ES series of forms were further bifurcated for the schools and higher education separately. The following type of forms were introduced w.e.f. 1984-85:

- ES-I(S) Numerical data (school education)
- ES-II (S) Financial data school education.
- ES-III Examination results-school and higher
education.
- ES-IV (S) School educational statistics for SC/ST
- ES-I (C) Numerical data in respect of higher education
- ES-II (c) Financial data for higher education
- ES-IV (c) Numerical data for higher education of SC/ST

In addition to the above attempts, two attempts relating to computerisation of educational statistics were made. In the first attempt during 1980, data on enrolment and attendance were to be collected from all schools having upto upper primary classes for the purpose of quarterly monitoring of UEE. In the second attempt in this direction, the MHRD had launched a scheme of computerisation of educational statistics at the state level during the Seventh Five Year Plan in collaboration with NIC. Both the attempts did not succeed.

Similarly attempts have been made to develop computerized information system under various Centrally Sponsored Schemes, and externally funded projects. Notable among these are Mid-Day Meals (MDM), Non-Formal Education (NFE), District Primary Education Project (DPEP), Adult literacy and National Technical Manpower Information System (NTMIS). The success rates varies from scheme to scheme.

3. CURRENT STATUS OF EDUCATIONAL STATISTICS

The major responsibility of collection, compilation and dissemination of educational statistics from institutions lies with the MHRD and other agencies, like NCERT, UGC, AICTE, etc. Household data collected by RGI and NSSO also contain information relating to education and allied areas. The major coverage by each such agency is presented below and organisation-wise details are appended at annexure.

| S.No. | Agency | Major Coverage | Primary Source | Periodicity | Data Collection Mode | Latest Available Data |
|-------|--------|--|----------------|-------------|----------------------|-----------------------|
| 1. | MHRD | i) Institution, enrolment, teachers (Rural/Urban), examination results including SC/ST data for formal education covering all stages, forms, types and modes of education, | Institution | Annual | Census | 1997-98 |
| | | ii) Distance education | | Annual | | 1996-97 |
| | | iii) Source-wise-income, budget-wise and item-wise expenditure of States/UT 's. | | Annual | | 1994-95 |
| | | iv) Indian students/ trainees going abroad and foreign students in Indian Universities. | RBI | Annual | Census | 1996-97 |

| | | | | | | |
|---|--------------|--|--------------|------------|--------|---------|
| 3. | UGC | i) Institutions: | Institutions | Annual | Census | 1998-99 |
| | | a) Directory of colleges | | | | |
| | | b) Universities/university level institutions: | Institutions | Annual | Census | 1998-99 |
| | | ii) Enrolment and teaching staff for formal system of higher education state-wise/faculty-wise/level-wise. | Institutions | Annual | Census | 1993-94 |
| | | iii) Enrolment for non-formal system of higher education. | Institutions | Annual | Census | 1995-96 |
| | | iv) Representation of SC/ST in enrolment, teaching & non-teaching staff in University Teaching Department/University Colleges. | Institutions | Annual | Census | 1993-94 |
| | | v) Examination Results – Graduates and Post-Graduates passed out in Indian universities. | Institutions | Annual | Census | 1997 |
| | | vi) Directory of Professors and Readers in Indian Universities. | Institutions | Periodical | Census | 1996 |
| vii) New courses started/discontinued in the universities. | Institutions | Periodical | Census | 1994-95 | | |
| viii) Doctoral degrees awarded by the university – faculty-wise | Institutions | Annual | Census | 1996-97 | | |

| | | | | | | |
|-----|------------------------------------|---|----------------------------|-----------------------|-------------------|-------------------------------|
| 4. | Association of Indian Universities | i)Institutions, subject, courses, finance, etc. ii)Admission procedures number of seats, etc. About courses on higher education. | Institution Institution | Annual | Census Census | 1997 |
| 5. | AICTE | Intake capacity of technical education institutions | Institution | Annual | Census | - |
| 6. | IAMR | i)Manpower profile disciplinewise ii)Institution, intake and outtake data through NTMIS for engineering | Institution | - | Yearly | 1997 |
| 7.. | Directorate of Adult Education | Adult enrolment, expenditure Literacy targets | Project | Annual | Project Profile | 1996-97 |
| 8. | Planning Commission | Data on MNP | States/Uts | Annual Five Year Plan | - | 1998-99 |
| 9. | RGI | Educational facility, and literacy by levels of education etc. | Individual | Decinnial | Census and Sample | 1991 |
| 10 | NSSO | Enrolment, dropout & private expenditure | Household | Quinquennial | Sample | 1995 |
| 11 | NIEPA | Educational Administration | State Govt. | Annual | Census | Varying between 1992 and 1998 |
| 12 | DPEP | School at Primary level | Project Schools | Annual | Census | 1998-99 |

In addition to the above, there are other organizations which provide data on education. These are given below

- i. Directorate of Employment & Training for data on Unemployment collected through Employment Exchanges.
- ii. Indian Council of Medical Research for information on medical education in India
- iii. Indian Council of Agricultural Research for agricultural statistics in India.
- iv. Director-General of Health Services, Ministry of Health and Family Welfare collects data on health, manpower
- v. National Family & Health Welfare Survey, 1992-93.
- vi. Database Report on Vocationalisation on School Education- 1991 survey (detail at serial No.13 of the annexure).
- vii. Databases created by the State Governments (detail at serial No 14 of annexure).

4. DATA GAPS IN EDUCATIONAL STATISTICS

(i) Unrecognised Schools

Lure of English medium education has been a very important factor in our society. Although the English medium schools do not match with the well-established Government schools so far as quality, facilities, number of teachers, teachers' qualifications, etc. are concerned yet the lure for English medium schools is acquiring more and more significance. Earlier which was a metropolitan phenomenon only, is now fast spreading to small towns, industrial areas and even in rural areas. A large number of these English medium schools are not recognised and since they are unrecognised, educational statistics are not collected either by the Ministry or NCERT. **The Sixth All India Educational Survey has collected data from these English medium schools in rural areas only.**

In many cities/towns, the number of unrecognised residential institutions is increasing wherein students are taken out of main stream recognised schools and are prepared for entrance examinations of professional courses as also for classes X and XII examinations conducted by the different Boards of Secondary and Higher Secondary education as private candidates. These institutions are also not recognised institutions and their data is not collected either by the Ministry or under the All India Educational Surveys.

(ii) Production-cum-training centres

Further there has been a significant increase in non-formal sector production activities, crafts, professional centers of training in fine arts, music, painting, sculpture, commercial arts and many more newly emerging professional areas such as fashion designing, Computer

Software, Tourism, Chartered Accountancy, Company Secretary-ship, AMIE etc. where recognition and need is decided by the market forces rather than by the Government/Universities. The advent of distance mode of education and of franchising links with foreign institutions are other important developments. All these strictly do not fall within the purview of existing data collection system.

On the job learning skills remained dominant sources of capability building even with modern corporate sectors while Gujarati and Marwari business houses still flourish with the home based training and community oriented systems. In the field of health and medicine, numerous RMPs and even non-registered persons practice and thus develop skills through learning by doing. These also do not figure in our educational statistics.

(iii) Data on School Attendance

Although very useful but practically very difficult to collect data on this item annually from each and every institution in the country. NSSO in their 52nd Round has attempted gross attendance ratios by broad class groups and age-specific attendance ratios by broad age-group.

(iv) Expenditure by Levels/Courses of Education

Under the existing system data on expenditure is collected by type of educational institution only. Since an educational institution may run different types of educational courses of different levels, the analysis made of this data is not fruitful. This is primarily because of the fact that accounts of an educational institution are not maintained according to different courses and levels/courses for which educational facilities are available in the institution. However, a few limited studies have been made in the past by agencies, like Institute of Applied Manpower Research (IAMR) to estimate the unit cost for students, for selected courses only.

(v) Extra-curricular Activities

It is difficult to collect information on annual basis on items like NCC/SCOUTS/NSS/DEBATES and declamations, and other co-curricular activities. The AIESs collect data on games and sports activities.

(vi) Socio-economic Background of the Students

Under the existing system the only item under this category for which statistics are being collected relates to educational status of SC/ST. However, detailed statistics are required to measure the benefit of different types of educational programmes to the students coming from different types of socio-economic background. Such data are being collected by NSSO on a periodic basis in their occasional rounds once in five years.

(vii) Single-age data on enrolment

At present single age data on enrolment is not collected. Hence it is difficult to precisely calculate intake rate, net enrolment rate and related indicators. Single age-wise break-up of

total population according to highest qualification achieved separately for workers and non-workers is not being collected presently. Only a limited data is available from decennial censuses. The data is very useful in studying the achievement of the population over a period of time. Similarly, single age-wise academic statistics are not presently collected by the Ministry, NCERT or any other agency. Such data is presently being collected in District Primary Education Project (DPEP) districts using District Information System for Education (DISE) software from project schools.

(viii) Expenditure by private entities:

Private expenditure on education by institutions other than educational institutions, individuals, households' etc. i.e. by other entities such as business organisations, labour organisations for vocational and technical education as also expenditure on work-based trainings is not collected at present. Its contribution needs to be evaluated.

Even in the formal sector, detailed educational statistics are required according to single ages, according to fields of study, teachers according to levels of education, expenditure according to levels of education, private costs on education. Expenditure-wise data incurred by private aided institutions from their own side is not available. What is contributed by the local bodies from their own kitty for running the educational institutions under their governance is also not known? These are not available. A large number of management courses and management institutions have flourished, the data about which is not available.

(ix) Attainment level of students

No data is collected on the achievement level of students by levels/standards. For this purpose, we have to depend on research studies undertaken by various scholars on minimum levels of learning (MLL). This Scheme too needs data on achievement of students.

(x) Incentives

All India Educational Survey provides data on statewise and schemewise number of beneficiaries and schools covered. But disaggregated data on amount spent on various incentives are not available. A large number of incentives scheme have been started recently by the "State Governments such as free text-book/reading material, free hostels, scholarship, mid-day-meal schemes, etc. To submit this Central Government has also initiated a scheme of national programme of nutritional support to primary education. There is need to streamline this data..

(xi) Non- Formal Education

All India Educational Survey provides data on availability of Non-Formal Education (NFE) centres by type and stages, enrolment and number of instructors. Concerted efforts are required to collect data on functioning of non-formal education centres and their monitoring is very essential.

(xii) Data on attendance

At present we are collecting enrolment figures from various institutions but no data is being collected on attendance of the children at various stages of education. This data sometimes become available from NSSO Rounds but concepts/definitions differ.

(xiii) Educational Facilities

Ever since the beginning of development planning a number of additional facilities in terms of school buildings, teaching staff, additional equipment, teaching learning material, laboratory equipment etc. have been created under various schemes like Operation Blackboard, District Information of Educational Trainings (DIETs), improvements of science education, class project, JRY etc. While data on these facilities becomes available through All India Educational Surveys, there is hardly any data on the utilization of these facilities.

Data on distribution of institutions by capacity, size, space, daily attendance is also very important from planning point of view. Similarly data on actual teaching hours in an academic session are not available and should be collected through sample surveys

5. NEED FOR STRENGTHENING OF THE EDUCATIONAL STATISTICS SYSTEM

a) The present system of collection of educational statistics is deficient in terms of:

- Comprehensiveness
- Quality and reliability
- Timeliness

It has been observed that the existing infrastructure available in the States and at central level in terms of manpower and EDP equipment is inadequate quantitatively and qualitatively. The present manual system is slow, labour intensive having limited applications.

b) The staff exclusively deployed at state level is not only inadequate but they have been burdened with other assignments. These personnel are also not free from frequent transfers. The situation has further been complicated by the bifurcation and trifurcating of Directorate of Education in the States with the result that the already depleted staff strength has further been distributed/weakened and therefore, needs strengthening.

c) Educational Statistics is not a priority area with the States and they do not attach much importance to the work of collection of educational statistics – they have other priorities in mind like: opening of educational institutions, transfers of teachers', numerous court cases, attending the teacher unions and VIPs etc. Hence the creation of a separate MIS

unit for collection and processing of educational statistics under a programmer will certainly help in timely collection, processing and dissemination of educational statistics.

d) There is hardly any staff in the districts exclusively for the work of collection of educational statistics in states like West Bengal and UP. The work is being got done by other staff. School Education has further been bifurcated in the districts so as we have separate District Education Officer for primary education and a separate District Education Officer for school education in many states. UP for instance has a separate District Basic Education Officer and another District Education Officer for school education. This process of separation has not stopped at State/District levels but has gone deep down to block and institutional levels creating numerous problems apart from the problem of coordination and harmony. Accordingly, blocks and schools have also been bifurcated/separated.

e) The decentralized planning now requires providing educational data not only, up to district level but up to the block level also for which detailed educational statistics are required to be collected. For a pretty long time educational planners and policy makers considered the problem of universalization of Elementary Education as a macro problem in nature. Apparently, supply constraints were considered as the stumbling blocks coming in the way of achieving UEE. Experience has however, shown that the emphasis has now shifted from supply to demand mobilization. Demand lies within the domain of individual household. Therefore, the emphasis has to be shifted from macro to micro level studies and researches. Regional disparities, rural/urban disparities, male-female disparities etc. are to be highlighted pin pointing causes of these disparities.

f) India has recently joined the UNESCO/OECD Pilot Project of World Education Indicators along with countries such as China. It has decided to participate in the OECD/UNESCO World Education Indicators (WEI) project. The OECD have identified 43 Educational Indicators for collection of data/information in the following areas:

1. Demographic, social and economic context of Education,
2. Cost of education on human and other resources,
3. Access to education, participation and progress,
4. School environment/school and classroom processes,
5. Graduate output of educational institutions

Elaborate data on a variety of items hitherto not collected by us may be required to construct these indicators.

g) India is committed to achieve universalisation of elementary education. The task of UEE can be achieved only with intensive focus on education of the girl child, disadvantaged groups (SC, ST, OBC etc.) backward regions of the country, rural-urban gulf, regional, disparities, male-female disparities etc. The availability of detailed dis-aggregated statistics (district/block-wise) comprehensive and reliable educational statistics on time are

therefore, of utmost necessity to identify problem areas, monitor progress and re-orient programmes suitably. Alternative schooling/open-university system in National and State level institutions is expanding. Data collection from these educational systems also should flow to mainstream. Data on adult literacy (age group 15-35) is also to be updated on regular basis by broadening the base of household sample surveys.

h) There has to be network of agencies like universities for higher education, research organisations for school education, who may conduct sample surveys for test checking/verifying the authenticity of the official statistics collected by the Government. Systematic sample surveys have to be put on place to test check the accuracy of official statistics, conducting sample studies in problem areas.

In order to overcome the difficulties narrated above and to strengthen the existing machinery, the Department of Education has mooted a scheme of establishing MIS at district level, the objectives of which are as follows:

- To design an integrated information system to meet the requirement of all sectors of education including data needs for international agencies.
- To facilitate and undertake the collection, transcription, processing and dissemination of educational statistics.
- To facilitate and undertake data collection, in respect of the specific needs and periodic surveys of central and state governments such as All India Educational Surveys (AIES), teacher education surveys, vocational educational surveys etc.
- To evolve and implement a system of monitoring of specific schemes/activities undertaken by the central/state governments, Department of Education. There are a number of schemes, the monitoring of which at macro level is essential.
- To develop educational expenditure information system for different States/UTs, which at present is lacking.
- To establish district level Management Information System in terms of personnel information system, school information system and financial information system for decentralised educational planning etc.
- To undertake micro level sample research studies like income of educational institutions by source, financing of education by households, trends in school dropouts, learners achievements, socio-economic profile of learners and many more which may identify factors that facilitate or block universalization of elementary education.

6. Conceptual and methodological issues related to educational statistics

Broadly speaking the following organisations are basically concerned with

primary data collection on education.

a) MHRD / NCERT / NIEPA/UGC

b) RGI -

c) NSSO -

a) The concepts and definitions of educational statistics used by MHRD, NCERT and NIEPA are broadly the same. The reference points of time of collection about educational statistics with these organisations are also the same. Questionnaires/schedules have been standardized and detailed instructions have been provided on these tools. These organisations also conduct in-service training programmes for the benefit of personnel involved in collection of educational statistics from time to time as a part of their routine work. The sources of educational statistics for these organizations are the educational institutions. The methodology being followed by these organisations is annual census or periodical surveys on census basis/sample survey. Efforts have also been made by these organisations to computerize educational statistics and the data for 6th All India Educational Survey have fully been computerized while Ministry's annual educational statistics have partially been computerized at national level.

b) On the other hand the methodology followed by RGI is again complete enumeration but the source is the household and not the educational institutions. The data of major states are aggregated on sample basis. Its date of reference is 31st March rather than 30th September. Further, data by educational level are on the stage of education completed by the member of the household. The classification of SC or ST is locally based whereas in Educational Statistics it is national..

c)The NSSO conducts sample surveys through its regional office and investigators and their source of data is again the household. The points of reference time with the organisation is also different than the one adopted by the MHRD/NCERT. The NSSO also covers un-recognised institutions, which the Ministry does not cover. However, the assignments with these organisations are quite different and there is no over-lapping or duplication in their functions. The concepts and definitions with these organisations are also different. For instance, NSSO take the age-group 5-24 years for school dropouts whereas in education, the age group is different. Further, in 52nd Round 'by type of institution' means type of management for NSSO. By type of institution in education, the meaning is the institution in totality as one unit irrespective of the classes/levels attached with that institution.

The processes of education in India are fast changing with increasing number of subjects and courses - specialized or market driven; increasing modes of teaching i.e. regular, full time, part time, correspondence courses, distance education, open education; variations in concepts and definitions; management system of education and financing pattern of education particularly in the context of introduction of autonomy in the system and economic liberalization. The educational statistics has therefore, to take note of all these developments on regular basis from time to time. Concepts and definitions will therefore, continuously undergo changes with the changes in the system from time to time.

7. SUGGESTIONS FOR IMPROVEMENT OF STATISTICAL SYSTEMS

A number of suggestions have been made to improve the existing system.

1. Evolve a national policy framework for collection, analysis and sharing of educational statistics at the national, state and other lower levels of educational hierarchy.
2. Strengthen the statistical machinery at all levels so that necessary policy as evolved at (1) could be implemented.
3. All the states and lower levels unit should be instructed to computerise the educational statistics within the prescribed framework in a time frame of 2-3 years.
4. Design a manual on educational statistics to be used by state and national level authorities. Further capacity building of educational administrators in the use of educational data will be essential. A national level institution(s) may be assigned this task.
5. Improved availability of educational statistics through modern means of communication and sharing of data. Use of Internet and web publishing should be explored in areas where the data is of public nature. The publications should increasingly become electronic, which will save cost, reduce time lag and will be useful for researchers and administrators to use.
6. The Department of Education (MHRD) should continue to be the nodal centre for collection and management of educational statistics. It is practically difficult to replace the present system of data collection through the teachers. However, steps can be taken to improve its quality and reliability. Wide sharing of school level data with the community (VEC) and innovative methods should be evolved to improve the reliability and use of educational statistics. Reliability of the administrative data can be improved through post-enumeration checks. Independent agencies should be used for validation of data.
7. Encourage the education department and other agencies to generate household data on stock and flow aspects of educational performance. The flow data on education is practically absent with the result that internal and external efficiency of the education system can not be established.
8. The educational statistics are extensively based on complete enumeration of educational institutions, teachers, buildings and other attributes. In the case of some indicators, sample estimates will work. It is therefore suggested that the use of sampling methodologies for estimation of key indicators should also be evolved. Over a period of time, some indicators like age structure, entry rate, completion rate, average years required to complete a particular cycle of education etc., can be estimated through nationally designed sample studies.

9. The focus of educational statistics should become area specific rather than institutional. It calls for the development of mechanisms for integrating the household and institutional data so that better decision support models can be developed for various levels of education. The data from the Annual Survey of Industries and other such systems will be useful for establishing education-employment linkages. These studies are essential to develop choices between various courses of study and the social and economic returns to investment.
10. Data on rural-urban dimension is practically missing at all levels in the statistics collected by MHRD. While the data is collected, it is not analysed to reflect rural-urban dimensions of enrolment, teachers and buildings. This particularly relevant for the school education. However, AIES provide this information.
11. Promoting research and development based on educational statistics. The central and state government officials, researchers and teachers should be encouraged to undertake research.
12. Use of advanced techniques like General Information System (GIS) application to understand the development spatial patterns and identification of clusters of regions having specific problems should be undertaken.
13. Linking of funds release with the supply of educational data should be considered to improve the timely compliance and better monitoring and utilisation of educational finances.
14. Data in respect of some institutions is not collected. For example, students studying in private unrecognised schools/institutions of higher learning. The problems are more serious with professional and semi-skilled professional training institutions. A clear policy is needed so that the human capital formation over the years is estimated correctly.
15. Although teachers are the most vital and expensive input into educational system, the teachers profile is not available for any level of education.
16. Lack of adequate software for standardised calculations and model building. The existing software are outdated and ill equipped to handle the complex problems of large scale databases.
17. Letter dated 6 April, 1999 of Shri M.D. Asthana, Secretary, Ministry of Planning and Programme Implementation, Department of Statistics addressed to Principal Adviser Education was discussed in the group. Since his suggestions relates to policy issues. The group, therefore, decided that this letter should be discussed in the meeting of the Standing Committee.

8. Action Plan for improvement of Educational Statistics

Educational Statistics comprises of following three major groups:

- i) School education comprising Elementary/Secondary/ Higher Secondary stages
- ii) Higher education comprising of all colleges, Universities and institutions of National importance.
- iii) Management Information Systems (MIS), pertaining to implementation of schemes and projects.

1. School Education

Secretary, Department of Statistics suggested highest priority for primary education and cautioned against the use of statistics collected through administrative system, need for collection of data twice in an year on enrolment, attendance, availability of teachers and teaching and infrastructure. Percentage of students passing out was emphasized and it was further suggested that household sample survey as the only plausible and cost effective solution.

At present, Department of Education is collecting official educational statistics from State Governments with reference date as 30th September every year both in respect of School/Higher Education and publishing a report known as "Selected statistics". Detailed publications giving no. of institutions, enrolment & teachers qualifications by other characteristics are brought out after a gap of five years. Comprehensive reports on education are brought out by NCERT in its All India Educational Surveys once in a period of Six to eight years. Under District Primary Education Programme (World Bank project), detailed age wise data of school going children is being collected by project management , but no significant statistical publications are brought out.

The sub-group feels the need for availability of data on school education and suggests following approach.

- i) There is a need to continue and collect regular official educational statistics by Department of Education, annually with 30th September as reference date.
- ii) There is an urgent need to collect single year agewise data on student enrolment for elementary education (Upper primary stage), as part of official educational statistics.
- iii) State Governments shall maintain database of all school institutions both at districts and State headquarters on computer systems.
- iv) Department of Education shall maintain database of aggregated information for administrative units like State/District at National level.
- v) NCERT shall conduct educational surveys to collect detailed information on educational facilities in villages/towns and school infrastructure facilities on a periodic basis and action may be initiated for Seventh Survey.

vi) Formats related to quality and efficiency in education system should be developed and data on these formats should be collected..

vii) MHRD should update the manual on educational statistics so as to include new concepts which have been used in national and international context.

2. Higher Education

It is felt that there is an urgent need to collect information on higher education on following aspects.

- i. Information of 'general' nature as well as physical plant and buildings information about an institution, facilities for games and sports, library, journal, student services, enrolment, examination results and scholarship information for academic programmes for each subject and course.
- ii. Profile of academic staff, strength of technical/administrative staff, income expenditure and non-academic programmes from all institutions of higher learning.
- iii. Since this information is not available for more than two decades now, it is necessary to urgently build up the information by conducting a census of all institutions of higher learning. Since higher education is multi-disciplinary and co-ordinated by many organisations, it is suggested that this responsibility for comprehensive census may be given to various organisations as one time project by providing necessary funds.
- iv. Since higher education relating to general courses pertaining to Arts, Science, Commerce, Law and teachers faculty are generally under the control of Department of Education of State/Central Government. The State Directorates of Higher Education / State Council of Higher Education may be made as an agency for collection data from all institutions in a State/UT. The existing practice may continue till revised system is properly established to obviate the possibility of a breakdown in collection of statistics.
- v. Since National Council of Teacher Education (NCTE) has requisite administrative and academic authority over all teacher training institutions in the country, a comprehensive survey for collection of information on teacher training schools/colleges for building up a database of these institutions may be entrusted to it. Necessary project fund and administrative responsibility of enrolment of these organisations for making a comprehensive census pertaining to this education may be considered.
- vi. Indian Council for Agricultural Research (ICAR) controls the agricultural education. As such Department of Education may request ICAR to conduct a comprehensive census of all agricultural universities, colleges and institutions pertaining to agricultural education for building up a data base of all institutions as well as for bringing-out statistical publications on courses of agriculture.

vii. Since Ministry of Health and Family Planning controls Medical education in association with medical council. This responsibility of conducting a comprehensive survey for all institutions covering medical, paramedical, public health and hygiene courses leading to degrees, diploma and certificates, may be entrusted to it.

viii. Even though there is a need for collecting information pertaining to educational statistics for all institutions of higher learning, it may not be possible until the entire information is collected at least once in the form of a comprehensive survey. Later, limited information can be obtained annually. Until that stage present publication of selected educational statistics remains the only reasonable source of information for Higher education.

CURRENT INFORMATION SYSTEMS OF EDUCATIONAL STATISTICS ORGANISATIONWISE)

Information on educational institutions is collected by Departments of Central and State Governments and brought out as publications. Information about publications brought out by State Governments is not readily available.

1. Department of Education, Government of India brings out following publications.

1.1 Selected Educational Statistics:

This is an annual publication. Latest publications for 1997-98 gives selected information for school and higher education in respect of number of school institutions, enrolment and teachers. Districtwise number of schools, enrolment and teachers on school education is also being given since 1996-97. It also gives district wise literacy rates for male/female and rural/urban areas and percentage of SC/ST population compiled from 1991 population census data. Some important results of NSSO 52nd round on education are also included.

1.2 Education in India - Volume-1 & IV

This is an annual publication giving a brief survey of educational statistics in the country. This publication is being brought out in two parts since 1984-85, one for school education and another for college education. Latest publication for the year 1992-93 on school education gives number of institutions by management and type, enrolment and repeaters by stages, estimated population of children, students receiving post school certificate/diploma education for professional, vocational, special categories, number of trained/untrained teachers for various stages of school education etc. Publication on college education was brought out only for the year 1991-92. It gives number of institutions by type, enrolment by type, stage, faculty wise and teachers by type of institutions. Education in India Volume -IV(S) pertaining to data of SC/ST was brought out for 1995.

1.3 Education in India Volume II

This is an annual publication giving detailed reports on income and expenditure according to types of institutions, both for school and college education. This publication was also bifurcated into two publications one for school and another for higher education. Publication for year 1990-91 was brought out on school education.

1.4 Education in India Volume III

An annual publication giving details on examination results for each type of course in respect of all courses above secondary level. Publication for the year 1980-81 was brought out. Publication in respect of high/higher secondary examinations for 1993-94 has been brought out in 1998. It gives number of students appeared (boys, girls, SC/ST, regular, private) and passed the examination. Publication of results for 1994-95 and 1995-96 is in progress.

1.5 Analysis of budgeted expenditure on education

An annual publication on budget and actual expenditure by Central/State Governments for various sub-sectors of education, plan & non-plan, capital & revenue account, loans and advances etc. Latest publication relates to the period 1994-95 to 1996-97.

1.6 Educational Statistics District wise:

This was a one time publication brought out for the year 1981-82 in respect of few states to highlight regional imbalances. It gave district wise statistics for the population in the age group of school going children, enrolment, number of teachers covering, pre-primary, primary, upper primary, secondary/higher secondary, professional, vocational and special education.

1.7 Budgetary resources for education 1951-52 to 1993-94

It is a one time publication giving a comprehensive and analytical report on growth of expenditure for various sub-sectors of education, plan and non-plan budgets, allocations of expenditure by Department of Education and other Government Departments and expenditure in relation to GNP/SDP by Central/State Governments. It clearly indicates that expenditure on education has gone up from Rs. 64 crores in 1951-52 to Rs. 23,908 crores in 1993-94.

| <u>Name of Publications</u> | <u>Frequency</u> | <u>Year of Data/ Information</u> |
|--|------------------|-------------------------------------|
| 1.8 Selected Information on School Education | Annual | 1995-96 1996-97 (under print) |
| 1.9 Growth of Schools in India (1950-93) | Occasional | 1950-93 |
| 1.10 Education in India (non-affiliated courses) (Hr. Edu. Numerical Data) | Annual | 1989-90 1991-92 |
| 1.11 Handbook of Educational & Allied Statistics | Occasional | 1996 |
| 1.12 Distance Education in India (Schools & Hr. Education) | Annual | 1996-97 |

1.13 Indian Students/Trainees going abroad 1996-97

A publication was brought out in 1998 giving information on Indian students going abroad with details like type of courses pursued, statewise and countrywise migration, students getting financial assistance and the type of assistance etc.

1.14 Growth of School Enrolment from 1950-1993(under issue)

2. National Council of Educational Research & Training (NCERT)

National Council of Educational Research & Training (NCERT) conducts All India Educational Survey, sixth survey being the latest was conducted with reference date as 30th September, 1993. Surveys are conducted with the objective of collecting information on school education to fill information gaps that exist in regular collection and to build up a periodic profile of educational facilities.

The Sixth Survey was conducted as a joint project of NCERT & NIC and information was collected on educational facilities for formal education, non-formal education, special education and pre-primary stage in villages/towns/cities, core information on infrastructure facilities, enrolment, teachers from all school level institutions, selected information pertaining to languages, repeaters, age group wise enrolment, budget & expenditure from selected schools, individual teacher-wise information about level of education, training, teaching experience etc from all teachers of selected schools. Information covering more than 1000 data items was collected by canvassing eight schedules and about 1100 statistical reports have been generated for National/State/District levels. Nine publications were brought-out for National level reports. Entire information comprising basic data collected through schedules, intermediate aggregated information developed for report generation and reports generated for administrative units up to district level are available on magnetic media.

Two series of CD-ROMs are being brought out one comprising reports generated for National/State/District levels and another pertaining to databases of basic data and aggregated information.

Computerisation of this survey data created a unique database for all school institutions and generated reports cross classified by various characteristics for the first time in the country. Entire data can be made available to any institution or an organisation at nominal cost. This survey data for the first time provides a uniform, comprehensive and detailed information on school education.

3. Association of Indian Universities brings-out certain publications and these publications are a source of income for the organisation. Some important publications are -

3.1 Hand book of Indian Universities: This publication is normally updated in a period of two years. Twenty seventh edition was published in 1997. It gives a general profile of each University/institution and names of affiliated colleges, subjects, courses offered, total finance etc. It generally does not give any Statistical information.

3.2 Hand books on education in Engineering, Medicine, Agriculture, Management, Computer, Library & information Science etc. These books are for students, who wish to pursue these courses and give information on types of admission procedures, number of seats etc. Generally no statistical information is presented.

4. All India Council Of Technical Education

Department of Education has regional offices to collect information on technical education and brought-out reports relating to engineering and technical courses conducted in various institutions including polytechnics. Type of courses available and enrolment for each course were brought out for each institution on a regional basis. Now, these regional offices are merged with AICTE.

5. Institute of Applied Manpower Research

The Institute is operating a National Technical Manpower Information System (NTMIS) for engineers and technicians. NTMIS is funded by the All India Council for Technical Education(AICTE). The System aims at analyzing labour market condition for engineers and technicians at the national and individual state levels and capturing signals which can be used as policy inputs for development of engineering education on proper lines. In order to generate the necessary data and information base at the individual state level and also at the national level surveys are conducted regularly, every year, covering graduates of engineering and technology programmes at all levels, engineering educational institutions and the employing establishments.

As part of strategy for dissemination of NTMIS information the following analytical reports are brought out regularly.

5.1 NTMIS Bulletin Quarterly

5.2 Annual Technical Manpower Reviews State-wise

5.3 Projection of Demand for Different Categories of Engineers

5.4 Technical Manpower Profile.

5.5 Facilities for Education and Employment Market for Engineers

5.6 Career Options in Engineering Occupations

5.7 Issue-Based Studies.

6. Directorate of Adult Education

As part of National Literacy Mission programme, Directorate of Adult Education brings out a report on Adult Education and gives a statistical profile. It gives state wise project profiles, expenditure, number of campaigns, enrolment, targets & achievements etc. Latest report for 1996-97 was published.

7. Planning Commission

The Planning Commission (PC) monitors the progress of the implementation of the Minimum Needs Program (MNP). Since universal elementary education is one of the action points under MNP, both physical and financial targets are constantly monitored by the Planning Commission.

8. Registrar General of India

Office of Registrar General of India collects information of about children of school going age groups and attainment of educational levels as part of population census. It brings out availability of education facilities as part of infrastructure facilities in villages / towns and

publishes them in district census handbooks. It also publishes information on level of education attainment of entire population and a profile between employment and level of educational attainment cross classified by National Industrial Classification (NIC) and National Classification of Occupations (NCO).

9. National Sample Survey Organisation (NSSO)

The organisation collected data on education about utilisation of public education facilities and services by general population as an integral part of social consumption survey carried-out in 42nd round. This survey gives the status of population with respect to educational attainment, classified into rural/urban sectors, per capita consumer expenditure, sex group etc. This survey was conducted during the year 1986-87 and report was brought out in 1989. In its 52nd round,(1998) NSSO provided data on private expenditure of household as well as participation in education by location (rural and urban) as well as by gender in the age group (5-24).In 53rd round, it covered literacy rate of estimated population in the age group of 15 and above.

10. National Institute of Educational Planning and Administration (NIEPA)

There is hardly any data on educational administrators working at various levels. Different states have evolved different structures to suit planning and management of education in their states. It is difficult to assess the relationship between the educational development, management structures and delivery mechanisms including the supervision and inspection system at the state and the district level. Efficiency of educational administration and the type of functions performed by them is difficult to get.

Two surveys on educational administration were conducted by NIEPA. The first survey was conducted about two decades ago when the state level reports were prepared. The second All India Educational Administration survey was conducted in 1992. The detailed reports for 7 states were published till the end of 1998.

11. UNIVERSITY GRANTS COMMISSION (UGC):

As per the provisions and statutory requirements of the UGC Act, the Information and Statistics Bureau of UGC has been engaged in data acquisition, compilation and processing and to bring out the publication on higher educational statistics on various educational parameters relating to higher education as detailed below :

- i. Students enrolment including foreign students level-wise, faculty-wise, gender-wise, subject-wise break up in the faculty of Arts and Science.
- ii. Teaching staff-designation-wise, subject-wise, faculty-wise break up in the faculty of Arts and Science.
- iii. Data pertaining to Scheduled Castes/Scheduled Tribes in terms of admissions,

enrolments, appointments in teaching posts and non-teaching posts, allocation of seats in Hostels and staff quarters etc

- iv, Availability of students ' hostels and staff quarters for teaching and non-teaching staff.
- v. Academic calender for universities - academic terms and vacations etc
- vi. .Media of instructions and examination
- vii. Doctoral degree awarded by the universities.
- viii. Introduction of new courses of study.
- ix. Examination results.

The statistics on the above parameters are being collected through pre-devised proforma / schedules/formats as the case may be and by way of direct mailing system to universities /university level institution and colleges. Thus the source institutions for supply of basic data on above items are university and colleges.

The statistics on the above parameters are reflected in various publications published by Information and Statistics Bureau of UGC. Data availability and latest available publications in respect of these parameters are as follows:

I. UNIVERSITY DEVELOPMENT IN INDIA - BASIC FACTS AND FIGURES:

The latest year publication comprising institution-wise detailed data on students enrolment and teaching staff is available for the year 1984-85. However, the all India level and State – wise consolidated data on students enrolment and teaching staff is available for the period from 1988-89 to 1993-94.

As regards the data collection and receipt position for the year 1995-96, data have been received from 125 universities out of 207 universities and 4500 colleges out of 8500 colleges inspite of repeated reminders from different levels. However, efforts are being made to bring out the above publication for the year 1995-96 by way of accessing all secondary sources in respect of the defaulting universities/colleges. UGC has already initiated a move for the collections of data in respect of colleges through respective Director, College Development Council (CDC) for the year 1996-97, 1997-98 and 1998-99. As regards data collection for these years in respect of University Teaching Departments of Universities, Information and Statistics Bureau of UGC has already sent the schedules and the same are being received back duly filled up.

II. EXAMINATION RESULTS:

Latest year publication comprising micro level details is available for the year 1984. In the following years, response from universities for supply of data on above subject had been around 20%. Data acquisition was further strengthened for the year 1993,1994 and 1995.

Receipt position for the year 1995 has improved considerably. Out of 207 universities, 138 institutes (i.e. 67%) have supplied the data. Efforts are being made to produce the relevant publications on the available data. With regard to the data for the year 1996, 1997 and 1998, it is at collection stage.

In view of the non-availability of micro-level data, efforts were made to have consolidated data on students appeared /students passed at undergraduates and post-graduates level for five years i.e. 1993, 1994, 1995, 1996 and 1997. Receipt position is quite satisfactory. On an average approx. 25-35 universities have not supplied data in respective years. Efforts are being made to further improve it. However, the desired statements comprising institution-wise data are ready for these years. This will be presented in the form of handbook after further improving the receipt position.

III. DIRECTORY OF PROFESSORS AND READERS BY WAY OF SPECIALISATION : publication is available for the year 1996. With regard to the latest data i.e. on 1.1.1999, it is under collection and processing stage.

IV. DIRECTORY OF COLLEGES: It is available for the year 1997-98. In addition to the names and addresses of colleges under each university, data on various items like type of managements, location (rural/urban) colleges for women only, whether a PG College, courses conducted and type of colleges have been included. A number of MIS statements like type-wise distribution of colleges at university level, state-level and national level as well as district-wise distribution of colleges are available. Efforts to update the directory for the year 1998-99 are in progress.

V. REPRESENTATION OF SCHEDULED CASTES AND SCHEDULED TRIBES IN ENROLMENT AND TEACHING AND NON-TEACHING STAFF IN UNIVERSITIES AND COLLEGES:

Latest year data in respect of universities is available for the year 1992-93 and 1993-94 respectively. These two reports have been prepared on the available data (i.e. approx. 80 universities).

With regard to the data on the above subject in respect of colleges, for the year 1993-94 response is restricted to approx. 16% (1400 colleges out of 8788). Efforts are being made to produce same percentage distribution regarding representation of SC/ST in enrolment teaching and non-teaching staff in colleges for the year 1993-94. Data is being collected for the subsequent years i.e. 1996-97, 1997-98 and 1998-99.

VI. ENROLMENT STATISTICS IN COURSES PROVIDED THROUGH CORRESPONDENCE AND OPEN UNIVERSITY SYSTEM / DISTANCE EDUCATION MODE: Latest year publication which is at final stage, is for the year 1995-96. For the year 1996-97 and 1997-98, it is at the stage of collection, compilation and processing.

VII. DIRECTORY OF UNIVERSITY TEACHING DEPARTMENTS: Comprising data about the courses being conducted in each department etc. is available for the year 1996. This information is being collected periodically. Action for updating this information for the year 1999 is being initiated.

VIII. NEW COURSES INTRODUCED IN UNIVERSITY DEPARTMENTS: This data is at the stage of finalisation for the year 1995-96. For subsequent years i.e. 1996-97, 1997-98 and 1998-99, it is in the process of collection, compilation and processing.

IX DOCTORAL DEGREES AWARDED BY THE UNIVERSITIES FACULTY-WISE AND SUBJECT-WISE BREAK UP IN THE FACULTIES OF ARTS AND SCIENCE : A handbook comprising data for three years i.e. 1994-95, 1995-96 and 1996-97 is at the stage of finalisation. For the year 1997-98 it is at the stage of collection, compilation and processing. The publications on other parameters viz. medium of instructions and examination. Academic calendar for universities - academic terms and vacations etc. are not being published but they are prepared and kept in the form of manuscripts only.

MEASURES TAKEN BY UGC FOR IMPROVEMENT OF COLLECTION AND COMPILATION OF DATA : UGC have taken the following measures to improve upon data collection and compilation.

- i. Forms for collection of data from the universities and colleges have been revised to reduce the bulkiness and make them computer worthy so that data may be entered into computer directly.
- ii. A coordinator was designated in each university for quick supply of data / information to UGC in respect of the university.
- iii. Directors / Deans, College Development Council (CDC) were involved in collection of data from the affiliated colleges so that response is increased and data is quickly received.
- iv. Computers have been installed in Information and Statistics Bureau. Computerisation of data collection and compilation are in progress and the same is being strengthened by imparting computer training to existing staff at UGC level and CDC level etc.
- v. UGC is making efforts to create infrastructure to link its different divisions / regional offices / universities / colleges through LAN / WAN.

12. Database on District Primary Education Programme (DPEP) Good deal of data is collected from districts of DPEP project on primary school level education and computerised also. This is being used for project planning purposes only

13. Vocationalisation of school education (1990-91 Survey) Department of Education in collaboration with NIC brought out a report in 1995 of 1990-91 survey data giving information on number of institutions, enrolment classified by area, sex, category, diversion to vocational streams, no. of vocational sections, teachers etc

14. Database created by State Governments.

Many state Governments have created databases on school and college education with the help of NIC state centres. However, details of information is not easily available. No publications on educational statistics are brought out. Reports brought out are not generally provided to Central Govt. for their requirement.

ANNEXURES

ANNEXURE-A

No.P-11080/1/99-Edn.
Government of India
Planning Commission
(Education Division)

Yojana Bhawan
Sansad Marg, New Delhi-110001.
Dated the 26th February, 1999.

ORDER

Sub: Constitution of Standing Committee on Educational Statistics.

A properly planned and well-developed statistical base is necessary for formulation of Policies, Schemes and Programmes and their effective implementation in Education Sector. However, the present system of Educational Statistics is deficient in respect of (a) comprehensiveness, (b) quality and reliability, (c) timeliness and (d) coordination. Considering the fact that the combined investment of public and private sectors on education during the Ninth Five-Year Plan will be of the order of Rs. 80,000 crore, and the sharp focus of the Prime Minister's Special Action Plan on Removal of Illiteracy, it is felt that prompt remedial action should be taken to remove these deficiencies. Accordingly, it has been decided to constitute a "Standing Committee on Educational Statistics" with the following terms of reference:-

- i.. To examine the current status of Educational Statistics with reference to emerging needs, from national and international perspectives.
- ii. To identify vital gaps in Educational Statistics and make suitable arrangements for assigning functional responsibility to suitable agencies for standardization of format, collection and interpretation of data, qualitative improvement and further dissemination.
- iii. To suggest a convergence of effort and authentication of statistical data to be released by Govt. agencies in a manner that would be acceptable to national and international agencies or other users
- iv. .To provide technical guidance on conceptual issues and methodology related to Educational Statistics .
- v. To review the status of Educational Statistics from time to time and, if necessary, to recommend budgetary support for research institutions, which seek collaboration with national and international agencies.

2. The composition of the Standing Committee shall be as under:-

| | |
|---|------------------|
| (i) Principal Adviser (Education), Planning Commission. | Chairman |
| (ii) Secretary, Deptt. of Statistics. | Member |
| (iii) Registrar General & Census Commissioner, Govt. of India | Member |
| (iv) Director-General, NIC & Spl. Secretary, Planning Commission | Member |
| (v) Director-General, National Sample Survey Orgn. | Member |
| (vi) Secretary, U.G.C. | Member |
| (vii) Member-Secretary, A.I.C.T.E. | Member |
| (viii) Jt. Secretary (Plg.), Ministry of Hyman Resource Development. | Member |
| (ix) Director, N.C.E.R.T. | Member |
| (x) Chairman, N.C.T.E. | Member |
| (xi) Director, I.A.M.R. | Member |
| (xii) Director, N.I.E.P.A. | Member |
| (xiii) Jt. Adviser(Education), Planning Commission | Member-Secretary |

Chairman of the Standing Committee shall have the power to coopt additional Members/Special Invitees as and when such need arises.

3. The expenditure on TA / DA of official members in connection with the meetings of the Standing Committee will be borne by the parent Departments / Organizations to which the Members belong. Non-official Members will be entitled to TA / DA as admissible to Group "A" Officers of the Government of India and this expenditure will be borne by the Planning Commission

SD/-
(ARVIND KUMAR)
DIRECTOR (ADMN.)

To

The Chairman and Members of the Standing Committee.

Copy for information to:-

1. PS to Deputy Chairman.
2. PS to Minister of State.
3. PS to Member (SRH)
4. PS to Member (MSA)
5. PS to Member (SPG)
6. PS to Member (DNT)
7. All Heads of Divisions.
8. Admn.-I Section.
9. Accounts-I Section.
10. Information Officer.

SD/-
(ARVIND KUMAR)
DIRECTOR (ADMN.)

New Delhi;
26.2.99.

ANNEXURE-B

Planning Commission
(Education Division)

**LIST OF MEMBERS OF THE SUB GROUP OF STANDING
COMMITTEE ON EDUCATIONAL STATISTICS (DRAFT
COMMITTEE).**

| | | | |
|---------------------------------------|----------|-------------------|---------------------|
| 1. Prof. R.R. Saxena | Member | Sub Group on SCES | NCERT |
| 1. Prof. Yash Aggarwal | " | -do- | NIEPA |
| 3. Prof. M.K. Khanijo | " | -do- | IAMR |
| 1. Dr. V.V. Rao | " | -do- | NIC |
| 5. Dr. R.S. Thakur | " | -do- | MHRD |
| 6. Dr. V.P. Garg | Convenor | -do- | Planning Commission |
| 7. Smt. Kusum Bhatia, Liaison Officer | | -do- | Planning Commission |

Planning Commission
(Education Division)

**Minutes of the First Meeting of the Standing Committee on
Educational Statistics**

A meeting of the Standing Committee on Educational Statistics was held at 12.00 noon on 5th April, 1999 under the chairmanship of the Principal Adviser (Education), Planning Commission . List of the participants is attached.

The following points were raised in the meeting .

- a) The setting up of the Committee was welcomed as a long-felt need.
- b) The absence of the representative of the Ministry of HRD was noted. It was decided that the chairman would write to Secretary(Edn.) in this regard.
- c) It was felt that the first meeting had resulted in a number of excellent papers from the various organizations and all the problems had been flagged. What was needed was a collection of the different ideas into a single consolidated paper, giving both the present status as well as the issues for decision.
- d) It was decided that a sub-Group consisting of the following would meet and prepare the consolidated paper for discussion:

Prof. Yash Aggarwal, NIEPA
Prof. R.R. Saxena. NCERT
Prof. M.K. Khanijo, IAMR
Dr. R.S. Thakur, MHRD
Dr. V.V. Rao, NIC
Dr. V.P. Garg. Plg. Commn.

- e) The consolidated paper will take note of the observations made by the various members on the following aspects:
 - i. Need to strengthen the machinery for collection of data
 - ii. The fomulation of a strategy by which data collected for administrative purposes is validated by independent agencies.
 - iii. Identification of data requirements at different levels by different agencies.
 - iv. Training of functionaries used to collect data, as in the case of teachers used by MHRD/NCERT/NIEPA.
 - v. Formulation of a procedure by which grants to States or Universities or Colleges are made contingent on the supply of data by them; and
 - vi. Whether the DPEP experiment can be extended to non-DPEP districts.

List of participants of the first meeting of the Standing Committee on Educational Statistics held on 5th April, 1999.

Deptt. of Statistics

1. Shri M.D. Asthana, Secretary

NSSO

2. Dr. N.C. Shastry, DG & CEO

Central Statistical Organisation

3. Shri R.L. Narasimhan, DDG
4. Dr. R.N. Pandey, Jt. Director

University Grants Commission

5. Shri Rajvir Singh, CSO

NIEPA

6. Shri B.P. Khandelwal, Director
7. Prof. Yash Aggarwal, Sr. Fellow

NCERT

8. Dr. R.R. Saxena .Head, DES&DP
9. Shri A.K. Sharma, Director

IAMR

10. Prof. M.K. Khanijo, Adviser
11. Dr. K.J. Khatwani, Joint Director
12. Prof. Ashok Chandra, Director

Registrar-General & Census Commissioner of India

13. Dr. M. Vijayanunni, RGCCI

NIC

14. Dr. N. Seshagiri, SS & DG
15. Dr. V.V. Rao, Sr. Director

Planning Commission

16. Shri M.K. Kaw, Principal Adviser & Chairman
17. Dr. V.P. Garg, Joint Adviser
18. Mrs. Usha Srivastava, Deputy Adviser
19. Mrw. Meena Gautam, Deputy Adviser
20. Shri P.D. Sharma, Senior Research Officer
21. Mrs. Kusum Bhatia, Senior Research Officer
22. Shri K.P. Singh, Research Officer
23. Shri N. Venkateswarlu, Research Officer
24. Shri Ganesh Ram, S.R.A.25. Shri Ramachandran, Section Officer.

ANNEXURE-D

Planning Commission
(Education Division)

Minutes of the meeting of the Sub-Group for Standing Committee on Educational Statistics held on 4.6.99 at 11.00 A.M. in Room No. 134, Yojana Bhawan

A meeting of the Sub Group for Standing Committee on Educational Statistics was held on 4.6.99 at 11.00 A.M. under the chairmanship of Principal Adviser (Education), Planning Commission. The list of the participants is enclosed.

The synthesis paper developed by Prof. Aggarwal (NIEPA) circulated to the Members of the Sub-Group was discussed in the meeting. Almost all members were of the view that this synthesis paper has provided comprehensively the current status of educational data but it should be further refined taking into consideration the terms of reference of the Standing Committee on Educational Statistics.

After deliberations on different aspects, the following points emerged.

(1) The synthesis paper developed by Prof. Aggarwal will be further restructured taking into account the missing links which were identified by the Sub Group for this purpose. Prof. R.R. Saxena (NCERT), Shri Rao (NIC), Dr. Thakur (MHRD), Prof. Aggarwal (NIEPA) and Dr. Garg, (Planning Commission) will further work on this synthesis paper and then final version of the paper will be circulated to other members of this Sub Group for their comments. After receiving the comments the final version of the synthesis paper will be presented in the next meeting of the Standing Committee on Educational Statistics for its reconsideration.

(2) The technical issues which will be incorporated in this synthesis paper will include the following elements: i) standardization of concepts, ii) identification of the producer's agencies which are producing educational data and the type of data and its formatting. iii) periodicity of release of data, iv) vital statistics for educational planning (short-term and long-term), v) methodology, vi) validation of data, vii) avoiding of duplication of educational data collected by different producer agencies like MHRD, NCERT, IAMR, NSSO, ICAR, UGC etc. viii) action point for strengthening of educational statistics machinery, ix) sharing of educational data and information between different producer agencies and user agencies., x) updating of manual of educational statistics prepared by MHRD in 1964.

(3) A decision was taken for presentation of current status of educational statistics related to Technical Education by Institute of Applied Manpower Research. The purpose of this presentation by IAMR is to apprise the members of the Sub Group of the Standing Committee on Educational Statistics about the type of educational data on technical education which is being collected and disseminated by the IAMR.

(4) As education itself is a subject matter of the state so a stress was given by Shri Shastry (CSO) that representative of the State should be a member of the Sub Group. Dr. Garg , Joint Adviser (Education), Planning Commission clarified that Planning Commission has already constituted a Plan Investment & Evaluation Group for Educational Development in which there is a representation of educationally backward states. There is perhaps no need to duplicate this effort.

(5) NSSO and IAMR will also provide technical notes about the type of educational statistics being collected by them which could be incorporated in the synthesis paper.

(6) The members of the Sub Group desired that the DO letter written by Shri M.D. Asthana the then Secretary, Department of Statistics to Shri M.K. Kaw the then Principal Adviser(Education), Planning Commission as a brief related to issues involved and relevant to Standing Committee on Educational Statistics may be circulated for their benefit.

The meeting ended with thanks to the Chairman.

List of participants attended the meeting held on 4.6.1999 at 11.00 A.M. in Room No.134, Yojana Bhawan

Institute of Applied Manpower Research

1. Shri M.S. Ramanujam, Chief (Research)
2. Shri M.K. Khanijo, Adviser

National Sample Survey Organisation

3. Shri N.S. Shastry, DG CSO
4. Shri A. Saxena, Director

M/o HRD

5. Dr. R.S. Thakur, Jt. Director(Plg.)

Central Statistical Organisation

6. Shri R.N. Pandey, Joint Director

National Council for Educational Research & Training

7. Prof. R.R. Saxena, Prof. & Head (DES&DP)

National Informatics Centre

8. Dr. V.V. Rao, Sr. Tech. Director

Planning Commission

9. Shri K.K. Baksi, Pr. Adviser(Edn.)
10. Dr. V.P. Garg, Jt. Adviser(Edn.)
11. Mrs. Kusum Bhatia, Sr. Research Officer
12. Shri Ganesh Ram, S.R.A.

No.P-11080/1/99-Edn
Planning Commission
(Education Division)

Subject: Minutes of the Meeting of the Standing Committee on Educational Statistics.

A Meeting of the Standing Committee on Educational Statistics was held under the Chairmanship of Shri K.K. Baksi, Adviser (Education) at 11:30 A.M. in Room No. 136 on 27th October, 1999 in the Planning Commission. The list of the participants is annexed.

(1) In his introductory remark, Joint Adviser (Education) informed the members about the background and the agenda items of this meeting. He informed that as per the decision of the last meeting of the Standing Committee on Educational Statistics on 4th June, 99. wherein synthesis paper prepared by Prof. Yash Aggarwal, NIEPA was discussed, a revised draft has been prepared further by a sub-group of the Standing Committee taking into consideration observations made by the members of the Committee. This revised draft was circulated in advance to the members of the Committee for this meeting. The following observations emerged from the discussion.

(2) There was a suggestion that the title of the paper should be renamed as "Educational Statistics in India: A Status Review". However, this synthesis paper highlights some action points for future also hence to strengthen the educational statistics. Obviously, title is renamed as "Educational Statistics in India: A Status Review and Action Plan".

(3) There is a data gap in the current educational statistics which have been identified in the revised synthesis paper.

(i) Data gaps in the respective area of education were highlighted.

(ii) There was need to take immediate steps by these different organisations to fill up the gap of data. Mention may be made of the following: (a) University Grants Commission, which used to produce annual series of publication of status of higher education, has not published the series regularly on certain parameters of higher education for some period. The representative of UGC informed the members of the Committee that UGC has already taken measures for improvement and also have brought out a few publications details of which are given in the synthesis paper. (b) The Educational Surveys done by NCERT on behalf of the MHRD on census basis using Census Mode for core variables and sampling mode for the rest of the variables labeled as issue specific variables.

(4) The existing system of collection of educational statistics is deficient in terms of (i) comprehensiveness, (ii) quality and reliability, (iii) timeliness and (iv) validity of data. There is again a problem of variation in date of reference in the data on educational statistics. For example census data on educational profile (literacy) indicate 1st March as date of reference whereas MHRD data relate to 30th September. Single age wise enrolment data is not available in MHRD data.

(5) There is need to have minimum key indicators for which educational data bank has to be generated for purpose of educational planning and decision making. According to representative, MHRD, 17 indicators have been identified by UNESCO for purpose of educational planning. Data on these 17 indicators is to be collected from the field and format of educational returns may be modified keeping in view the national and international requirements.

(6) All India Council for Technical Education (AICTE) is generating data of preliminary nature for under-graduate and post-graduate programmes, etc but no publication has been brought out by this organisation so far. However, data could be provided at the request from user agencies. It was felt that specific proforma may be evolved for technical education. AICTE representative indicated that educational institutions are globally connected through internet. So access could be made through this arrangement. Representatives of IAMR indicated that they have sent proposal to AICTE for management of educational data of technical education once the proposal is approved then educational statistics by discipline wise falling under the AICTE could further be improved.

(7) National Council for Teacher Education have published 13 reports on issues related to teacher education. At present, NCTE does not have their own resources (faculty to generate such data bank for teacher education). The representatives of NCTE desired that necessary infrastructure should be made available to NCTE for this purpose.

(8) The representative of MHRD informed the members that the Department of Education, HRD had constituted an Advisory Committee on Educational Statistics but he reiterated that there was need of strengthening of administrative machinery at the Centre, States and the district level which could go in for strengthening the educational data bank from grass-root level to apex level.

(9) The representative from NIEPA and IAMR were of the view that it was necessary to be clear about the objectives of collecting educational data from the field levels, viz institutions, districts, states and national for that, as stated earlier, minimum indicators should be fixed which could help us on informed policy decision-making. Management Information System (MIS) could be strengthened if objectives are clear.

(10) Department of Statistics has raised the issue of validation of educational data. According to them, teacher fills up all returns pertaining to educational data, enrolment,

drop-out, attendance, teacher's requirement, etc. So, there is a possibility of funding of data. It is better to have an alternative arrangement in validating data. But then, alternative arrangement itself requires heavy investment in manpower and money. It was pointed out that even population census, preparation of electoral role and family-health surveys etc. are carried out with the help of school-teachers. The validation of data about these programmes and surveys are accepted by the state and national governments. However, random validation based upon sample check, could be used to seek reliability of this data. But role of the teachers at the school level could not be eliminated. Other way is to fix up the responsibility to some validating agency at the block and district level in order to validate educational data collected from the field level. This arrangement could be made by the existing "Statistical Units" located at the district and block level. May be NIC or Unit of Department of Statistics. But Nodal Ministry for educational statistics both at the Centre and in the States should handle educational data because of technical expertise and administrative responsibility.

(11) The members felt that there is a need of strengthening district and State level agencies for collecting educational statistics. Some of the members felt that in spite of sanctioning the posts for collecting educational statistics at the State and at the district level, the staff is diverted to other areas of working; so there is need to look into this problem and State governments have to realise the urgency and importance of educational statistics in taking decisions and policies formulations on the basis and strength of data bank. It implies that there should be a system of National Warehousing for data bank at the Centre, and a nodal Ministry like MHRD should be made responsible for institutionalising this National Data Warehousing. NIC could facilitate this process. Similarly, at the State and district level also there should be such a data base system.

(12) Although, there is a large stock of data available but problem was of the dissemination. For example, Director, NIEPA informed the members that there are 34 Secondary Boards of Education which have educational profiles of two crores students while admitting them as examinees, a majority of them in computer mode. A lot of information is available from these admission forms which could be utilised for educational decision-making but at present there is no such mechanism to use it.

(13) Registrar General and Census Commissioner (Government of India) while participating in the discussion indicated that census data contain 'individual characteristics' which are available in the Census Form but hardly are being utilised. He also mentioned that in 1981 census a panel giving number of illiterate households by size class was generated. This kind of table is very useful and may also be generated at the Census of India - 2001. Single age-profile of student could also be worked out, but till the present no such attempt has been made. He also raised the issue of data gap in educational profile by religion which were used to be published upto 1941 census. A political decision is to be taken on this account.

(14) Joint Adviser (Education) informed the members of the Committee that the Department of Education, MHRD and Department of Statistics have constituted Advisory Committee on Educational Statistics in their respective Departments. Now, the question is whether this Standing Committee on Educational Statistics (set up by the Planning Commission) should be dissolved to avoid duplication. Members appreciated the useful work done by this Committee and indicated that this could be dissolved as a Standing Committee. Adviser (Education) suggested that instead of having a Standing Committee on Educational Statistics in the Planning Commission, ad hoc Committee could always be formulated as and when such need arises. This view found broad support from the Members.

The meeting ended with vote of thanks to the Chair.

List of Members of the Standing Committee on Educational Statistics – 27.10.99

1. University Grants Committee (UGC)

Shri Rajvir Singh, Chief Statistical Officer

2. All India Council for Technical Education

Shri I.K. Bhat, Adviser

3. Institute of Applied Manpower Research (IAMR)

Shri K. Raghavan, Chief (NTMIS)

Shri M.S. Ramanujam, Adviser (Research)

Prof. M.K. Khanijo, Adviser (Planning)

Shri A.K. Singh, Deputy Director

4. Registrar-General of Indias

Shri J.K. Bhanthia

5. National Council for Educational Research & Training (NCERT)

Prof. R.R. Saxena

6. National Council for Teacher Education (NCTE)

Shri S.K. Grover, Deputy Secretary

7. Ministry of Human Resource Development (MHRD)

Dr. R.S. Thakur, Joint Director.

8. Central Statistical Organisation (CSO)

Shri R.N. Pandey

9. National Sample Survey Organisation (NSSO)

Dr. N.S. Shastri, Director General & Chief Executive Officer

10. National Institute of Educational Planning & Administration (NIEPA)

Shri B.P. Khandelwal, Director

Prof. Yash Aggarwal, Senior Fellow.

11. National Informatics Centre (NIC)

Mrs. JRD Kailay, Technical Director

12. Planning Commission (PC)

Shri K.K. Bakshi, Pr. Adviser (Edn.)

Dr. V.P. Garg, Joint Adviser (Edn.)

Dr. Meena Gautam, Deputy Adviser (Education)

Mrs. Usha Sriivastava, Deputy Adviser (Education)

Ms. Renu Sobti, Senior Research Officer (Education)

Mrs. Roohi Siddiqui, Senior Research Officer (Education)

Mrs. Madhuliika Shukla, Senior Research Officer (Education)

Shri K. Ramachandran, Under Secretary (Education)

Shri K.P. Singh, Research Officer (Education)

Shri R. Ganesh Ram, S.R.A (Education)

