

# GOVERNMENT OF NAGALAND

DIRECTORATE OF  
ECONOMICS & STATISTICS  
NAGALAND: KOHIMA

## HOUSEHOLD SOCIAL CONSUMPTION ON EDUCATION IN NAGALAND



Data for Development

NATIONAL SAMPLE SURVEY  
75<sup>TH</sup> ROUND  
(JULY 2017– JUNE 2018)







## PREFACE

The National Sample Survey on Household Social Consumption related to Education is the primary source of data for generating various indicators on education like level of education, attendance, incentives received by the students, expenditure on education, etc. These are used in decision support, policy inferences and analysis.

The Directorate of Economics and Statistics (DES), Nagaland has been participating in the nation-wide socio-economic survey conducted perennially by the NSO since 1972. The present NSS 75<sup>th</sup> Round report presents key State level parameters of Education in Nagaland during the period July 2017 - June 2018.

I am thankful to the National Statistical Office, Government of India for providing their invaluable insights and guidance for conduct of the survey. I place on record my appreciation to the District Economics & Statistics officers and staff in collecting the survey data. I also acknowledge the efforts of 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.

Kohima  
Dated the 21<sup>st</sup> June, 2022.

Sd/-  
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## HIGHLIGHTS

A survey on 'Household Social consumption: Education' was conducted in the NSS 75<sup>th</sup> Round during the period July 2017 – June 2018. A sample of 832 rural households from 104 villages in rural areas and 1248 households from 156 Urban Frame Survey Blocks in urban areas were surveyed enumerating 8594 persons across all districts of Nagaland.

Highlights of the findings of the survey are presented below:

### **I. Household profile:**

- The average household size is estimated at 3.9 persons across the State (4 in rural, 3.8 in urban).
- Estimated male population between age 3 to 35 years is 401000 (304000 in rural & 97000 in urban) while that of female is 331000 (251000 in rural & 80000 in urban).

(Statement 3.1)

### **II. Distance to nearest Primary, Upper Primary and Secondary school:**

- About 87% of households in rural areas and around 73% of households in urban areas reported availability of primary school within 1 km from the house.
- Nearly 78% of rural households and about 69% of urban households reported upper primary schools within 1 km from the house while only 35% of rural households and about 53% of urban households were located within such a distance from secondary schools.

(Statement 3.2)

### **III. Completed educational level of population aged 15 years and above:**

- In rural areas, about 6% of the population aged 15 years and above were not literate, about 16% were literate up to Primary, about 23% were of level Upper primary, 27% were of secondary level, about 18% were of higher secondary level and about 11% were graduate and above.
- In urban areas, about 4% of the population aged 15 years and above were not literate, about 10% were literate up to Primary, about 14% were of level Upper primary, 21% were of secondary level, about 24% were of higher secondary level and about 27% were graduate and above.

(Statement 3.3)

### **IV. Attendance status of persons in age group 3-35 years**

- In rural areas, about 65% males and about 53% females in the age group 3-35 years were currently attending education.
- In urban areas, about 61% males and 58% females in the age group 3-35 years were currently attending education.

(Statement 4.5)

### **V. Attendance ratios**

- Gross Attendance Ratio (GAR) at the Primary level was around 97% in both rural and urban sectors.
- GARs at Upper Primary level were about 80% in rural areas and about 90% in urban areas and at Secondary level, 125% in rural areas and 100% in urban areas. At the Higher secondary level, GAR was about 93% and 92% respectively for rural and urban sectors.
- Net Attendance Ratio (NAR) at the Primary level was 91% in the rural sector and about 88% in the urban sector and about 75% and 72% at the Upper Primary level in rural and urban sectors respectively.
- NARs at Secondary level were 74% for rural areas and 54% for urban areas and at Higher secondary level, around 40% for both rural and urban sectors.
- Age Specific Attendance Ratio (ASAR) was 44% in the age group 3-5 years, 98% for 6-10 years age group, about 96% for 11-13 years age group, 84% for 14-17 years age group, 62% for 18-23 years age group, 8% for 24-29 years age group and 0.6% for 30-35 years age group.

(Statement 4.3, 4.4 and 3.8)



#### **VI. Attendance by type of institutions**

- Among students of age 3 to 35 years in rural areas, about 4% at Pre-primary level, about 32% at Primary level, about 13% at Upper primary level, 12% at Secondary & Higher secondary levels, 5% at Diploma/certificate below graduate level and 8% at graduate and above level attended Government institutions.
- Among students of age 3 to 35 years in urban areas, 1% at Pre-primary level, about 6% at Primary level, about 6% at Upper primary level, 6% at Secondary & Higher secondary levels, about 4% at Diploma/certificate below graduate level and about 12% at graduate and above level attended Government institutions.

(Statement 4.7)

#### **VII. Students receiving free education**

- At Pre-primary level, students receiving free education was 64% in rural areas and about 26% in urban areas.
- At Primary level, about 80% of students in rural areas and 31% in urban areas received free education.
- At the Upper primary level, about 81% of students in rural areas and about 33% in urban areas were receiving free education.
- At the Secondary level, the proportion of students receiving free education was about 55% in rural areas and 19% in urban areas. The proportion was 45% in rural areas and about 15% in urban areas at the Higher secondary level.
- About 32% of students in rural areas and about 15% in urban areas were receiving free education at the Diploma/certificate below graduate level.
- At Graduate and above level, about 26% of students in rural areas and 21% in urban areas were receiving free education.

(Statement 4.11)

#### **VIII. Students receiving various incentives**

- 31% of students in rural areas and about 38% in urban areas at Pre-primary and above level attending formal education were receiving scholarship/stipend/reimbursement.
- In both rural + urban sectors, 29% of students attending Government institutions, about 43% attending Private aided institutions and about 32% attending Private unaided institutions received scholarship/stipend/reimbursement.
- About 44% of students at Pre-primary and above level of education received free/subsidized textbooks (53% in rural areas and 15% in urban areas). 64% of these students were from Government institutions (about 69% in rural and 32% in urban areas).
- For all students at pre-primary and above level, 24% received free/subsidized stationery (28% in rural areas and about 10% in urban areas) whereby, 33% of the same were from Government institutions.
- 92% of students at the Primary level attending Government institutions (about 95% in rural and 53% in urban areas) were receiving free mid-day meal/tiffin/nutrition.

(Statement 4.13 – 4.19)

#### **IX. Private coaching**

- About 18% of students at the Pre-primary and above level of education (19% in rural areas and 14% in urban areas) were taking/had taken private coaching for the basic course.

(Statement 4.22)

#### **X. Household expenditure on education**

- Average expenditure per student incurred during the current academic session for basic course was Rs. 8703 for general courses and Rs. 24359 for technical/vocational courses.

(Statement 4.24)



- **General courses:**
  - Pre-primary– Rs. 6267
  - Primary– Rs. 5603
  - Upper primary – Rs. 6574
  - Secondary – Rs. 12132
  - Higher Secondary – Rs. 16046
  - Graduate– Rs. 17930
  - Post graduate and above – Rs. 24266
- **Technical/ Professional courses:**
  - Below graduate (excluding diploma) – Rs. 24044
  - Diploma/certificate (below graduate level) – Rs. 20421
  - Diploma/certificate (graduate & above level) – Rs. 27285
  - Graduate – Rs. 26876
  - Post graduate & above – Rs. 49483

(Statement 4.28, 4.29)

- **Average expenditure per student in current academic session pursuing general course:**
  - At Pre-primary level was Rs. 3352 in Government institutions compared to Rs. 9680 in Private unaided institutions.
  - At Primary level was Rs. 1970 in Government institutions compared to Rs. 10861 in Private unaided institutions.
  - At Upper primary level was Rs. 3298 in Government institutions compared to Rs. 13631 in Private unaided institutions.
  - At Secondary level was Rs. 4737 in Government institutions compared to Rs. 15366 in Private unaided institutions.
  - At Higher secondary level was Rs. 8679 in Government institutions compared to Rs. 20342 in Private unaided institutions.
  - At Graduate level was Rs. 1970 in Government institutions compared to Rs. 10861 in Private unaided institutions.
  - At Post graduate and above level was Rs. 19815 in Government institutions compared to Rs. 36187 in Private unaided institutions.

(Statement 4.30)

- **Average expenditure in the current academic session for studying general courses was Rs. 15047 while for Courses up to 10<sup>th</sup> standard, it was Rs. 12001, Rs. 19910 for Humanities, Rs. 15603 for Science and Rs. 35733 for Commerce.**

(Statement 4.32)

- **Average expenditure in the current academic session for studying technical/professional courses was Rs. 27397. Average expenditure for technical/professional courses in Medicine was Rs. 28045, Rs. 19023 for Engineering, Rs. 54309 for Law, Rs. 54939 for Management, Rs. 20798 for IT/Computer courses and Rs. 21220 for courses from ITI/recognized vocational institutions.**

(Statement 4.33)

- **About 66% of students reported only one source of funding the expenditure on their basic courses, 77% of students reported that their expenditure on basic course were funded by other household members while about 18% were being funded by erstwhile household members and about 16% from other sources.**

(Statement 4.34)

#### **XI. Persons currently not attending education**

- **Among the ever enrolled persons of age 3-35 years, about 34% males and 45% females were currently not attending education in rural areas. The proportion was nearly 38% males and about 40% females in urban areas.**

(Statement 5.1)

- Out of the 44% of persons aged 3-35 years who ever enrolled but currently not attending education, the major reason contributing to the same was stated as 'Marriage' (about 38% for both males and females). This was followed by factors such as 'engaged in economic activities' for males (about 27%) and 'engaged in domestic activities' for females (17%).

(Statement 5.4)

- Among persons of age 3-35 years, about 4% males and nearly 5% females in rural areas never enrolled into any educational program while the same proportion in urban areas was 4.5% males and about 6% females.

(Statement 5.3)

- For persons who never enrolled, 'Marriage' was the main reason (60% males and 70% females) followed by other major reasons such as 'not interested in education' for males (21%) and 'school is far off' for females (10%) in the same age group.

(Statement 5.5)

## **XII. Erstwhile members of the households who are currently attending education**

- About 19% of households reported having erstwhile members in the age group 3-35 years currently attending education. The proportion was about 20% in rural areas and 16% in urban areas.
- About 68% of rural households and 83% of urban households reported to be incurring expenditure on the erstwhile members who were currently attending education.
- Average expenditure per household incurred/to be incurred on erstwhile members (on education as well as any other expenditure) was Rs. 88518 in rural areas and Rs. 32719 in urban areas.

(Statement 6.1)

## **XIII. Access to computer and internet**

- Nearly 13% of rural households and about 35% of urban households reported to have computer while 19% of rural households and 36% of urban households reported to have internet facility.
- Among persons of age 15-29 years, about 58% in rural areas and nearly 75% in urban areas were able to operate a computer. Also, about 58% of persons aged 15-29 years in rural areas and 78% in urban areas were able to use the internet while 56% of the same in rural areas and about 71% in urban areas used internet during the last 30 days from the date of survey.

(Statement 7.4, 7.5 & 7.6)



# CONTENTS

**PREFACE**

**HIGHLIGHTS**

**INDEX OF STATEMENTS**

## **CHAPTER ONE**

### **1. Introduction**

**1 - 3**

- 1.1 Background
- 1.2 Objective of the Survey
- 1.3 Broad coverage of the information collected in the Survey on Household Social Consumption: Education
- 1.4 Features of NSS 75<sup>th</sup> Round (July 2017 – June 2018) survey on Household Social Consumption: Education
- 1.5 Comparability issues
- 1.6 Geographical coverage and reference period
- 1.7 Sample size

## **CHAPTER TWO**

### **2. Concepts & definitions**

**4 - 15**

## **CHAPTER THREE**

### **3. Level of Education, Current Enrolment and Attendance Status**

**16 - 21**

- 3.1 Households and Population
- 3.2 Distance of the households to nearest school having primary, upper primary/middle and secondary level classes
- 3.3 Average number of years in formal education
- 3.4 Indicators relating to status of education and vocational/technical training
- 3.5 Indicators relating to enrolment & attendance
- 3.6 Age Specific Attendance Ratio (ASAR)

## **CHAPTER FOUR**

### **4. Participation and Expenditure on Education**

**22 - 45**

- 4.1 Participation in education
- 4.2 Level of current attendance
- 4.3 Current attendance by type of institution
- 4.4 Free Education
- 4.5 Scholarship/Stipend/Reimbursement
- 4.6 Free/Subsidized Textbooks
- 4.7 Free/Subsidized Stationery
- 4.8 Mid-day meal/tiffin/nutrition
- 4.9 Use of public transport to attend school/institution and receipt of concession
- 4.10 Private coaching



4.11 Nature of change in educational institution

4.12 Expenditure on education

## **CHAPTER FIVE**

46 - 50

### **5. Persons Currently Not Attending Education**

5.1 Persons who ever enrolled but currently not attending and persons who never enrolled

5.2 Drop outs

5.3 Expenditure on higher/additional studies by those who ever enrolled but currently not attending education

## **CHAPTER SIX**

51 - 53

### **6. Erstwhile Members of the Household Who Are Currently Attending Education**

6.1 Household reporting erstwhile members of age 3 to 35 years currently attending education and average expenditure incurred per household on such erstwhile members

6.2 Distribution of households by number of erstwhile members of age 3 to 35 years currently attending education

6.3 Location and type of present place of residence of the erstwhile members of age 3 to 35 years currently attending education

6.4 Average expenditure per household on erstwhile member by location of present place of residence of the erstwhile members of age 3 to 35 years currently attending education

6.5 Average expenditure per erstwhile household member of age 3 to 35 years currently attending education

## **CHAPTER SEVEN**

54 - 56

### **7. Access and Use of Information & Communications Technology**

7.1 Households with computer and internet facility

7.2 Ability to operate computer, ability to use internet and use of internet during last 30 days for persons of age 5 years and above

## **Appendix A**

57 - 66

Note on Sample Design and Estimation Procedure

## **Appendix B**

67 - 79

Schedule 25.2 Household Social Consumption: Education

## INDEX OF STATEMENTS

Statement No.	Title	Page No.
3.1	Estimated number of households, persons and household size in Nagaland	16
3.2	Percentage distribution of households by distance to nearest school having primary, upper primary/middle and secondary level classes	16-17
3.3	Percentage distribution of persons of age 15 years and above by highest level of education successfully completed	17
3.4	Average number of years completed in formal education by persons with level of education pre-primary and above	18
3.5	Percentage distribution of persons of age 15 to 29 years by status of vocational/ technical training	19
3.6	Percentage distribution of persons of age 15 to 59 years by status of vocational/technical training	19-20
3.7	Percentage distribution of persons of age 3 to 35 years by enrolment status	20-21
3.8	Age Specific Attendance Ratio (ASAR)	21
4.1	Gross Enrolment Ratio (GER) at different levels of education	22
4.2	Net Enrolment Ratio (NER) at different levels of education	23
4.3	Gross Attendance Ratio (GAR) at different levels of education	24
4.4	Net Attendance Ratio (NAR) at different levels of education	24
4.5	Percentage of students of age 3 to 35 years currently attending education at pre-primary and above level of education	25
4.6	Percentage distribution of students of age 3 to 35 years currently attending education by level of education	25
4.7	Percentage distribution of students of age 3 to 35 years by level of current attendance and type of institution	26
4.8	Percentage distribution of students attending private unaided institution at pre-primary, primary and upper primary/middle level of education by nature of institution	27
4.9	Percentage of students currently attending private aided or unaided educational institutions reporting reason for attending current private institution	28
4.10	Percentage of repeaters for different levels of current attendance	29
4.11	Percentage of students receiving 'free education' for different level of current attendance	30
4.12	Percentage of students receiving 'free education' in different type of institution	30

4.13	Percentage of students receiving scholarship/stipend/reimbursement for different level of current attendance	31
4.14	Percentage of students receiving scholarship/stipend/reimbursement for different type of institution	32
4.15	Percentage of students who received free/subsidised textbooks for different level of current attendance	32-33
4.16	Percentage of students receiving free/subsidised textbooks in different type of institution	33
4.17	Percentage of students who received free/subsidised stationery for different level of current attendance	33-34
4.18	Percentage of students receiving free/subsidised stationery in different type of institution	34
4.19	Percentage of students receiving free mid-day meal/tiffin/nutrition for those attending Government institutions	35
4.20	Percentage of students reporting that free mid-day meal/tiffin/nutrition was provided by the institution and their percentage distribution by agency that provided free mid-day meal/tiffin/nutrition	35
4.21	Percentage distribution of students by different modes of transport used for attending school/institution and percentage of students using public transport who received concession	36
4.22	Percentage of students who was taking/had taken private coaching relating to the basic course for different level of current attendance in the basic course	36-37
4.23	Percentage distribution of students by nature of change in educational institution	37
4.24	Expenditure (Rs.) per student on education relating to basic course during the current academic year	38
4.25	Average expenditure (Rs.) on basic course per student during current academic year pursuing general course by items of expenditure	38-39
4.26	Average expenditure (Rs.) on basic course per student during current academic year pursuing technical/professional course by items of expenditure	39
4.27	Average expenditure (Rs.) on basic course per student during current academic year pursuing any course by items of expenditure	40
4.28	Average expenditure (Rs.) relating to basic course per student pursuing general course during the current academic year for each level of current attendance	40-41
4.29	Average expenditure (Rs.) relating to basic course per student pursuing technical/professional course during the current academic year for each level of attendance	41
4.30	Average expenditure (Rs.) per student pursuing general course by level of current attendance and type of institution	42



4.31	Average expenditure (Rs.) per student pursuing technical/professional course during the current academic year by level of attendance and type of institution	43
4.32	Average expenditure (Rs.) per student pursuing general course during the current academic year by type of institution and type of course/stream	43-44
4.33	Average expenditure (Rs.) per student pursuing technical/professional course during the current academic year by type of institution and type of course/stream	44
4.34	Percentage of students pursuing basic course reporting different sources of expenditure and percentage of students who reported only one source of funding the expenditure on basic course	45
5.1	Percentage of persons who ever enrolled but currently not attending among persons of age 3 to 35 years for each quintile class of UMPCE	46
5.2	Percentage of persons who ever enrolled but currently not attending for different age groups	47
5.3	Percentage of persons who never enrolled among persons of age 3 to 35 years for each quintile class of UMPCE	47
5.4	Percentage of ever enrolled persons currently not attending education and their distribution by major reason for not attending	48
5.5	Percentage of never enrolled persons and their distribution by major reason for never enrolling	48
5.6	Percentage of persons dropped out among ever enrolled persons for different levels of last enrolment	49
5.7	Percentage of ever enrolled persons who reported expenditure on higher/additional studies and average expenditure per person reporting expenditure on higher/additional studies	50
6.1	Percentage of households reporting erstwhile members currently attending education and average expenditure (Rs.) incurred per household on such erstwhile members	51
6.2	Percentage distribution of households reporting erstwhile members currently attending education by number of such erstwhile members	51
6.3	Percentage distribution of erstwhile members currently attending education by location of the present place of residence of such erstwhile members for each sector of erstwhile residence	52
6.4	Average expenditure (Rs.) per household on erstwhile member by location of residence of the erstwhile members currently attending education	53

6.5	Average expenditure per erstwhile household member currently attending education	53
7.1	Percentage of households with computer and internet facility	54
7.2	Percentage of households with computer for each quintile class of Usual Monthly per Capita Expenditure	54
7.3	Percentage of households having internet facility for each quintile class of Usual Monthly Per Capita Expenditure	55
7.4	Percentage of persons of age 5 years and above who are able to operate a computer	55
7.5	Percentage of persons of age 5 years and above who are able to use internet	56
7.6	Percentage of persons of age 5 years and above who used internet during the last 30 days	56

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# CHAPTER ONE

## INTRODUCTION

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### 1.1 Background

1.1.1 The first all-India survey on social consumption was conducted by National Statistical Office (erstwhile NSSO) in its 35<sup>th</sup> round (July 1980 - June 1981). The main objective of the survey was essentially to make an assessment of the benefits derived by various sections of the society from public expenditure such as health services (including mass immunization and family welfare programmes), educational services, public distribution system, etc. Subsequently, the subject of social consumption was covered in 42<sup>nd</sup> round (July 1986 - June 1987), 52<sup>nd</sup> round (July 1995 - June 1996), 64<sup>th</sup> round (July 2007- June 2008) and 71<sup>st</sup> round (January 2014- June 2014).

NSO, in its 75<sup>th</sup> round, conducted survey on Household *Social Consumption: Education* during 1<sup>st</sup> July 2017 to 30<sup>th</sup> June 2018.

### 1.2 Objective of the Survey

1.2.1 The main objective of NSS 75<sup>th</sup> round (July 2017- June 2018) survey on *Household Social Consumption: Education* was to build indicators on participation of the persons of age 3 to 35 years in the education system, expenditure incurred on education of the household members and various indicators of those currently not attending education (i.e., for the persons who never enrolled or ever enrolled but currently not attending education). Besides, for persons of age 5 years and above, information was collected on ability to operate computer, ability to use internet and use of internet during last 30 days. In addition to this, particulars of current attendance and related expenditure in respect of the erstwhile members of age 3 to 35 years of the households were also collected.

This survey covered both qualitative and quantitative aspects related to educational attainment of the household members and educational services used by them. Qualitative aspects included literacy, educational level attained, type of institution, nature of institution, current attendance/enrolment, free education, reason for never enrolled/ever enrolled but currently not attending, etc. On quantitative aspects, information was collected on expenditure incurred on education of the household members by the household itself, by other households or by any institutions/organizations other than Government.

### 1.3 Broad coverage of information collected in the Survey on *Household Social Consumption: Education*

1.3.1 The schedule of enquiry on *Household Social Consumption: Education* (Schedule 25.2) in NSS 75<sup>th</sup> round (July 2017- June 2018) broadly covered the following items of information:

- (i) Household characteristics, including whether the household has a computer, whether the household has internet facility, etc.
- (ii) Demographic particulars of the household members, including highest level of education completed, status of enrolment, etc.
- (iii) Information relating to ability to operate computer, ability to use internet and use of internet by persons of age 5 years and above.
- (iv) Level of current enrolment in basic course for persons of age 3 to 35 years.
- (v) Education particulars on basic course of the persons of age 3 to 35 years who are currently attending education.
- (vi) Particulars of expenditure on education, source of finance for persons of age 3 to 35 years who are currently attending at pre-primary or above level.



(vii) Particulars of currently not attending persons of age 3 to 35 years.

(viii) Vocational/technical training and particulars of formal vocational/technical training received by household members of age 12 to 59 years.

(ix) Details of erstwhile household members of age 3 to 35 years who are currently attending education.

#### **1.4 Features of NSS 75<sup>th</sup> round (July 2017- June 2018) survey on *Household Social Consumption: Education***

1.4.1 Considering demand of the users and usefulness of the survey results, the Working Group of 75<sup>th</sup> round introduced some new features in the schedule *Household Social Consumption: Education vis-à-vis* the previous survey on this topic. Important features of the survey on *Household Social Consumption: Education* are given below:

- a. Age group for collection of information on different aspects like enrolment, attendance
- b. Details of erstwhile household members of age 3 to 35 years currently attending education
- c. Years in formal education
- d. Vocational/technical training
- e. Persons with disability
- f. Reason for attending current private institution
- g. Extended coverage of expenditure
- h. Source of funding
- i. Expenditure on preparation for higher/additional studies for the persons of age 3 to 35 years currently attending education
- j. Engagement in economic activities
- k. Expenditure incurred on preparation for higher/additional studies for persons of age 3 to 35 years who ever enrolled but currently not attending
- l. Information on access and use of Information and Communication Technology (ICT)

#### **1.5 Comparability Issues**

1.5.1 Considering current data demand of the users and usefulness of the survey results, a few concepts/definitions were modified in NSS 75<sup>th</sup> round survey *vis-à-vis* the previous survey on this subject carried out in NSS 71<sup>st</sup> round. These are given below:

a. *Definition of household*: In NSS 75<sup>th</sup> round, students residing in students' hostels were not considered as household member of the household to which they belonged to before moving to the hostel as was done in NSS 71<sup>st</sup> round. Thus in NSS 75<sup>th</sup> round, students residing in students' hostels was listed as a *single member household* as is done in usual NSS rounds. In NSS 71<sup>st</sup> round, such students were considered as members of the household to which they belonged to before moving to the hostel.

b. *Coverage of 'education'*: With respect to coverage of education, the differences between NSS 75<sup>th</sup> round and NSS 71<sup>st</sup> round were as follows:

- All types of vocational/technical training courses of duration 4 weeks or more, conducted by institutions recognized by central/state/UTs/local bodies were considered in NSS 75<sup>th</sup> round within the coverage of education. In NSS 71<sup>st</sup> round all types of courses of duration three months or more, conducted by Institutions like Industrial Training Institute (ITI), National Vocational Training Institute, Regional Vocational Training Institutes, etc., authorized by competent authorities were included within the coverage of education.
- 'Pre-primary' level (nursery/ Kindergartens/ Preparatory levels) was included within the coverage of education in 75<sup>th</sup> Round for collection of information on education particulars of the basic course, expenditure on education, etc. In NSS 71<sup>st</sup> round, information on education particulars of the basic course, expenditure on education, etc., was collected for *primary* and above level.

- *Expenditure on Education:* In NSS 75<sup>th</sup> round, students residing in students' hostels were listed as a *single member household* as is done in usual NSS rounds and expenditure on education was collected from the students forming such single member household. In NSS 71<sup>st</sup> round, students residing in students' hostels were considered as members of the household to which they belonged to before moving to the hostel and as such expenditure on education for such students was collected from the households in which the students were listed. In NSS 71<sup>st</sup> round when item-wise break-up of expenditure on education could not be obtained in spite of best efforts by the field officials, total expenditure was collected. In NSS 75<sup>th</sup> round, expenditure on education was reported item-wise.

*c. Age group considered for collection of information on different aspects like enrolment, attendance, expenditure, etc.:* In NSS 75<sup>th</sup> round, for collection of information on current enrolment/ attendance, education particulars of basic course and expenditure on education, persons of age 3 to 35 years were considered. In NSS 71<sup>st</sup> round such information was collected for persons of age 5 to 29 years.

*d. Receipt of free education:* In NSS 71<sup>st</sup> round, education was considered free only when the free education (students were not required to pay any fees) was available for all the students of the institution pursuing the basic course. In NSS 75<sup>th</sup> round, education was considered free only when student was not required to pay any fees.

1.5.2 Due to the change in coverage as mentioned above and differences in some important concepts and definitions followed in NSS 75<sup>th</sup> round, sufficient care may be taken while comparing the results of NSS 75<sup>th</sup> with those of NSS 71<sup>st</sup> round.

## **1.6 Geographical coverage and Reference period**

*1.6.1 Geographical coverage:* The survey covers the entire state of Nagaland.

1.6.2 The estimates presented in this Report are based on data collected during 01.07.2017 to 30.06.2018, covering a period of twelve months. The reference period of the estimates is the mid-point of the survey period, i.e., 01.01.2018.

## **1.7 Sample size**

In the 75<sup>th</sup> round survey on *Household Social Consumption: Education* at the state level, 260 FSUs were surveyed (104 villages in rural areas and 156 Urban Frame Survey Blocks in urban areas) covering 2080 households (832 in rural areas and 1248 in urban areas) and enumerating 8594 persons (3594 in rural areas and 5000 in urban areas). In this survey, total number of persons of age 3 to 35 years surveyed was 4310 (1862 in rural areas and 2448 in urban areas).

# CHAPTER TWO

## CONCEPTS & DEFINITIONS

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In respect of the selected households, the information in this survey was collected through personal interview of the respondent(s). The concepts and definitions of some important terms used in the survey and relevant to this report are explained in the following paragraphs.

**1. Household and household size:** A group of persons who normally lived together and took food from a common kitchen constituted a household. The adverb “normally” means that temporary visitors and guests (whose total period of stay in the household was expected to be less than 6 months) were excluded but temporary stay-aways (whose total period of absence from the household was expected to be less than 6 months) were included. Thus a child residing in a hostel for studies was excluded from the household of his/her parents, but a resident domestic servant or paying guest (but not just a tenant in the house) was included in the employer's/host's household. “Living together” was given more importance than “sharing food from a common kitchen” in drawing the boundaries of a household in case the two criteria were in conflict. However, in the special case of a person taking food with his family but sleeping elsewhere (say, in a shop or a different house) due to shortage of space, the household formed by such a person's family members was taken to include the person also. Each inmate of a hotel, mess, boarding-lodging house, hostel, etc., was considered to be a single-member household. The same principle was applicable for the residential staff of such establishments. However, if a group of persons among them pooled their income for spending, they were treated as forming a single household. A family living in a hotel was treated as a single household. The size of a household is the total number of persons in the household.

**2. Age (years):** The age in completed years, as on the date of survey, of the household members were recorded.

**3. Education:** The term 'education' for the purpose of collection of information on various aspects in this survey meant the following:

- i) School education:
  - a. Pre-primary level (*i.e., at nursery/Kindergartens/preparatory levels*), irrespective of the recognition status of the school. Education at pre-primary level is an early childhood education for young children before commencing primary education.
  - b. Primary level refers to Classes I-V, irrespective of the recognition status of the school. For this survey, the primary level was defined as Class I-V for all the States/UTs uniformly.
  - c. Upper primary/middle refers to Classes VI-VIII, irrespective of the recognition status of the school.
  - d. Secondary refers to Classes IX-X and follows the syllabus and pattern of the education as in 'recognized schools'.
  - e. Higher secondary/Pre-university education refers to Classes XI-XII and follows the syllabus and pattern of the education as in 'recognized schools'. It may be noted that sometimes these are also taught in colleges/open schools.
- ii) General education at colleges and Universities (including Open University) that are recognized by University Grant Commission leading to degree/diploma/certificates, etc.
- iii) Distance education conducted by Universities, Deemed Universities or Institutions authorized by competent authorities for awarding regular degrees or diplomas or certificates,
- iv) Technical or Professional courses, leading to degree/diploma/certificates, conducted by Universities, Deemed Universities, open universities and other institutes authorized by competent authorities like All India Council of Technical Education (AICTE), Medical Council of India (MCI), etc.,



Some of these institutes are like, National Institute of Fashion Technology, National School of Drama, Satyajit Ray Film and Television Institute, Film and Television Institute of India, Lok Nayak Jayaprakash Narayan National Institute of Criminology and Forensic Science, etc. or Institutions, The Institute of Chartered Accountants of India, The Institute of Cost and Works Accountants of India, The Institute of Company Secretaries of India, Actuarial Society of India, etc.

- v) All types of vocational/technical training courses of duration 4 weeks of more, conducted by institutions recognized by central/state/UTs/local bodies.

*The following were not included in the coverage of education:*

- Art, music and similar type of courses conducted by individuals in their houses or unrecognized/unaffiliated institutions,
- Classes taken by Private tutors

The non-formal system of education (like NFEC/TLC/AEC, etc.) being implemented through various programs by government or other agencies were considered within the coverage of 'education' only for collecting information on (i) status of enrolment, (ii) level of current enrolment if currently attending and (iii) some details if currently not attending education.

**Currently attending education:** These are the persons currently attending education as defined in Para. 3 above. Persons who were temporarily not attending education due to reasons like illness, vacation, etc. were treated as currently attending. Persons who were awaiting results were considered as 'currently attending' and the appropriate level for which they appeared in the examinations was considered as level of current attendance. Persons who were registered for any regular distance learning courses for a stipulated period at the end of which, were allowed to appear in the examination for the course, were also considered as 'currently attending'. Persons who were eligible for appearing as private/external candidates in examination were treated as currently attending.

**4. Student:** For the purpose of this survey, a household member was considered as student if he/she was of age 3 to 35 years and was currently attending education.

**5. 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.

**6. Educational level:** It is the highest level of education considering all general/ technical/vocational educational level successfully completed by the members of the household. A person who could both read and write a simple message with understanding in at least one language was considered literate. Those who were not able to do so, were considered not literate. It may be noted that for the purpose of this survey, the primary level was defined as Class I-V for all the States/UTs uniformly. In this survey, information on general educational level was collected on the following 15 categories (i to xv):

Educational level	Educational level
(I) not literate	<b><i>literate with formal schooling:</i></b>
	(vi) below primary
(ii) literate without any schooling	(vii) primary
	(viii) upper primary/middle
<b><i>literate without formal schooling:</i></b>	(ix) secondary
(iii) through NFEC	(x) higher secondary
(iv) through TLC/AEC	(xi) diploma /certificate course (up to secondary)
(v) others	(xii) diploma /certificate course (higher secondary)

- (xiii) diploma/certificate course (graduation and above)
- (xiv) graduate
- (xv) post graduate and above

**7. Educational level-technical:** Highest level of technical education achieved by the members of the household was recorded as follows:

<b>no technical education</b>		
<b>technical degree in:</b>	<b>technical diploma or certificate (below graduate level) in:</b>	<b>technical diploma or certificate (graduate and above level) in:</b>
agriculture	agriculture	agriculture
engineering/technology	engineering/technology	engineering/technology
medicine	medicine	medicine
crafts	crafts	crafts
other subjects	other subjects	other subjects

Technical diploma or certificate in 'other subjects' covered diploma or certificate in management, applied arts, etc. It may be noted that as per *Ministry of Human Resource Development, the Technical education generally pertains to higher education*. In case of school education (up to secondary level) it is a part of vocational education.

**8. Number of years in formal education:** For each person who completed 'below primary' or above level of education, information was collected on class/grade completed starting from class/grade I to XII and year(s) of education completed after the class/grade completed.

Class/grade completed meant the completion of full academic year in the highest class/grade. The number of year(s) completed in education after the class/grade completed was also ascertained. From the information collected on class/grade completed and number of year(s) of education completed after the class/grade completed, number of years in formal education was derived as the total of numeric value of Class/grade completed and number of years of education completed after the class/grade completed.

**8.1 Class/grade completed:** Class/grade completed meant the completion of full academic year in the highest class/grade. Information on class/grade completed was collected for all the persons who completed 'below primary' or above level of education starting from Class/grade I to XII.

**8.2 Year of formal education completed after the class/grade completed:** Information on number of year(s) completed in formal education after the class/grade completed by the persons who completed 'below primary' or above level of education was also recorded. Number of year(s) of formal education completed was counted considering the full academic year that the person has attended without considering repetition. If a person did not complete formal education for the full academic year, the fractional part of the academic year was not counted. However, if a course is of five semesters and the last semester falls in the third academic year, total academic year for the course was taken as three years.

**8.3 Total number of years in formal education:** From the information collected on class/grade completed and number of years of formal education completed after the class/grade completed, number of years in formal education was derived as the total of numeric value of class/grade completed and number of years of formal education completed after the class/grade completed.

**9. Vocational/ Technical Training:** A vocational/ technical training may broadly be defined as training through which knowledge and skills for the world of work is acquired. The main objective of vocational/ technical education and training is to make individuals employable for a broad range of occupations in various industries and other economic sectors. There are three methods of acquiring Vocational/ Technical training, namely, (i) Formal Training, (ii) Non-formal Training and (iii) Informal Training. It may be noted that as per Ministry of Human Resource Development, the Technical education generally pertains to higher education. In case of school education (up to secondary level) it is a part of vocational education.

**9.1 Formal Training:** It is the training that is acquired through institutions/ organizations and is recognized by national certifying bodies, leading to diplomas/ certificates and qualifications. Formal training is structured according to educational arrangements such as curricula, qualifications, teaching/ learning requirements and assessment. Formal training is intentional from the learner's perspective.

**9.2 Non-formal Training:** It is the training that is in addition or alternative to formal learning and is also structured but is more flexible. It is provided through community-based settings, the workplace, or through the activities of civil society organizations or any organization imparting training. This training mode does not have the level of curriculum, syllabus or accreditation and certification associated with formal learning but it is more structured as compared to informal learning.

**9.3 Informal Training:** The training that occurs in daily life, in the family, in the workplace, in communities, and through the interests and activities of individuals. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification.

#### **9.4 Vocational/technical training other than formal vocational/technical training**

**(a) Hereditary:** The expertise in a vocation or trade is sometimes acquired by the succeeding generations from the other members of the households, generally the ancestors. The expertise gained through significant 'hands-on' experience enables the individual to take up activities in self-employment capacity or makes them employable. Acquiring such marketable expertise by one, which enables him/her to carry out the trade or occupation of their ancestors over generations, was considered training through 'hereditary' sources.

**(b) Self-learning:** The expertise in a vocation or trade when acquired by a person through his/her own effort, without any training under any person or organization, was considered 'self-learning'. For example, a person who has learnt photography on his own effort was considered to have acquired the vocational training through 'self-learning'.

**(c) Learning on the job:** The expertise acquired by a person while in employment (current and/or past), either through informal training by the employer or organization or through the exposure to the type of job that he/she is/was performing, was considered as the training through 'learning on the job'. Note that if a person was provided with formal training in a vocation or trade even by the employer or organization, while in employment, he/she was be considered to have received 'formal' vocational/technical training.

**(d) Other:** The 'other' sources included the cases where the expertise for a vocation or trade was developed from the household members or ancestors, provided that the said vocation or trade was different from the one relating to their ancestors. Similarly, a person might learn tailoring work from a master tailor or a person might learn book-binding work from a printing press. All such expertise acquired were considered as vocational/technical training through 'other' sources.

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



**11. Academic year:** The academic year was defined in relation to the duration of the course in the following manner:

- a. If duration of the course was less than one year, the academic year covered full duration of the course.
- b. If duration of the course was equal to or more than one year, then, academic year covered a period of 12 months.
- c. For the educational institutions pursuing semester system (e.g., three to six months semester system), academic year was taken as 12 months if the duration of the course was equal to or more than one year.

**12. Recognized School/Institution:** A recognized school/ institution was one in which the course(s) of study followed was/were 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.

**13. Type of institution:** This referred to the type of management by which the institution was run. It might be run by Government (Central/State/Local) or a private body irrespective of whether receiving government aid. Thus, the types of Institutions were: (a) Government, (b) Private aided and (c) Private unaided.

**13.1 Government institutions:** All schools/ institutions run by central and state governments, public sector undertakings, autonomous organizations, municipal corporations, municipal committees, notified area committees, zilla parishads, panchayat samitis, cantonment boards, etc., completely financed by the government were treated as government institutions. It may be noted that a government institution may be run by either the government directly or through a governing body/managing committee, etc., set-up by the government.

**13.2 Private aided institution:** A private aided institution is one, which is run by an individual or a private organization and receives maintenance grant from Government.

**13.3 Private unaided institution:** A private unaided institution is one, which is managed by an individual or a private organization and is not receiving maintenance grant from Government.

**14. 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.

**15. Whether having a certificate of disability:** For each of the household members it was enquired whether he/she has a certificate of disability. Only the certificate issued by any government authorities (e.g., *central/state/local bodies*) was considered.

**16. Type of disability as per the certificate:** For each of the household members having a certificate of disability issued by any government authorities, the type of disability as per the certificate was recorded as follows.

*single*

- mental
- visual
- hearing
- speech
- locomotor

*multiple*

It may be noted that type of disability was recorded as per the certificate of disability stated by the informant and no attempt was made to verify or confirm the certificate of disability with the disability of the person.

**17. Special School:** Special school is the educational institutions for persons with special educational needs arising from disability. The traditional classroom environment cannot meet the special educational requirements of such persons. This requires special teaching methodology and infrastructure to meet the appropriate needs of such persons which the special schools provide.

**18. Full time course/Part-time course/ distance learning courses:** For the persons who were currently attending at upper primary/middle and above levels, information was collected on whether he/she was pursuing full-time course, part-time course or distance learning course. Persons who were studying courses from recognized educational institution and were appearing as private/external candidates in the examinations was classified as attending distance learning courses.

**19. Distance Learning:** It is the education from the distance and not face-to-face but indirect/remote or inanimate and involving a wide variety of channels and media. Distance Education has the following types:

- (a) Correspondence Courses
- (b) Home Study
- (c) Open Education
- (d) E-Learning

**20. Duration of the current academic year of the course currently attending:** Duration of the current academic year of the basic course was recorded in whole number of months. If the duration of course was in days, it was converted into months by considering 30 days as 1 month (rounding off to the nearest highest value, e.g., if the values is 10.1, it was reported as 11).

**21. Whether present class/grade/year of study is same as that of previous year:** Information on repeater was captured through this item, i.e., whether the student had repeated the same class/grade/year in two consecutive academic years. For some courses, class/grade/year of study is not relevant. For example, some courses require that a number of papers are to be cleared to complete the course. The student may complete the course in phases in a number of years by clearing one or more paper at a time. Thus, for these types of courses the concept of repeater was not relevant and they were classified in a separate category (not relevant).

**22. Mode of transport:** Information on the mode of transportation to/from school/institution used by the student to attend the basic course in the current academic year was collected as follows:

- ❖ on foot
- ❖ school/institution bus
- ❖ public transport
- ❖ bicycle
- ❖ others

Public transport is a shared passenger-transport service which is available for use by the general public, as distinct from taxicab, carpooling, or hired buses. Public transport includes buses, trams, trains, metro trains and ferries. It, therefore, includes both government as well as private transport facilities, regulated by State Authority. If transport is provided by the employer for the children of their employees, it was classified in 'others'. If more than one mode of transport was used for attending the institution in the basic course in the current academic year, then the one, which covered the longest distance, was considered as the mode of transport for the student.

**23. Whether concession received:** For the students who used public transport as mode of transport for attending the basic course in the current academic year, information was collected on whether they have more or less regularly availed concessional fare in public transport for attending educational institutions.

**24. Whether taking/taken private coaching:** Information was collected if a student was taking/taken private coaching relating to the basic course in the current academic year. Private coaching might be taken by a student individually or in a group, at home or in any other place, by a single or more tutors. If a student who was pursuing one basic course and another course (other than basic course), then information in respect of the basic course was recorded.

**25. Computer:** For this survey, a computer included devices like, desktop computer, laptop computer, notebook, net book, palmtop and tablet (or similar handheld devices). The descriptions of these are given below:

- I. **Desktop:** A desktop computer (or desktop PC) is a computer that is designed to put in a single location without portability. Generally, the monitor, keyboard and mouse in a desktop computer are separate units.
- II. **Laptop:** A laptop is small, portable personal computer. A laptop computer can be powered by battery or plugged into the unit. Laptop is suitable for use while travelling.
- III. **Notebook:** A notebook is an extremely lightweight portable personal computer, smaller than a laptop model.
- IV. **Net book:** A net book is a portable computer that is about half the size of a traditional laptop. These are for the use of those who want a basic computer for Internet and for basic applications such as a word processing. The main difference between net book and notebook is its functionality. Net book 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. **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.

**26. Whether the household has a computer:** 'Household has a computer' meant that a computer was in possession of the household (may or may not be owned) and it was generally available for use by all members of the household at any time, regardless of whether it was actually used. The computer should be in working condition as on the date of survey.

**27. Whether the household has internet facility:** The *Internet* is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (not assumed to be only via a computer – it may also be by mobile telephone, tablet, personal digital assistant (PDA), games machine, digital TV etc.). Access can be via a fixed or mobile network. Household with Internet facility meant that the Internet was generally available for use by all members of the household at any time, regardless of whether it was actually used. The connection and devices may or may not be owned by the household but both should be possessed by the household.

**28. Ability to operate a computer:** For household members of age 5 years and above information was collected on whether the household member was able to operate a computer. Ability to operate a computer meant carrying out any of the tasks, like,

- ✓ Copying or moving a file or folder
- ✓ Using copy and paste tools to duplicate or move information within a document
- ✓ Sending e-mails with attached files (e.g. document, picture, and video)
- ✓ Using basic arithmetic formulae in a spreadsheet
- ✓ Connecting and installing new devices (e.g. modem, camera, printer)
- ✓ Finding, downloading, installing and configuring software
- ✓ Creating electronic presentations with presentation software (including text, images, sound, video or charts)



- ✓ Transferring files between a computer and other devices
- ✓ Writing a computer program using a specialized programming language

**29. Ability to use internet:** For household members of age 5 years and above information was collected on whether the household member was able to use internet. Ability to use internet meant that the household member was able to use internet browser for website navigation, using e-mail and social networking applications, etc., to find, evaluate and communicate information.

**30. Use of internet during last 30 days:** For household members of age 5 years and above information was collected on whether the household member used internet during last 30 days. If a household member of age 5 years and above used internet to find, evaluate and communicate information from any location during the last 30 days, it was considered as use of internet. It may be noted that such use may be via any device, like, desktop, laptop, palmtop, notebook, net book, smart phone, tablets, etc. Use of ATM was not considered as use of internet. Moreover, Internet is to be accessed by the household member himself/herself. If any member used internet services through another person (like booking of railway/air ticket/hotel through another person), those were not considered as use of internet by the person.

**31. Basic course:** If a household member was attending education in more than one course of study, then the basic course was determined using the priority criteria as per the following order:

- Rule 1: If an individual was attending more than one course then the course, which was of the highest level, was considered as the basic course.
- Rule 2: If an individual was attending more than one course all of which were of the same level and one of these was technical/professional course, then the technical/profession course was the basic course
- Rule 3: If an individual was attending more than one course all of which were of the same level, then the course which involved higher expenditure, was the basic course.
- Rule 4: If a person was attending both a regular course and a course through distance learning, then regular course was treated as the basic course.
- Rule 5: If a person was attending both a full-time and a part-time course, then full- time course was treated as the basic course.

If a person was attending more than one of the courses through Non-formal Education Centre (NFEC), Total Literacy Campaign (TLC)/Adult Education Centre (AEC) or other non-formal courses, the basic course was the course was decided in the following order:

- (I) Non-formal Education Centre (NFEC),
- (ii) Total Literacy Campaign (TLC)/Adult Education Centre (AEC)
- (iii) other non-formal courses

**32. Academic year:** Information in this block will be collected for the current academic year. The academic year is defined in relation to the duration of the course which the student is attending in the following manner:

- a. If duration of the course is less than one year, the academic year will cover full duration of the course.
- b. If duration of the course is equal to or more than one year, then, academic year will cover a period of 12 months.
- c. For the educational institutions pursuing semester system (*e.g. three to six months semester system*), academic year will be taken as 12 months if the duration of the course is equal to or more than one year.

**33. Course currently attending:** The broad subject in which the person was currently attending education was the course which he/she was currently attending. These were as follows:

General course	Technical/professional course
(I) up to class X	(v) medicine
(ii) humanities	(vi) engineering
(iii) science	(vii) agriculture
(iv) commerce	(viii) law
	(ix) management
	(x) education
	(xi) chartered accountancy and similar courses.....
	(xii) IT/computer courses
	(xiii) courses from Industrial Training Institute (ITI), recognised vocational training institute
	(xiv) others

As per the All India Council for Technical Education Act, 1987, technical education means programmes of education, research and training in fields of Engineering and Technology, Architecture, Town Planning, Management, Pharmacy and Applied Arts & Crafts. Examples of some professional courses are Chartered accountant (CA), Company secretary (CS)/ cost and works accountant (CWA).etc. Some of the professional courses are conducted by institutes like The Institute of Chartered Accountants of India, The Institute of Cost and Works Accountants of India, The Institute of Company Secretaries of India, Actuarial Society of India, etc.

**34. Free education:** Education was considered free only when student was not required to pay any fees. However, the student might incur expenditure for text book, stationery, uniform. A student was considered as received free education if the student was not required to pay any fee in the current academic year with respect to the education in basic course. Some of the fees that are generally charged by the educational institutions included tuition fee, library fees, development fee, computer fee, exam fee, games fees, laboratory fees.

**35. Free/subsidized textbooks:** It was ascertained whether the student received free/subsidized textbooks for the basic course during the current academic year. The student might have received free/subsidized textbooks from the educational institution, charitable organization, etc.

**36. Free/subsidized stationary:** It was ascertained whether the student received free/subsidized stationary for the purpose of the basic course during the current academic year. The student might have received free/subsidized stationary from the educational institution, charitable organization, etc.

**37. Scholarship/stipend/reimbursement:** Scholarship/ stipend/reimbursement in cash are given to students to further their education. The financial aid of these types given to a student is not to be repaid by the student to the giver. Loan scholarships or scholarship/stipend/reimbursement received/receivable from individuals was not considered as scholarship/stipend/reimbursement.

**38. Mid-day meal/tiffin/nutrition:** It was ascertained from the student whether free mid-day meal/tiffin/nutrition is provided by the institution in which he/she is current attending education in the basic course. To determine whether the institution is providing free Mid Day Meal it is to be noted that the provision of regular and free mid-day meal is relevant and not the consumption of the meal by the student. Some schools/educational institutions provide food to students as mid-day meal, tiffin, etc., free of cost. Schools/ institutions, which run canteen facilities where the students can purchase the food, were not considered as providing such facilities, even though such food may be subsidized to some extent. It may be noted that information on mid-day meal/tiffin/nutrition was collected for those currently attending the basic course in (i) pre-primary level of education, (ii) primary level of education or (iii) those currently attending the basic course at upper primary/middle level or above level of education which are not through distance learning.

**39. Expenditure on education for the basic course:** Expenditures on education for the basic course during the current academic year included those that were incurred/to be incurred by the household itself, by other households or by any institutions/organizations other than Government. When expenditure was incurred by

other households or by any institutions/organizations, the amount of such expenditures was ascertained/imputed. However, if such expenditures were incurred by the Government (in the form of free books/free tuition fee/uniform, etc.), no imputation was made and value was considered as zero (0) for recording. Expenditure included

- course fee (including tuition fee, examination fee, development fee and other compulsory payments)
- books, stationery and uniform
- transport
- private coaching
- other expenditure (such as study tours, school project, etc.)

**40. Expenditure on education on courses other than the basic course during the current academic year:** If a student as pursuing any course(s) other than the basic course within the coverage of 'education', aggregate expenditure incurred/to be incurred in the current academic year on such course(s) was recorded. The aggregate of the following expenses for the courses other than the basic course were taken:

- course fee (including tuition fee, examination fee, development fee and other compulsory payments)
- books, stationery and uniform
- transport
- private coaching
- other expenditure

**41. Drop outs:** An ever-enrolled person was considered as dropped out if he/ she did not complete the last level of education for which he/she enrolled and currently not attending any educational institution for reasons other than 'completion of the desired level of education'.

**42. Expenditure on erstwhile member of the household:** It was ascertained from the selected households *whether any erstwhile household member of age 3 to 35 years is currently attending education*. Erstwhile members of a household are those who were members of the selected household sometime in the past. Total expenditure incurred/to be incurred by the household for that person during the current academic year was recorded. Total amount of expenditure incurred/to be incurred by the household on the erstwhile members included expenditure on education as well as any other expenditure.

**43. Expenditure incurred on preparation for higher/ additional studies during last 365 days:** For the household member who were preparing/ prepared for higher/additional studies during the last 365 days, total expenditure on preparation for higher/additional studies during the last 365 days were recorded. For taking preparation for higher studies, expenditure may be incurred on specialised coaching, books, stationery, transport, etc.

**44. Literacy rate:** Percentage of literates among persons of age 7 years and above has been defined as literacy rate.

**45. Gross enrolment ratio (GER):** For each level of education, GER is the ratio of the number of persons currently enrolled in the level of education to the number persons in the corresponding official age-group. For example, for level of education 'I-V', GER is defined as

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

For the remaining level of education, i.e. upper primary/middle (VI-VIII), secondary (IX-X), higher secondary (XI-XII) and post higher secondary, the corresponding official age-groups were taken as 11-13 years, 14-15 years and 16-17 years, 18-23 years respectively. The population estimates to calculate the GER were derived from the design based estimates of this survey.



**46. Net enrolment ratio (NER):** For each level of education, NER is the ratio of the number of persons in the official age-group currently enrolled in a particular level of education to the total number persons in that age-group. For example, for level of education 'I-V' NER is

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

For the remaining level of education, i.e. upper primary/middle (VI-VIII), secondary (IX-X), higher secondary (XI-XII) and post higher secondary, the corresponding official age-groups were taken as 11-13 years, 14-15 years and 16-17 years, 18-23 years respectively. The population estimates to calculate the NER were derived from the design based estimates of this survey.

**47. Gross attendance ratio (GAR):** For each level of education, GAR is the ratio of the number of persons attending in the level of education to the number persons in the corresponding official age-group. For example, for level of education 'I-V', GAR is defined as

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

For the remaining level of education, i.e. upper primary/middle (VI-VIII), secondary (IX-X), higher secondary (XI-XII) and post higher secondary, the corresponding official age-groups were taken as 11-13 years, 14-15 years and 16-17 years, 18-23 years respectively. The population estimates to calculate the GAR were derived from the design based estimates of this survey.

**48. Age-specific attendance ratio (ASAR):** For each age-group, ASAR is the 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

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

The population estimates to calculate the ASAR were derived from the design based estimates of this survey.

**49. Net attendance ratio (NAR):** For each level of education, NAR is the ratio of the number of persons in the official age-group attending a particular level of education to the total number persons in the age-group. For example, for level of education 'I-V' NAR 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 level of education i.e. upper primary/middle (VI-VIII), secondary (IX-X), higher secondary (XI-XII) and post higher secondary, with the corresponding official age-groups 11-13 years, 14-15 years and 16-17 years, 18-23 years respectively. The population estimates to calculate the NAR were derived from the design based estimates of this survey.

**50. Major reason for never enrolled/ever enrolled but currently not attending:** Information on major reason for never enrolled/ever enrolled but currently not attending was collected for all the persons of age 3 to 35 years who never enrolled/ever enrolled but currently not attending. Major reason for those never enrolling in education or those who ever enrolled but currently not attending any educational institution was recorded. If there were multiple reasons, then the major reason as indicated by the respondent was considered. The reasons for never enrolled or ever enrolled but currently not attending used in NSS 75<sup>th</sup> round were as follows:

major reason	major reason
<i>applicable for all:</i>	<i>applicable for “never-enrolled” cases only:</i>
not interested in education	no tradition in the community
financial constraints	<i>applicable for “ever-enrolled” cases only:</i>
engaged in domestic activities	unable to cope up with studies/ failure in studies
engaged in economic activities	unfriendly atmosphere at school
school is far off	completed desired level/class
timings of educational institution not suitable	preparation for competitive examination
language/ medium of instruction used unfamiliar	<i>applicable for females only:</i>
inadequate number of teachers	non-availability of female teacher
quality of teachers not satisfactory	non-availability of girls’ toilet
route to educational institution not safe	marriage
others	

**51. Quintile Class of Usual Monthly Per Capita Consumer Expenditure (UMPCE):** Information on Household Usual Monthly Consumer Expenditure was collected in this survey *only* to classify the households in different UMPCE classes. Since this information was collected through a single-shot question, it cannot be used to estimate the household consumer expenditure which is generally estimated based on detailed household consumer expenditure survey (Schedule 1.0).

Based on the information collected on Household Usual Monthly Consumer Expenditure, quintile classes of Usual Monthly Per Capita Consumer Expenditure (UMPCE) were formed (with each quintile class containing 20 per cent of the population) separately for each sector (rural/urban).

# CHAPTER THREE

## LEVEL OF EDUCATION, CURRENT ENROLMENT & ATTENDANCE STATUS

### 3.1 Households and Population

3.1.1 Based on the NSS 75<sup>th</sup> round survey on *Household Social Consumption: Education*, the estimated number of households in the State was 264800 in the rural areas and 98800 in the urban areas. Since details of current attendance, enrolment, etc. were collected for persons of age 3 to 35 years in the NSS 75<sup>th</sup> round, persons of age group 3 to 35 years in the total population is also presented in *Statement 3.1*. It may be noted that the rates and ratios presented in this report are generated using the survey based estimates.

3.1.2 As seen in *Statement 3.1*, the estimated male population between age 3 to 35 years is 401000 while that of female is 331000. The total male population was estimated at 789000 and female population at 652000 in the State. The average household size was also estimated at 3.9 persons across the State.

**Statement 3.1: Estimated number of households, persons and household size in Nagaland**

Sector	Households (00)	Persons of age 3 to 35 years (000)			Persons of all ages (000)			Average household size
		Male	Female	Total	Male	Female	Total	
Rural	2648	304	251	555	588	479	1067	4.0
Urban	988	97	80	177	201	173	374	3.8
Rural + Urban	3635	401	331	732	789	652	1441	3.9

### 3.2 Distance of the households to nearest school having primary, upper primary/middle and secondary level classes

3.2.1 Availability of schools with certain level of education is an important infrastructure relating to education. Information was collected regarding distance of the sample household to the nearest school having primary/middle or secondary level classes. The nearest school need not be exclusively for primary, upper primary/middle or secondary level but should conduct classes for these levels. A school may have a combination of primary, upper primary/middle and secondary classes and if it was also the nearest school in respect of these classes then this school was considered as nearest school for recording distance for these particular levels of classes. For identifying the nearest schools having specific level of classes, it was not necessary that household member(s) were attending this school.

**Statement 3.2: Percentage distribution of households by distance to nearest school having primary, upper primary/middle and secondary level classes**

Level of classes in the school	Distance in km	Percentage	
		Rural	Urban
Nearest school having primary level classes	Less than 1 km	86.7	73.4
	1 km or more but less than 2 km	10.7	19.6
	2 km or more but less than 3 km	1.5	1.8
	3 km or more but less than 5 km	0.6	1.4
	5 km or more above	0.4	3.7
	All	100	100.0



Nearest school having secondary level classes	Less than 1 km	35.0	53.3
	1 km or more but less than 2 km	24.4	32.4
	2 km or more but less than 3 km	14.1	7.2
	3 km or more but less than 5 km	2.4	2.5
	5 km or more above	24.1	4.6
	All	100.0	100.0

3.2.2 As presented in *Statement 3.2*, about 87% of households in rural areas and around 73% of households in urban areas reported availability of primary schools within 1 km from the house. In case of schools with upper primary/middle level classes, about 78% of households in rural areas and 69% of households in urban areas reported nearest middle school within a distance of 1km. Also, 35% of rural households and 53% of urban households are seen to be located in less than 1 km distance from schools with secondary level classes.

### 3.3 Educational level of household members of age 15 years and above

3.3.1 Highest level of education successfully completed by the members of the household considering all general/technical/vocational education is considered as the educational level of the household member. For determining the highest level of education successfully completed, 'diploma/certificate up to secondary' is included in 'secondary' level of education, 'diploma/certificate of higher secondary' is included in 'higher secondary' level of education and 'diploma/certificate of graduation and above' is included in 'graduate and above' level of education. Percentage distribution of persons with highest level of education successfully completed is given in *Statement 3.3*.

**Statement 3.3: Percentage distribution of persons of age 15 years and above by highest level of education successfully completed**

Highest level of education completed	Percentage		
	Male	Female	Total
<i>Rural</i>			
Not literate	5.2	7.0	6.1
Literate up to primary	14.1	17.9	15.9
Middle	20.6	25.3	22.8
Secondary	27.9	26.0	27.0
Higher secondary	19.6	15.4	17.7
Graduate and above	12.5	8.3	10.6
All	100.0	100.0	100.0
<i>Urban</i>			
Not literate	2.8	4.7	3.7
Literate up to primary	7.7	12.4	9.9
Middle	14.0	13.8	13.9
Secondary	20.5	22.2	21.3
Higher secondary	23.8	24.2	24.0
Graduate and above	31.3	22.7	27.2
All	100.0	100.0	100.0
<i>Rural + Urban</i>			
Not literate	4.6	6.3	5.4
Literate up to primary	12.2	16.4	14.2
Middle	18.8	22.0	20.3
Secondary	25.8	24.9	25.5
Higher secondary	20.8	18.0	19.5
Graduate and above	17.7	12.3	15.2
All	100.0	100.0	100.0

3.3.2 As seen in the above statement, 27% of persons aged 15 years and above in the rural areas comprised of the highest proportion who had completed 'secondary' level of education while the same in urban areas was 27.2% of people who had completed 'graduate and above'. The rural-urban disparity is evident in the 'not literate' category, whereby 5.2% of rural males and 7% of rural females are not literate in comparison to 2.8% for urban males and 4.7% for urban females under 'not literate' category.

3.3.3 It can also be observed from the statement that in the combined Rural + Urban sector, a higher percentage of females had attained education up to the 'middle' level. But from 'secondary' and higher levels of education, it was seen that males were in greater numbers than females.

### 3.4 Average number of years in formal education

3.4.1 For each person whose highest level of education is 'below primary' or above, information was collected on class/grade completed starting from class/grade I to XII and year(s) of formal education completed after the class/grade completed. From this information, number of years in formal education was derived as a total of numeric value of class/grade completed and number of years of formal education completed after the class/grade completed. This information is presented in *Statement 3.4*.

3.4.2 As seen in the following statement, the number of years completed in formal education for persons with pre-primary and above level of education was an average of 10.5 years in the rural areas and 12.1 years in the urban areas. The gender difference is also seen in both sectors with the average number of years in formal education being more for males than females. In rural areas, the average number of years completed in formal education was 10.7 for persons of age 15 years and 10.3 for persons of age 25 years and above. In urban areas, 12.2 was the average number of years completed in formal education for persons of age 15 years and above and 12.1 for persons of age 25 years and above.

#### Statement 3.4: Average number of years completed in formal education by persons with level of education pre-primary and above

Description	Average number of years in formal education		
	Male	Female	Total
<i>Rural</i>			
Persons of age 15 years and above	11.0	10.3	10.7
Persons of age 25 years and above	10.7	9.8	10.3
<i>Urban</i>			
Persons of age 15 years and above	12.5	11.8	12.2
Persons of age 25 years and above	12.5	11.7	12.1
<i>Rural + Urban</i>			
Persons of age 15 years and above	11.5	10.7	11.1
Persons of age 25 years and above	11.2	10.3	10.8

### 3.5 Indicators relating to status of education and vocational/technical training

3.5.1 Information was collected for persons of age 12 to 59 years on vocational/technical training received/receiving. If a person had already received some vocational/technical training, formal or other than formal and also currently receiving some formal vocational/technical training, then the vocational/technical training already received was recorded for him/her. In case a person had received one or more formal vocational/technical training as well as one or more vocational/technical training other than formal, then that person was classified as received formal vocational/technical training.

**Statement 3.5: Percentage distribution of persons of age 15 to 29 years by status of vocational/ technical training**

Status of vocational/technical training	Percentage		
	Male	Female	Total
<i>Rural</i>			
Receiving formal vocational/technical training	5.3	1.3	3.3
Received formal vocational/technical training	2.7	1.4	2.1
Received vocational/technical training other than formal vocational/technical training	3.8	2.4	3.3
Did not receive vocational/technical training	88.1	94.8	91.5
All*	100.0	100.0	100.0
<i>Urban</i>			
Receiving formal vocational/technical training	5.8	4.4	5.1
Received formal vocational/technical training	1.9	0.8	1.4
Received vocational/technical training other than formal vocational/technical training	1.8	1.7	1.7
Did not receive vocational/technical training	90.5	93.0	91.8
All*	100.0	100.0	100.0
<i>Rural + Urban</i>			
Receiving formal vocational/technical training	5.5	2.2	3.8
Received formal vocational/technical training	2.4	1.3	1.9
Received vocational/technical training other than formal vocational/technical training	3.3	2.2	2.7
Did not receive vocational/technical training	88.8	94.3	91.6
All*	100.0	100.0	100.0

\*: 'All' includes 'No Records'

3.5.2 As seen in *Statement 3.5*, 91.6% of persons aged 15 to 29 years had reported 'did not receive vocational/technical training' while 3.8% were 'receiving formal vocational/technical training' in the combined the Rural + Urban sector. About 11% of males and about 6% of females in this age group (15-29 years) were seen to be receiving/had received formal and informal vocational/technical training across both sectors.

**Statement 3.6: Percentage distribution of persons of age 15 to 59 years by status of vocational/technical training**

Status of vocational/technical training	Percentage		
	Male	Female	Total
<i>Rural</i>			
Receiving formal vocational/technical training	1.9	0.6	1.3
Received formal vocational/technical training	3.4	1.2	2.4
Received vocational/technical training other than formal vocational/technical training	4.1	4.0	4.1
Did not receive vocational/technical training	90.6	94.2	92.3
All*	100.0	100.0	100.0
<i>Urban</i>			
Receiving formal vocational/technical training	2.4	1.8	2.1
Received formal vocational/technical training	1.0	0.7	0.9
Received vocational/technical training other than formal vocational/technical training	1.9	2.0	1.9
Did not receive vocational/technical training	94.6	95.6	95.1
All*	100.0	100.0	100.0



<i>Rural + Urban</i>			
Receiving formal vocational/technical training	2.1	0.9	1.5
Received formal vocational/technical training	2.8	1.1	2.0
Received vocational/technical training other than formal vocational/technical training	3.5	3.4	3.5
Did not receive vocational/technical training	91.7	94.6	93.1
All*	100.0	100.0	100.0

\*: 'All' includes 'No Records'

3.5.3 *Statement 3.6* presents the percentage distribution of persons aged 15 to 59 years by status of their vocational/technical training. In the combined Rural + Urban sector, 93.1% of persons were in the category of 'did not receive vocational/technical training' while 3.5% reported 'received vocational/technical training other than formal vocational/technical training'. It can also be seen that 8.4% of males and 5.4% of females reported to be receiving/had received formal and informal vocational/technical training across both sectors.

### 3.6 Indicators relating to enrolment & attendance

3.6.1 Information on enrolment status was collected for persons of age 3 to 35 years. In addition to enrolment in formal education, enrolments in the non-formal system of education which were implemented through various programs by government or other agencies were also considered within the coverage of 'education' in the survey. The non-formal education included 'Non-formal Education Centre' (NFEC), 'Total Literacy Campaign' (TLC), Adult Education Centres (AEC) and other non-formal education.

3.6.2 As seen in *Statement 3.7*, 56.7% of persons aged 3 to 35 years in rural sector and 56.2% in urban sector were under 'currently attending' category as per NSS 75<sup>th</sup> round during 2017-18. It was also seen that the proportion of males in 'currently attending' category (61%) was higher than that of females (51.3%), while the proportion of females in 'enrolled in the past academic year and currently not attending' (42.9%) was higher than that of males (33.2%).

3.6.3 Across the sectors, the same trend is seen whereby 'currently attending' persons aged 3 to 35 years were the maximum, followed by 'enrolled in the past academic year and currently not attending', 'never enrolled' and the minimum proportion in 'enrolled in the current academic year and currently not attending'.

**Statement 3.7: Percentage distribution of persons of age 3 to 35 years by enrolment status**

Enrolment status	Percentage		
	Male	Female	Total
<i>Rural</i>			
never enrolled	4.3	4.6	4.4
enrolled in the past academic year and currently not attending	32.3	44.4	37.8
enrolled in the current academic year and currently not attending	1.4	0.7	1.1
currently attending	62.0	50.3	56.7
All*	100.0	100.0	100.0
<i>Urban</i>			
never enrolled	4.5	6.2	5.3
enrolled in the past academic year and currently not attending	36.1	38.2	37.0
enrolled in the current academic year and currently not attending	1.6	1.3	1.5
currently attending	57.8	54.3	56.2
All*	100.0	100.0	100.0

<i>Rural + Urban</i>			
never enrolled	4.3	5.0	4.6
enrolled in the past academic year and currently not attending	33.2	42.9	37.6
enrolled in the current academic year and currently not attending	1.5	0.9	1.2
currently attending	61.0	51.3	56.6
All*	100.0	100.0	100.0

\*: 'All' includes 'No Records'

3.6.4 *Age Specific Attendance Ratio (ASAR)*: For each age-group, this is the percentage of persons in that age-group currently attending educational institutions irrespective of the level or class of education (formal or non-formal) in which they are studying. *Statement 3.8* presents the ASAR for people in the age group 3 to 35 years by gender and sector.

3.6.5 As seen in the statement below, the average Age Specific Attendance Ratio was 56.7% in rural areas and 56.2% in urban areas. The proportion of persons with the lowest ASAR was in the age-group of 30-35 years in both rural (0.8%) and urban areas (0.1%). On the other hand, the highest ASAR was seen in the age group of 6-10 years for both rural (98.5%) and urban sectors (95.2%). A greater gender divide was seen in terms of ASAR in the rural areas as compared to urban areas, where ASAR among males was 62% which was higher than 50.3% of females.

**Statement 3.8: Age Specific Attendance Ratio (ASAR)**

Age groups	Age Specific Attendance Ratio (ASAR)		
	Male	Female	Total
<i>Rural</i>			
3-5	38.7	45.4	42.1
6-10	99.8	96.9	98.5
11-13	95.6	100.0	96.6
14-17	82.3	80.3	81.3
18-23	68.1	47.3	58.8
24-29	4.5	8.5	6.7
30-35	0.0	1.6	0.8
5-29	72.5	59.0	66.3
3-35	62.0	50.3	56.7
<i>Urban</i>			
3-5	52.2	52.5	52.3
6-10	98.6	90.8	95.2
11-13	88.9	96.1	91.8
14-17	90.5	88.8	89.8
18-23	74.1	67.4	70.9
24-29	14.5	9.9	12.0
30-35	0.1	0.2	0.1
5-29	69.3	60.2	65.0
3-35	57.8	54.3	56.2
<i>Rural + Urban</i>			
3-5	41.8	46.5	44.1
6-10	99.6	96.0	98.0
11-13	94.3	98.6	95.5
14-17	84.9	82.6	83.8
18-23	69.8	53.5	62.3
24-29	7.4	8.8	8.2
30-35	0.1	1.3	0.6
5-29	71.7	59.3	66.0
3-35	61.0	51.3	56.6

# CHAPTER FOUR

## PARTICIPATION & EXPENDITURE ON EDUCATION

### 4.1 Participation in education

4.1.1 *Gross enrolment ratio (GER)*: For each level of education, GER is the ratio of the number of persons currently enrolled in the level of education to the number of persons in the corresponding official age-group. In GER for a particular level of education, the denominator consists of all persons in the official age-group for that level, while the numerator consists of the persons who are enrolled in that particular level (incl. persons outside the official age-group for that level of education). Therefore, GER may exceed 100 for some levels of education. The population estimates to calculate the GER were derived from the design based estimates of this survey. Estimates of Gross Enrolment Ratio for different levels of education are given in *Statement 4.1*.

**Statement 4.1: Gross Enrolment Ratio (GER) at different levels of education**

Levels of education	Gross Enrolment Ratio(GER)		
	Male	Female	Total
<i>Rural</i>			
Primary level	92.4	103.8	97.5
Upper primary/middle level	81.6	73.9	79.8
Primary and upper primary/middle level	87.9	97.6	91.5
Secondary level	146.5	112.7	131.0
Higher secondary level	110.9	79.6	94.8
Secondary & Higher secondary level	128.9	94.5	112.2
Primary to higher secondary	95.5	96.8	96.0
Post higher secondary level	26.7	21.6	24.4
<i>Urban</i>			
Primary level	92.8	101.7	96.6
Upper primary/middle level	82.2	104.8	91.5
Primary and upper primary/middle level	87.7	103.1	94.2
Secondary level	121.6	78.6	102.5
Higher secondary level	82.1	109.2	94.0
Secondary & Higher secondary level	104.6	91.6	98.9
Primary to higher secondary	93.5	98.9	95.9
Post higher secondary level	39.0	37.5	38.3
<i>Rural + Urban</i>			
Primary level	92.4	103.5	97.4
Upper primary/middle level	81.7	84.8	82.6
Primary and upper primary/middle level	87.9	98.7	92.0
Secondary level	137.9	101.3	121.3
Higher secondary level	102.6	86.5	94.6
Secondary & Higher secondary level	121.2	93.7	108.2
Primary to higher secondary	95.1	97.2	96.0
Post higher secondary level	30.1	26.5	28.4

4.1.2 As seen in the statement, Gross Enrolment Ratio at the Primary level was 97.4%, 82.6% at the Upper primary level, 121.3% at the Secondary level, 94.6% at the Higher secondary level and 28.4% at the Post higher secondary level in the combined Rural + Urban sectors. The female GER was seen to be higher from Primary to Middle level of education while male GER was higher from Secondary level to Post higher secondary level in the combined sectors.

4.1.3 *Net enrolment ratio (NER)*: For each level of education, NER was the ratio of number of persons in the official age-group currently enrolled in a particular level to the total number of persons in that age-group. The population estimates to calculate the NER were derived from the design based estimates of this survey. Estimates of Net Enrolment Ratio for different levels of education are given in *Statement 4.2*.



#### Statement 4.2: Net Enrolment Ratio (NER) at different levels of education

Levels of education	Net Enrolment Ratio(NER)		
	Male	Female	Total
<i>Rural</i>			
Primary level	88.4	94.1	91.0
Upper primary/middle level	79.6	60.4	75.2
Primary and upper primary/middle level	86.0	92.0	88.2
Secondary level	73.0	75.5	74.2
Higher secondary level	36.7	42.9	39.9
Secondary & Higher secondary level	70.4	67.4	68.9
Primary to higher secondary	88.2	89.9	88.9
Post higher secondary level	23.4	15.7	19.9
<i>Urban</i>			
Primary level	87.0	89.1	87.9
Upper primary/middle level	67.3	79.3	72.3
Primary and upper primary/middle level	80.5	86.0	82.8
Secondary level	60.0	46.6	54.1
Higher secondary level	30.6	53.3	40.5
Secondary & Higher secondary level	72.8	59.9	67.1
Primary to higher secondary	86.6	87.8	87.1
Post higher secondary level	27.7	26.0	26.9
<i>Rural + Urban</i>			
Primary level	88.2	93.4	90.5
Upper primary/middle level	77.3	67.1	74.5
Primary and upper primary/middle level	85.1	90.8	87.3
Secondary level	68.5	65.9	67.3
Higher secondary level	34.9	45.3	40.1
Secondary & Higher secondary level	71.2	65.3	68.4
Primary to higher secondary	87.9	89.4	88.5
Post higher secondary level	24.6	18.8	22.0

4.1.4 The Net Enrolment Ratio at the Primary level was 90.5%, 74.5% at the Upper primary level, 67.3% at the Secondary level, 40.1% at the Higher secondary level and 22% at the Post higher secondary level in the combined Rural + Urban sectors. The NER was lowest for both males and females in Rural + Urban sectors at the Post higher secondary level of education.

4.1.5 *Gross Attendance Ratio (GAR) for different levels of education:* For each level of education, GAR is the ratio of number of persons attending in the level of education to the number of persons in the corresponding official age-group. In GAR for a particular level of education, the denominator consists of persons in the official age-group for that level, while the numerator consists of the persons who are attending in that particular level (incl. persons outside the official age-group for that level of education). Therefore, GAR may exceed 100 for some levels of education. The population estimates to calculate the GAR were derived from the design based estimates of this survey. In *Statement 4.3*, Gross Attendance Ratio for different levels of education are presented.

4.1.6 It can be observed from the statement below that GAR was highest in Secondary level of education in both rural (125.2%) and urban areas (100.4%), wherein male GAR was higher than that of female at the same education level. GAR at the Post higher secondary level was seen to be lowest across all sectors and for both genders.

**Statement 4.3: Gross Attendance Ratio (GAR) at different levels of education**

Sector	Gender	Levels of education					
		Primary level	Upper Primary/middle level	Primary and Upper Primary/middle level	Secondary level	Higher secondary level	Post higher secondary level
Rural	Male	92.1	81.6	87.7	136.0	107.9	25.0
	Female	103.8	72.4	97.2	112.4	78.6	20.0
	Total	97.4	79.5	91.3	125.2	92.8	22.7
Urban	Male	92.8	79.8	86.6	117.7	78.6	35.6
	Female	101.5	103.8	102.6	78.6	109.0	32.8
	Total	96.5	89.7	93.3	100.4	91.9	34.3
Rural+ Urban	Male	92.2	81.3	87.5	129.7	99.3	27.9
	Female	103.5	83.4	98.3	101.1	85.7	23.9
	Total	97.2	81.9	91.7	116.8	92.6	26.1

4.1.7 *Net attendance ratio (NAR) for different levels of education:* For each level of education, NAR is the ratio of number of persons in the official age-group attending a particular level of education to the total number of persons in that age-group. The population estimates to calculate the NAR were derived from the design based estimates of this survey. *Statement 4.4* presents the Net Attendance Ratio for different levels of education by sector and gender.

**Statement 4.4: Net Attendance Ratio (NAR) at different levels of education**

Sector	Gender	Levels of education					
		Primary level	Upper Primary/middle level	Primary and Upper Primary/middle level	Secondary level	Higher secondary level	Post higher secondary level
Rural	Male	88.4	79.6	86.0	73.0	36.7	23.4
	Female	94.1	60.4	92.0	75.5	42.5	15.7
	Total	91.0	75.2	88.2	74.2	39.7	19.9
Urban	Male	87.0	67.3	80.5	60.0	30.5	25.3
	Female	89.1	79.3	85.9	46.6	53.3	25.9
	Total	87.9	72.3	82.8	54.1	40.5	25.6
Rural+ Urban	Male	88.2	77.3	85.1	68.5	34.9	23.9
	Female	93.4	67.1	90.8	65.9	45.0	18.8
	Total	90.5	74.5	87.3	67.3	39.9	21.6

4.1.8 As seen in the above statement, NAR was 90.5% at the Primary level, 74.5% at the Upper primary level, 67.3% at the Secondary level, 39.9% at the Higher secondary level and 21.6% at the Post higher secondary level in the combined Rural + Urban sectors. In the rural sector, female NAR was higher than male NAR for all educational levels except at Upper primary and Post higher secondary while in the urban sector, female NAR was higher at all levels except at the Secondary level of education.

**4.2 Level of current attendance**

4.2.1 In *Statement 4.5*, percentage of students of age 3 to 35 years currently attending education at pre-primary and above level of education are presented. In this statement, those currently attending at non-formal education like 'Non Formal Education Centre' (NFEC), 'Total Literacy Campaign' (TLC), 'Adult Education Centres' (AEC), etc. are not included. As seen in the statement, the percentage of students currently attending education in the rural sector is 59.3% and 59.4% in the urban sector. Disparity between the genders is seen in both sectors in terms of the percentage of male students currently attending education (63.7%) being greater than that of female students (54%).

**Statement 4.5: Percentage of students of age 3 to 35 years currently attending education at pre-primary and above level of education**

Sector	Percentage of students currently attending education		
	Male	Female	Total
Rural	64.7	52.7	59.3
Urban	60.6	57.9	59.4
Rural + Urban	63.7	54.0	59.3

4.2.2 *Distribution of students of age 3 to 35 years currently attending education at pre-primary and above level of education by current attendance:* In Statement 4.6, percentage distribution of students of age 3 to 35 years currently attending education at pre-primary and above level is presented for each level of current attendance. As can be observed from the statement, primary level accounts for the highest percentage of current attendance in both rural (39.8%) and urban sectors (21.8%). The lowest attendance level was seen at the level of 'post graduate and above' in rural (1.6%) and urban (4.5%) sectors along with 'pre-primary level' in urban sector (4.1%).

**Statement 4.6: Percentage distribution of students of age 3 to 35 years currently attending education by level of education**

Level of education	Percentage distribution		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	6.6	5.0	5.9
Primary level	34.6	47.5	39.8
Upper primary/middle level	21.9	8.7	16.6
Secondary	10.1	10.5	10.2
Higher secondary	7.8	9.0	8.3
Graduation	6.1	5.6	5.9
Post Graduate and above	1.5	1.8	1.6
Diploma below graduate	8.0	8.0	8.0
Diploma graduate and above	3.4	4.1	3.7
All	100.0	100.0	100.0
<i>Urban</i>			
Pre-primary level	6.4	1.7	4.1
Primary level	21.1	22.6	21.8
Upper primary/middle level	16.7	19.8	18.1
Secondary	15.5	10.6	13.4
Higher secondary	7.8	10.9	9.2
Graduation	10.2	10.6	10.4
Post Graduate and above	3.9	5.1	4.5
Diploma below graduate	9.9	11.1	10.4
Diploma graduate and above	8.5	7.6	8.1
All	100.0	100.0	100.0
<i>Rural + Urban</i>			
Pre-primary level	6.5	4.1	5.5
Primary level	31.5	41.1	35.5
Upper primary/middle level	20.7	11.5	17.0
Secondary	11.3	10.5	11.0
Higher secondary	7.8	9.5	8.5
Graduation	7.0	6.9	7.0
Post Graduate and above	2.1	2.6	2.3
Diploma below graduate	8.4	8.8	8.6
Diploma graduate and above	4.6	5.0	4.7
All	100.0	100.0	100.0



### 4.3 Current attendance by type of institution

4.3.1 Type of institution refers to the type of management by which the institution is run. The types of Institutions considered for the survey were: (a) Government, (b) Private aided and (c) Private unaided. If the informant was not in a position to provide information on type of institution, it was classified as 'not known'. In NSS 75<sup>th</sup> round, information on type of institution of current attendance corresponding to the basic course was collected for students of age 3 to 35 years who were attending formal education at pre-primary level and above. *Statement 4.7* presents the percentage distribution of students by level of education and type of institution in which currently attending education.

4.3.2 As seen in the statement below, percentage of students attending Government institutions at the Primary level of education was highest (31.6%), followed by those attending Government institutions at the Upper primary/middle level of education (13.3%) in the rural areas. In the urban sector, percentage of students attending Government institutions at 'Graduate & above level including diploma' was the highest at 11.5%, followed by those attending Private aided institutions at Secondary & Higher secondary level of education (10.5%).

**Statement 4.7: Percentage distribution of students of age 3 to 35 years by level of current attendance and type of institution**

Gender	Level of current attendance																			All (incl. not known)
	Pre-primary			Primary			Upper primary/middle			Secondary & Higher secondary			Diploma/certificate below graduate level			Graduate and above level including diploma				
	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	Govt.	Pvt. aided	Pvt. unaided		
<i>Rural</i>																				
Male	4.1	1.6	0.8	27.8	4.8	2.1	17.3	3.8	0.7	11.8	4.8	1.3	5.4	1.8	0.7	7.1	2.4	1.4	100	
Female	3.3	1.3	0.3	37.2	4.7	5.6	7.4	0.4	0.9	12.6	6.1	0.8	4.7	3.2	0.1	9.3	0.6	1.5	100	
Total	3.8	1.5	0.6	31.6	4.7	3.5	13.3	2.5	0.8	12.1	5.3	1.1	5.1	2.4	0.5	8.0	1.7	1.4	100	
<i>Urban</i>																				
Male	1.8	2.6	2.0	5.9	7.4	7.8	5.1	6.3	5.3	7.4	9.5	6.4	4.8	3.4	1.6	11.5	4.5	6.3	100	
Female	0.1	0.9	0.7	7.2	6.7	8.8	6.9	7.3	5.5	4.5	11.7	5.4	2.7	4.3	3.9	11.5	8.1	3.6	100	
Total	1.1	1.9	1.4	6.4	7.1	8.2	5.9	6.8	5.4	6.1	10.5	6.0	3.9	3.8	2.6	11.5	6.1	5.2	100	
<i>Rural + Urban</i>																				
Male	3.6	1.9	1.1	22.7	5.4	3.4	14.5	4.4	1.8	10.8	5.9	2.4	5.3	2.2	0.9	8.1	2.9	2.5	100	
Female	2.5	1.2	0.4	29.6	5.2	6.4	7.3	2.2	2.1	10.5	7.5	1.9	4.2	3.5	1.1	9.9	2.5	2.0	100	
Total	3.1	1.6	0.8	25.5	5.3	4.6	11.6	3.5	1.9	10.7	6.5	2.2	4.8	2.7	1.0	8.8	2.7	2.3	100	

### 4.4 Current attendance by nature of institution

4.4.1 Information on nature of institution was collected for the students who were currently attending private unaided institutions pre-primary (nursery/kindergarten, etc.), primary (class I – IV) or upper primary/middle level. In this survey the nature of institutions were categorized as recognized and unrecognized. If the informant was not able to state the nature of institutions, it was recorded as 'not known'. *Statement 4.8* presents the percentage distribution of students currently attending at pre-primary, primary and upper primary/middle level by nature of institution in which currently attending.

4.4.2 As seen in the statement below, 95.4% of students at the pre-primary level, 99.8% of students at the primary level and 100% at the upper primary/middle level attended recognized institutions in the rural sector. In the urban sector, all students at the pre-primary and upper primary/middle level and about 98% of students at the primary level attended recognized private unaided institutions.

**Statement 4.8: Percentage distribution of students attending private unaided institution at pre-primary, primary and upper primary/middle level of education by nature of institution**

Level of education and type of institution		Percentage		
Level of education	Nature of institution	Male	Female	Total
<i>Rural</i>				
Pre-primary level	recognized	100.0	78.2	95.4
	unrecognized	0.0	5.7	1.2
	All (incl. not known)	100.0	100.0	100.0
Primary level	recognized	99.4	100.0	99.8
	unrecognized	0.6	0.0	0.2
	All (incl. not known)	100.0	100.0	100.0
Upper primary/ middle level	recognized	100.0	100.0	100.0
	unrecognized	0.0	0.0	0.0
	All (incl. not known)	100.0	100.0	100.0
<i>Urban</i>				
Pre-primary level	recognized	100.0	100.0	100.0
	unrecognized	0.0	0.0	0.0
	All (incl. not known)	100.0	100.0	100.0
Primary level	recognized	97.5	97.9	97.7
	unrecognized	0.6	0.0	0.3
	All (incl. not known)	100.0	100.0	100.0
Upper primary/ middle level	recognized	100.0	100.0	100.0
	unrecognized	0.0	0.0	0.0
	All (incl. not known)	100.0	100.0	100.0
<i>Rural + Urban</i>				
Pre-primary level	recognized	100.0	88.0	97.4
	unrecognized	0.0	3.1	0.7
	All (incl. not known)	100.0	100.0	100.0
Primary level	recognized	98.4	99.3	98.9
	unrecognized	0.6	0.0	0.3
	All (incl. not known)	100.0	100.0	100.0
Upper primary/ middle level	recognized	100.0	100.0	100.0
	unrecognized	0.0	0.0	0.0
	All (incl. not known)	100.0	100.0	100.0

#### 4.5 Reason for currently attending private institution

4.5.1 For those who were currently attending private aided or unaided educational institutions, reasons for attending the current private institution were recorded. Provision was made to record two reasons for each student (the most important reason and the next most important reason as identified by the informant). In *Statement 4.9*, percentage of students currently attending private aided or unaided institution reporting specific reason for reporting current private institution is presented.

4.5.2 The location/proximity of the institution stood as the major reason for students currently attending private institution in both rural (46.9%) and urban sectors (35.2%). In the combined Rural + Urban sector, besides the 'location' factor, factors like 'availability of specific facilities', 'non-satisfactory education in nearby Government institution' weighed more heavily for the female students attending the current private institution. On the other hand, reasons like 'availability of specific facilities', 'medium of instruction in English' and 'less burden of homework' were given more weight for male students attending private educational institutions.

**Statement 4.9: Percentage of students currently attending private aided or unaided educational institutions reporting reason for attending current private institution**

Reason for attending current private institution	Percentage		
	Male	Female	Total
<i>Rural</i>			
Located nearby	39.8	57.9	46.9
Tried in government institution but could not get admission	4.6	2.7	3.9
Social reasons (like children of colleagues/neighbours/relatives, etc. also attend this school)	0.2	9.3	3.8
Private coaching not required to supplement the school education/private coaching is an integral part of school education	0.0	1.0	0.4
Due to availability of specific facilities	16.0	15.7	15.9
Medium of instruction in English	21.8	3.3	14.5
Less burden of homework	17.4	0.0	10.5
Quality of education in nearby government institution is perceived to be not satisfied	6.9	7.0	7.0
None of the above	15.2	12.8	14.3
<i>Urban</i>			
Located nearby	36.0	34.1	35.2
Tried in government institution but could not get admission	3.8	5.4	4.5
Social reasons (like children of colleagues/neighbours/relatives, etc. also attend this school)	7.6	3.2	5.6
Private coaching not required to supplement the school education/private coaching is an integral part of school education	0.5	1.5	0.9
Due to availability of specific facilities	29.6	22.4	26.4
Medium of instruction in English	3.8	2.7	3.3
Less burden of homework	0.0	0.0	0.0
Quality of education in nearby government institution is perceived to be not satisfied	12.6	12.6	12.6
None of the above	17.4	23.4	20.1
<i>Rural + Urban</i>			
Located nearby	38.2	46.6	41.7
Tried in government institution but could not get admission	4.3	4.0	4.2
Social reasons (like children of colleagues/neighbours/relatives, etc. also attend this school)	3.3	6.4	4.6
Private coaching not required to supplement the school education/private coaching is an integral part of school education	0.2	1.2	0.6
Due to availability of specific facilities	21.7	18.9	20.5
Medium of instruction in English	14.3	3.0	9.6
Less burden of homework	10.1	0.0	5.9
Quality of education in nearby government institution is perceived to be not satisfied	9.3	9.7	9.4
None of the above	16.1	17.8	16.8

#### 4.6 Repeaters

4.6.1 In this survey, the student, for whom the class/grade/year of study of the current academic year for the basic course was the same as that of previous academic year, was considered a repeater. The percentage of repeaters among students of age 3 to 35 years currently attending different levels of education are presented in *Statement 4.10*.

4.6.2 The percentage of repeaters were highest for the students at the 'Secondary level' (15.4%) and 'Higher secondary level' (15.3%) in rural areas and 'Graduate and above level' (14.2%) for urban areas. In both the rural and urban sectors, it can be observed that the average percentage of male repeaters was higher than that of females.

**Statement 4.10: Percentage of repeaters for different levels of current attendance**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	0.1	1.5	0.6
Primary level	5.7	9.0	7.3
Upper primary/middle level	7.9	5.6	7.4
Secondary	23.5	3.7	15.4
Higher secondary	12.1	19.3	15.3
Diploma/certificate (up to secondary and higher secondary level)	15.9	4.1	11.2
Graduate and above level (including diploma/certificate of graduate and above level)	9.6	13.1	11.1
<i>Urban</i>			
Pre-primary level	10.6	4.5	9.6
Primary level	4.0	5.7	4.8
Upper primary/middle level	9.8	8.5	9.2
Secondary	11.7	6.2	9.8
Higher secondary	12.9	7.7	10.2
Diploma/certificate (up to secondary and higher secondary level)	10.7	13.7	12.1
Graduate and above level (including diploma/certificate of graduate and above level)	11.2	17.9	14.2
<i>Rural + Urban</i>			
Pre-primary level	2.5	1.8	2.3
Primary level	5.4	8.6	6.9
Upper primary/middle level	8.3	6.9	7.9
Secondary	19.8	4.4	13.7
Higher secondary	12.3	15.9	13.9
Diploma/certificate (up to secondary and higher secondary level)	14.5	7.2	11.5
Graduate and above level (including diploma/certificate of graduate and above level)	10.2	15.1	12.3

#### 4.7 Free Education

4.7.1 A student was considered as receiving free education if the student was not required to pay any fee in the current academic year with respect to the education in basic course. These percentages in the particular level of current attendance have been calculated by considering those students who have reported receipt of free education at that level. The remaining refers to those who did not receive free education and the non reporting cases.

4.7.2 *Free education by level of current attendance:* In Statement 4.11, percentage of students of age 3 to 35 years currently attending education at pre-primary and above level who received free education is presented for different level of current attendance. In the rural sector, an average of about 64% of students was seen to avail free education while the same in urban sector was 24%. About 80% and 81% of students received free education in the Primary level and Upper Primary levels respectively in the rural sector. About 33% of students in the Upper Primary level and 31% of Primary level students in the urban sector also received free education.



**Statement 4.11: Percentage of students receiving 'free education' for different level of current attendance**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	63.2	66.8	64.4
Primary level	80.2	78.8	79.5
Upper primary/middle level	79.1	86.5	80.7
Secondary	51.3	59.5	54.7
Higher secondary	44.9	44.6	44.8
Diploma/certificate (up to secondary and higher secondary level)	34.5	27.5	31.7
Graduate and above level (including diploma/certificate of graduate and above level)	22.6	30.4	25.8
All (pre-primary and above level)	63.2	64.2	63.6
<i>Urban</i>			
Pre-primary level	28.3	13.7	25.8
Primary level	29.0	33.6	31.1
Upper primary/middle level	30.4	35.0	32.6
Secondary	23.6	10.5	19.0
Higher secondary	16.8	14.1	15.4
Diploma/certificate (up to secondary and higher secondary level)	16.6	12.0	14.5
Graduate and above level (including diploma/certificate of graduate and above level)	18.1	25.2	21.3
All (pre-primary and above level)	23.7	24.6	24.1
<i>Rural + Urban</i>			
Pre-primary level	55.3	61.1	57.1
Primary level	72.3	72.5	72.4
Upper primary/middle level	70.1	64.0	68.4
Secondary	42.6	46.8	44.3
Higher secondary	38.5	35.6	37.1
Diploma/certificate (up to secondary and higher secondary level)	29.7	22.5	26.7
Graduate and above level (including diploma/certificate of graduate and above level)	20.9	28.3	24.0
All (pre-primary and above level)	54.1	54.1	54.1

4.7.3 *Free education by type of institution:* In Statement 4.12, percentage of students at pre-primary and above level who received free education is presented for different types of institutions. As can be seen in the statement, 85.5% of students in Government institutions in rural areas and 65.5% in urban areas were receiving 'free education'. In both rural and urban sectors, a slightly higher percentage of female students received free education as compared to male students.

**Statement 4.12: Percentage of students receiving 'free education' in different type of institution**

Type of institution	Percentage		
	Male	Female	Total
<i>Rural</i>			
Government	85.6	85.4	85.5
Private aided	0.6	1.9	1.0
Private unaided	0.0	1.4	0.6
All	63.2	64.2	63.6
<i>Urban</i>			
Government	63.6	68.1	65.5
Private aided	0.8	4.3	2.4
Private unaided	0.5	1.6	0.9
All	23.7	24.6	24.1
<i>Rural + Urban</i>			
Government	82.8	83.1	82.9
Private aided	0.6	3.0	1.6
Private unaided	0.3	1.5	0.8
All	54.1	54.1	54.1

## 4.8 Scholarship/Stipend/Reimbursement

4.8.1 Information was collected on whether a student received or was due to receive any such benefit during the current academic year with respect to the basic course.

4.8.2 *Scholarship/stipend/reimbursement by level of education:* In Statement 4.13, percentage of students of age 3 to 35 years currently attending education at pre-primary and above level receiving scholarship/stipend/reimbursement is presented by level of education. As seen in the statement below, the percentage of students receiving scholarship/stipend/reimbursement was highest at 'diploma/certificate (up to secondary and higher secondary level)' i.e., 90.4% in rural areas and at the 'Graduate and above level (including diploma/certificate of graduate and above level)' i.e., 77.5% in urban areas. It is also observed that females received a greater percentage of the scholarship/stipend/reimbursement as compared to male students in both rural and urban areas.

**Statement 4.13: Percentage of students receiving scholarship/stipend/reimbursement for different level of current attendance**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	0.1	15.4	5.3
Primary level	5.5	9.9	7.6
Upper primary/middle level	10.2	2.3	8.5
Secondary	39.4	25.4	33.6
Higher secondary	69.1	71.8	70.3
Diploma/certificate (up to secondary and higher secondary level)	86.9	95.7	90.4
Graduate and above level (including diploma/certificate of graduate and above level)	85.3	89.5	87.0
All (pre-primary and above level)	29.9	32.6	31.0
<i>Urban</i>			
Pre-primary level	8.6	0.0	7.1
Primary level	7.4	2.9	5.4
Upper primary/middle level	20.3	18.7	19.6
Secondary	28.0	19.5	25.0
Higher secondary	60.4	52.8	56.4
Diploma/certificate (up to secondary and higher secondary level)	56.2	70.2	62.7
Graduate and above level (including diploma/certificate of graduate and above level)	76.8	78.3	77.5
All (pre-primary and above level)	37.4	38.2	37.7
<i>Rural + Urban</i>			
Pre-primary level	2.0	13.7	5.6
Primary level	5.8	8.9	7.3
Upper primary/middle level	12.1	9.5	11.3
Secondary	35.8	23.8	31.1
Higher secondary	67.1	66.2	66.7
Diploma/certificate (up to secondary and higher secondary level)	78.7	87.5	82.4
Graduate and above level (including diploma/certificate of graduate and above level)	82.1	84.9	83.3
All (pre-primary and above level)	31.6	34.0	32.6

4.8.3 *Scholarship/stipend/reimbursement by type of institution:* In Statement 4.14, the percentage of students at pre-primary and above level who received scholarship/stipend/ reimbursement for different types of institutions are presented. 52% of students in Private aided institutions, 27% in Government institutions and 17.7% in Private unaided institutions were receiving scholarship/stipend/reimbursement in rural areas. In urban areas, 44.4% of students in Private unaided institutions, 42.6% in Government institutions and 27.5% in Private aided institutions areas were receiving scholarship/stipend/reimbursement.

**Statement 4.14: Percentage of students receiving scholarship/stipend/reimbursement for different type of institution**

Type of institution	Percentage		
	Male	Female	Total
<i>Rural</i>			
Government	25.4	29.7	27.1
Private aided	47.7	59.7	52.0
Private unaided	26.3	7.9	17.7
All	29.9	32.6	31.0
<i>Urban</i>			
Government	43.3	41.7	42.6
Private aided	22.6	33.0	27.5
Private unaided	46.9	40.8	44.4
All	37.4	38.2	37.7
<i>Rural + Urban</i>			
Government	27.7	31.2	29.1
Private aided	39.1	47.7	42.6
Private unaided	37.8	24.8	32.0
All	31.6	34.0	32.6

**4.9 Free/Subsidized Textbooks**

4.9.1 *Free/subsidized textbooks by level of education:* Information was collected on whether a student received free/subsidized textbooks for the basic course during the current academic year. Estimates of percentage of students of age 3 to 35 years currently attending education at pre-primary and above level who received free/subsidized textbooks is presented in *Statement 4.15*.

4.9.2 As seen in the statement below, about 53% of students in the rural sector and about 15% in the urban sector received free/subsidized textbooks from pre-primary level of education up to graduate and above. In both rural and urban sectors, students at the Primary level received the most number of free/subsidized textbooks followed by those at the Upper primary/middle level.

**Statement 4.15: Percentage of students who received free/subsidised textbooks for different level of current attendance**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	57.9	53.8	56.6
Primary level	78.3	79.0	78.6
Upper primary/middle level	71.6	57.7	68.6
Secondary	38.1	30.8	35.1
Higher secondary	17.4	6.4	12.6
Diploma/certificate (up to secondary and higher secondary level)	21.3	5.2	14.8
Graduate and above level (including diploma/certificate of graduate and above level)	7.0	9.7	8.1
All (pre-primary and above level)	54.2	50.5	52.8
<i>Urban</i>			
Pre-primary level	4.4	4.2	4.4
Primary level	24.2	28.0	25.9
Upper primary/middle level	23.1	19.0	21.1
Secondary	20.7	6.4	15.7
Higher secondary	3.2	6.5	5.0
Diploma/certificate (up to secondary and higher secondary level)	5.5	8.0	6.7
Graduate and above level (including diploma/certificate of graduate and above level)	5.5	15.4	9.9
All (pre-primary and above level)	14.5	16.0	15.2

<i>Rural + Urban</i>			
Pre-primary level	45.8	48.5	46.6
Primary level	70.0	71.8	70.9
Upper primary/middle level	62.6	40.8	56.5
Secondary	32.6	24.5	29.4
Higher secondary	14.1	6.4	10.6
Diploma/certificate (up to secondary and higher secondary level)	17.0	6.1	12.5
Graduate and above level (including diploma/certificate of graduate and above level)	6.5	12.0	8.8
All (pre-primary and above level)	45.1	41.7	43.7

4.9.3 *Free/subsidized textbooks by type of institution:* In the following *Statement 4.16*, percentage of students at pre-primary and above level of education who received free/subsidized textbooks is presented for different type of institutions. A high percentage of students in the Government institutions in the both rural (68.6%) and urban sectors (31.5%) were seen to receive free/subsidized textbooks, followed by those in Private aided institutions (rural: 11%, urban: 7.5%).

**Statement 4.16: Percentage of students receiving free/subsidised textbooks in different type of institution**

Type of institution	Percentage		
	Male	Female	Total
<i>Rural</i>			
Government	72.3	63.1	68.6
Private aided	22.6	21.0	11.0
Private unaided	0.0	0.6	0.3
All	54.2	50.5	52.8
<i>Urban</i>			
Government	28.6	35.7	31.5
Private aided	7.6	7.4	7.5
Private unaided	4.9	4.9	4.9
All	14.5	16.0	15.2
<i>Rural + Urban</i>			
Government	66.7	59.5	63.8
Private aided	6.1	14.9	9.6
Private unaided	2.8	2.8	2.8
All	45.1	41.7	43.7

#### 4.10 Free/Subsidized Stationery

4.10.1 *Free/subsidized stationery by level of education:* Information was collected on whether a student received free/subsidized stationery for the purpose of the basic course during the current academic year. Percentage of students aged 3 to 35 years currently attending education at pre-primary and above level receiving free/subsidized stationery is presented in *Statement 4.17*.

4.10.2 As seen in the following statement, an average of 28.4% of students in rural areas and about 10% in urban areas received free/subsidized stationery. Also, students in the Primary level accounted for the highest percentage of those who received free/subsidized stationeries in both rural and urban sectors.

**Statement 4.17: Percentage of students who received free/subsidised stationery for different level of current attendance**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	39.5	38.9	39.3
Primary level	44.9	55.1	49.8
Upper primary/middle level	26.3	3.5	21.5
Secondary	15.7	11.2	13.8



Higher secondary	0.3	0.0	0.2
Diploma/certificate (up to secondary and higher secondary level)	12.3	5.2	9.4
Graduate and above level (including diploma/certificate of graduate and above level)	1.2	9.2	4.5
All (pre-primary and above level)	26.6	31.0	28.4
<i>Urban</i>			
Pre-primary level	3.4	4.2	3.5
Primary level	13.5	12.5	13.0
Upper primary/middle level	17.2	8.0	12.8
Secondary	13.0	8.2	11.4
Higher secondary	4.3	6.5	5.5
Diploma/certificate (up to secondary and higher secondary level)	1.7	2.5	2.1
Graduate and above level (including diploma/certificate of graduate and above level)	6.3	15.2	10.3
All (pre-primary and above level)	9.9	9.9	9.9
<i>Rural + Urban</i>			
Pre-primary level	31.3	35.2	32.5
Primary level	40.1	49.1	44.4
Upper primary/middle level	24.7	5.5	19.3
Secondary	14.8	10.4	13.1
Higher secondary	1.3	1.9	1.6
Diploma/certificate (up to secondary and higher secondary level)	9.5	4.3	7.3
Graduate and above level (including diploma/certificate of graduate and above level)	3.1	11.7	6.8
All (pre-primary and above level)	22.8	25.6	24.0

4.10.3 *Free/subsidized stationery by type of institution:* In Statement 4.18, percentage of students at pre-primary level and above receiving free/subsidized stationery is presented for different types of institutions. As shown below, 35.7% of students in the Government institutions and 11% in Private aided institutions received free/subsidized stationery in the rural sector. In urban sector, 16.7% of students in the Government institutions, 7.8% in Private aided institutions and 4.1% in the Private unaided institutions received free/subsidized stationery.

**Statement 4.18: Percentage of students receiving free/subsidised stationery in different type of institution**

Type of institution	Percentage		
	Male	Female	Total
<i>Rural</i>			
Government	34.8	37.0	35.7
Private aided	22.6	21.0	11.0
Private unaided	0.0	0.1	0.0
All	26.6	31.0	28.4
<i>Urban</i>			
Government	15.8	18.1	16.7
Private aided	8.2	7.4	7.8
Private unaided	4.5	3.6	4.1
All	9.9	9.9	9.9
<i>Rural + Urban</i>			
Government	32.3	34.5	33.2
Private aided	6.4	14.9	9.8
Private unaided	2.5	1.9	2.2
All	22.8	25.6	24.0

**4.11 Mid-day meal/tiffin/nutrition**

4.11.1 Information on mid-day meal/tiffin/nutrition was collected for those students of age 3 to 35 years currently attending the basic course in pre-primary level up to secondary level of education. Percentage of students who received free mid-day meal/tiffin/nutrition attending Government institutions is presented in Statement 4.19.

**Statement 4.19: Percentage of students receiving free mid-day meal/tiffin/nutrition for those attending Government institutions**

Level of current attendance	Rural			Urban			Rural + Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-primary level	91.4	76.1	86.1	8.4	100.0	12.2	81.8	76.3	80.0
Primary level	92.7	96.8	94.6	47.3	59.8	53.4	90.0	94.5	92.1
Upper primary/ middle level	91.7	54.4	83.4	34.0	21.1	27.3	87.1	46.3	76.5
Secondary level	32.4	14.7	24.6	32.0	16.7	28.5	32.3	14.8	25.2

4.11.2 At the pre-primary level, 80% of students attending Government institutions received free mid-day meal/tiffin/nutrition in both sectors while 92% of students at Primary level, 76.5% at Upper primary/middle level and 25.2% at Secondary level received the same. It can also be observed that, on average, a higher proportion of students at all levels of education in the rural sector received free mid-day meal/tiffin/nutrition as compared to their urban counterparts.

4.11.3 *Statement 4.20* presents the percentage of students reporting provision of free mid-day meal/tiffin/nutrition and their percentage distribution by agency that provided the same. It can be observed from the following statement that out of the 48.2% of students reporting that free mid-day meal/tiffin/nutrition was provided to them in the rural sector, 97.3% of the same were by Government institutions. In urban sectors, out of the 9.3% of students reporting receipt of free mid-day meal/tiffin/nutrition, 90.3% were from Government institutions.

**Statement 4.20: Percentage of students reporting that free mid-day meal/tiffin/nutrition was provided by the institution and their percentage distribution by agency that provided free mid-day meal/tiffin/nutrition**

Description	Percentage			
	Male	Female	Total	
<i>Rural</i>				
Percentage of students reporting that free mid-day meal/tiffin/nutrition was provided by the institution	50.2	45.2	48.2	
Percentage distribution of students by agency that provided free mid-day meal/tiffin/nutrition	Government	97.2	97.4	97.3
	Others	2.8	2.6	2.7
	all	100.0	100.0	100.0
<i>Urban</i>				
Percentage of students reporting that free mid-day meal/tiffin/nutrition was provided by the institution	9.7	8.8	9.3	
Percentage distribution of students by agency that provided free mid-day meal/tiffin/nutrition	Government	83.7	99.8	90.3
	Others	16.3	0.2	9.7
	all	100.0	100.0	100.0
<i>Rural + Urban</i>				
Percentage of students reporting that free mid-day meal/tiffin/nutrition was provided by the institution	40.9	35.9	38.9	
Percentage distribution of students by agency that provided free mid-day meal/tiffin/nutrition	Government	96.5	97.5	96.9
	Others	3.5	2.5	3.1
	all	100.0	100.0	100.0

**4.12 Use of public transport to attend school/institution and receipt of concession**

4.12.1 Information on mode of transportation to/from school/institution used by the student to attend basic course in the current academic year was collected and those using public transport, information was collected on whether received concession for availing the same.

4.12.2 Percentage distribution of students by different modes of transport used for attending the basic course in the school/institution in the current academic year along with students using public transport who received concession are given in *Statement 4.21*. About 84% of students in both rural and urban sectors combined attended their school/institution 'on foot' and 5.5% of them used the 'school/institution bus' while about 7% used public transport and 2.9% used 'other' means of transport.

**Statement 4.21: Percentage distribution of students by different modes of transport used for attending school/institution and percentage of students using public transport who received concession**

Gender	Mode of transport						Percentage of students using public transport who received concession
	On foot	School/institution bus	Public transport	Bicycle	Others	All	
<i>Rural</i>							
Male	88.7	2.2	3.3	1.2	4.6	100.0	1.5
Female	89.5	2.2	6.5	0.0	1.7	100.0	1.1
Total	89.0	2.2	4.6	0.7	3.4	100.0	1.3
<i>Urban</i>							
Male	67.7	15.3	15.3	0.6	1.1	100.0	2.3
Female	67.0	16.4	14.9	0.0	1.8	100.0	2.3
Total	67.4	15.8	15.1	0.3	1.4	100.0	2.3
<i>Rural + Urban</i>							
Male	83.9	5.2	6.1	1.1	3.8	100.0	2.0
Female	83.8	5.8	8.6	0.0	1.7	100.0	1.6
Total	83.8	5.5	7.1	0.6	2.9	100.0	1.8

### 4.13 Private coaching

4.13.1 Information was collected on whether the student was taking/had taken private coaching relating to the basic course. It may be noted that private coaching might be taken by a student individually or in a group, at home or in any other place, by a single or more tutors. If a person was pursuing one basic course and another course (other than basic course), then the student was considered as taking/having taken private coaching in the basic course.

4.13.2 Percentage of students who were taking/had taken private coaching relating to the basic course for different level of current attendance in the basic course is given in *Statement 4.22*. In rural sector, 18.7% of students were taking/had taken private coaching relating to their basic course over different levels of education whereby, 36% of them were from the Pre-primary level. In urban sector, 14.1% of students were taking/had taken private coaching relating to their basic course over different levels of education and the highest *i.e.*, 29.3% of the same were from Upper primary/middle level.

**Statement 4.22: Percentage of students who was taking/had taken private coaching relating to the basic course for different level of current attendance in the basic course**

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary level	54.2	0.0	36.0
Primary level	12.2	23.1	17.4
Upper primary/middle level	31.6	3.9	25.8
Secondary	29.1	20.7	25.7
Higher secondary	1.2	26.1	12.0
Diploma/certificate (up to secondary and higher secondary level)	11.3	9.5	10.6
Graduate and above level (including diploma/certificate of graduate and above level)	9.3	5.8	7.9
All (pre-primary and above level)	19.7	17.2	18.7
<i>Urban</i>			
Pre-primary level	0.0	10.6	1.9
Primary level	5.2	13.4	8.9
Upper primary/middle level	25.7	33.3	29.3
Secondary	14.3	19.9	16.3
Higher secondary	18.3	23.0	20.7

Diploma/certificate (up to secondary and higher secondary level)	16.1	17.9	17.0
Graduate and above level (including diploma/certificate of graduate and above level)	5.9	1.9	4.1
All (pre-primary and above level)	12.0	16.8	14.1
<i>Rural + Urban</i>			
Pre-primary level	41.9	1.1	29.5
Primary level	11.1	21.7	16.2
Upper primary/middle level	30.5	16.8	26.7
Secondary	24.5	20.5	22.9
Higher secondary	5.1	25.2	14.3
Diploma/certificate (up to secondary and higher secondary level)	12.6	12.2	12.5
Graduate and above level (including diploma/certificate of graduate and above level)	8.0	4.2	6.4
All (pre-primary and above level)	17.9	17.1	17.6

#### 4.14 Nature of change in educational institution

4.14.1 Changes in educational institution with respect to the basic course of the students during 365 days prior to the date of survey were captured in this survey. In case of more than one change of educational institution during the last 365 days, the last/latest change was considered. In *Statement 4.23*, percentage distribution of students by nature of change in educational institution is given.

4.14.2 In rural areas, nearly 94% of students reported 'no change' in educational institution while 4.6% reported change from 'private to private' institutions. In urban areas, 96.5% students reported 'no change' in educational institution while 1.5% of students reported change from 'private to government' institutions. In the combined Rural + Urban sector, 94.4% of students had 'no change' of educational institutions during the reference period.

#### Statement 4.23: Percentage distribution of students by nature of change in educational institution

Level of current attendance	Percentage		
	Male	Female	Total
<i>Rural</i>			
government to private	0.4	0.0	0.3
private to government	0.3	1.4	0.7
government to government	0.8	0.5	0.7
private to private	5.5	3.1	4.6
no change	93.0	95.0	93.8
All	100.0	100.0	100.0
<i>Urban</i>			
government to private	0.4	0.1	0.3
private to government	1.9	1.1	1.5
government to government	0.9	0.7	0.8
private to private	1.2	0.5	0.9
no change	95.7	97.6	96.5
All	100.0	100.0	100.0
<i>Rural + Urban</i>			
government to private	0.4	0.0	0.3
private to government	0.6	1.3	0.9
government to government	0.8	0.5	0.7
private to private	4.5	2.4	3.7
no change	93.6	95.7	94.4
All	100.0	100.0	100.0

#### 4.15 Expenditure on education

4.15.1 Information relating to expenditure on basic course during the current academic year, expenditure on courses other than basic course during the current academic year and expenditure on preparation for higher/additional studies during last 365 days are presented for students of age 3 to 35 years in *Statement 4.24*. In NSS 75<sup>th</sup> round, students residing in students' hostels were listed as a *single member household* and expenditure



on education was collected from the students forming such single member household.

4.15.2 In the following statement, it can be seen that on average, expenditure per student was Rs. 24359 for 'Technical/professional course' and Rs. 8703 for 'General course' in the combined Rural + Urban sectors. On average, expenditure per student was seen to be higher for female students in both sectors for all type of courses.

**Statement 4.24: Expenditure (Rs.) per student on education relating to basic course during the current academic year**

Type of course	Average expenditure(Rs.)		
	Male	Female	Total
<i>Rural</i>			
General course	6577	8119	7197
Technical/professional course	22321	26422	23957
Any course (general or technical/professional course)	9025	10935	9792
<i>Urban</i>			
General course	13676	14445	14008
Technical/professional course	26496	23579	25176
Any course (general or technical/professional course)	16675	16724	16696
<i>Rural + Urban</i>			
General course	8086	9596	8703
Technical/professional course	23612	25405	24359
Any course (general or technical/professional course)	10779	12415	11449

4.15.3 *Components of expenditure on education in basic course:* Expenditure on education on the general course and technical/professional course were recorded for the following components of expenditure:

- course fee including tuition fee, examination fee, development fee and other compulsory payments
- books, stationery and uniform
- transport
- private coaching
- other expenses

Statement 4.25 presents the average expenditure on basic course per student during academic year pursuing general course by items of expenditure for each gender and sector. As seen in the statement below, 'course fee' as an item of expenditure for pursuing general course was highest for both rural (Rs. 3902) and urban sectors (Rs. 7479), followed by 'books, stationery and uniform' (rural: Rs. 1752, urban: Rs. 3011). Average expenditure on 'transport' was the least for rural sector (Rs. 84) while 'private coaching' as an item of expenditure was the least for urban sector (Rs. 546).

**Statement 4.25: Average expenditure (Rs.) on basic course per student during current academic year pursuing general course by items of expenditure**

Items of expenditure (Rs.)	Male	Female	Total
<i>Rural</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	3437	4594	3902
Books, stationary and uniform	1720	1800	1752
Transport	82	88	84
Private coaching	617	651	631
Other expenses	721	987	828
All items	6577	8119	7197
<i>Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	7492	7461	7479
Books, stationary and uniform	2924	3126	3011
Transport	1473	1629	1540

Private coaching	451	671	546
Other expenses	1337	1558	1432
All items	13676	14445	14008
<i>Rural + Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	4299	5263	4693
Books, stationary and uniform	1976	2109	2031
transport	377	448	406
Private coaching	582	655	612
Other expenses	852	1120	961
All items	8086	9596	8703

**Statement 4.26: Average expenditure (Rs.) on basic course per student during current academic year pursuing technical/professional course by items of expenditure**

Items of expenditure (Rs.)	Male	Female	Total
<i>Rural</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	12375	16730	14113
Books, stationary and uniform	5075	4919	5013
Transport	746	634	701
Private coaching	436	241	358
Other expenses	3689	3899	3773
All items	22321	26422	23957
<i>Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	16585	14099	15461
Books, stationary and uniform	4758	4592	4683
Transport	1187	1228	1206
Private coaching	630	488	566
Other expenses	3336	3172	3262
All items	26496	23579	25176
<i>Rural + Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	13677	15789	14557
Books, stationary and uniform	4977	4802	4904
Transport	882	846	867
Private coaching	496	329	426
Other expenses	3580	3639	3604
All items	23612	25405	24359

4.15.4 As seen in *Statement 4.26*, the average expenditure on 'course fee' for pursuing technical/professional course was highest in both rural (Rs. 14113) and urban areas (Rs. 15461), followed by 'books, stationery and uniform' (rural: Rs. 5013, urban: Rs. 4683). Average expenditure in 'private coaching' was the least in pursuing technical/professional courses for both sectors *i.e.*, rural: Rs. 358, urban: Rs. 566 during current academic year.

4.15.5 *Statement 4.27* shows the average expenditure on basic course per student during current academic year pursuing any course by items of expenditure. As per the statement, 'course fee' captured the maximum expenses in pursuing any course in both rural (Rs. 5483) and urban sectors (Rs. 9400) while average expenditure on 'transport' in rural sector (Rs. 180) and 'private coaching' in urban sector (Rs. 551) were the least.

**Statement 4.27: Average expenditure (Rs.) on basic course per student during current academic year pursuing any course by items of expenditure**

Items of expenditure (Rs.)	Male	Female	Total
<i>Rural</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	4826	6462	5483
Books, stationary and uniform	2242	2280	2257
Transport	185	172	180
Private coaching	589	588	588
Other expenses	1183	1435	1284
All items	9025	10935	9792
<i>Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	9619	9117	9400
Books, stationary and uniform	3353	3491	3413
Transport	1406	1529	1460
Private coaching	493	626	551
Other expenses	1804	1961	1873
All items	16675	16724	16696
<i>Rural + Urban</i>			
Course fee including tuition fee, examination fee, development fee and other compulsory payments	5925	7140	6423
Books, stationary and uniform	2497	2589	2535
Transport	465	519	487
Private coaching	567	597	579
Other expenses	1325	1569	1425
All items	10779	12415	11449

4.15.6 *Expenditure on education in basic course by level of education:* In Statement 4.28, average expenditure relating to basic course per student pursuing general course during the current academic year for each level of current attendance is presented and the corresponding estimates for technical/professional courses is presented in Statement 4.29.

4.15.7 As seen in Statement 4.28, the average expenditure at 'Post graduate and above' level of education accounts for the highest expenditure in both rural (Rs. 20153) and urban (Rs. 29764) sectors, followed by expenditure at 'Graduate' level (rural: Rs. 15008, urban: Rs. 22800).

**Statement 4.28: Average expenditure (Rs.) relating to basic course per student pursuing general course during the current academic year for each level of current attendance**

Level of current attendance	Average expenditure (Rs.)		
	Male	Female	Total
<i>Rural</i>			
Pre-primary	5177	4408	4918
Primary	3934	5667	4765
Upper primary/middle	5654	4176	5342
Secondary	12427	9970	11416
Higher secondary	9656	21438	14621
Diploma/certificate below graduate	0	0	0
Diploma/certificate graduate and above	0	0	0
Graduate	13993	16248	15008
Post graduate and above	21269	18893	20153
All	6577	8119	7197
<i>Urban</i>			
Pre-primary	12510	9663	12021
Primary	10526	10359	10450
Upper primary/middle	10780	9482	10160
Secondary	12917	15635	13857

Higher secondary	16698	22758	19835
Diploma/certificate below graduate	0	0	0
Diploma/certificate graduate and above	0	0	0
Graduate	21732	24353	22800
Post graduate and above	35855	24688	29764
All	13676	14445	14008
<i>Rural + Urban</i>			
Pre-primary	6837	4970	6267
Primary	4946	6327	5603
Upper primary/middle	6603	6499	6574
Secondary	12582	11435	12132
Higher secondary	11337	21855	16046
Diploma/certificate below graduate	0	0	0
Diploma/certificate graduate and above	0	0	0
Graduate	17031	19101	17930
Post graduate and above	26968	21587	24266
All	8086	9596	8703

4.15.8 The statement below shows that the average expenditure per student pursuing technical/professional course was highest at the level of 'postgraduate and above' in both rural (Rs. 34849) and urban sectors (Rs. 61099). Also, the lowest average expenditure was seen at the level of 'diploma/certificate (below graduate level)' for both rural (Rs. 19922) and urban sectors (Rs. 21637).

**Statement 4.29: Average expenditure (Rs.) relating to basic course per student pursuing technical/professional course during the current academic year for each level of attendance**

Level of attendance	Average expenditure (Rs.)		
	Male	Female	Total
<i>Rural</i>			
Below graduate (excluding diploma/certificate)	15664	33447	24988
Diploma/certificate (below graduate level)	18314	22326	19922
Diploma/certificate (graduate & above level)	24399	34181	28749
Graduate	31896	18664	28164
Postgraduate and above	29961	46693	34849
All	22321	26422	23957
<i>Urban</i>			
Below graduate (excluding diploma/certificate)	11636	22956	18206
Diploma/certificate (below graduate level)	20065	23442	21637
Diploma/certificate (graduate & above level)	26701	22958	25171
Graduate	26226	22421	24291
Postgraduate and above	78876	34151	61099
All	26496	23579	25176
<i>Rural + Urban</i>			
Below graduate (excluding diploma/certificate)	15160	31854	24044
Diploma/certificate (below graduate level)	18784	22686	20421
Diploma/certificate (graduate & above level)	25376	29816	27285
Graduate	30455	20441	26876
Postgraduate and above	55272	38773	49483
All	23612	25405	24359

4.15.9 *Expenditure on education in basic course by type of institution:* In *Statement 4.30*, average expenditure relating to basic course per student pursuing general course during current academic year by level of current attendance and type of institution is presented and the corresponding estimates for technical/professional courses are presented in *Statement 4.31*.

4.15.10 As seen in *Statement 4.30*, average expenditures were highest in Private aided institutions in the combined Rural + Urban sector (Rs. 18937), followed by Private unaided institutions (Rs. 15047) and



Government institutions (Rs. 4031). Under Government institutions, average expenditures were highest at the highest level of education (post graduate & above) and gradually declined at lower levels of education except at 'pre-primary' level. Under Private aided institutions, 'Higher secondary' level of education claimed the highest average expenditure in rural sector and correspondingly, 'Post graduate and above' level in the urban sector. Under Private unaided institutions, highest average expenditure in rural sector was at 'Graduate' level of education and the same in urban sector was at 'Post graduate and above' level.

**Statement 4.30: Average expenditure (Rs.) per student pursuing general course by level of current attendance and type of institution**

Level of attendance	Average expenditure(Rs.)		
	Rural	Urban	Rural + Urban
<i>Government institution</i>			
Pre-primary	3099	6187	3352
Primary	1897	3097	1970
Upper primary/middle	3034	5198	3298
Secondary	4674	5083	4737
Higher secondary	8717	8399	8679
Graduate	12496	16542	14089
Post graduate and above	19143	21187	19815
All	3591	7612	4031
<i>Private aided institution</i>			
Pre-primary	8804	13816	10211
Primary	20412	14521	18521
Upper primary/middle	16055	10794	13608
Secondary	23007	17471	20839
Higher secondary	35381	25245	31120
Graduate	20408	15778	20055
Post graduate and above	21284	28056	22781
All	20643	15964	18937
<i>Private unaided institution</i>			
Pre-primary	6653	14039	9860
Primary	9480	12712	10861
Upper primary/middle	11175	14742	13631
Secondary	14652	15840	15366
Higher secondary	15842	22527	20342
Graduate	17696	35021	25245
Post graduate and above	9700	36403	36187
All	11403	18238	15047

4.15.11As presented in the following statement, it is seen that average expenditure per student pursuing technical/professional course during current academic year were highest in Private aided institutions (Rs. 31025), followed by Private unaided institutions (Rs. 27397) and Government institutions (Rs. 21015) in the combined Rural + Urban sector. For such technical/professional courses, the average expenditure per student was seen to be highest at 'post graduate and above' level for both Government (Rs. 33913) and Private aided institutions (Rs. 80457), while 'diploma/certificate (graduate & above)' level (Rs. 40071) claimed the highest expenditure under Private unaided institutions.

**Statement 4.31: Average expenditure (Rs.) per student pursuing technical/professional course during the current academic year by level of attendance and type of institution**

Level of attendance	Average expenditure(Rs.)		
	Rural	Urban	Rural + Urban
<i>Government institution</i>			
below graduate (excluding diploma/certificate)	17124	12274	16516
diploma/certificate (below graduate level)	15170	15713	15275
diploma/certificate (graduate & above)	28491	18334	25598
graduate	27337	25079	26786
post graduate and above	35235	31188	33913
All	21614	19013	21015
<i>Private aided institution</i>			
below graduate (excluding diploma/certificate)	37422	31341	36966
diploma/certificate (below graduate level)	30155	26532	28945
diploma/certificate (graduate & above)	30976	25989	27251
graduate	46362	21883	28563
post graduate and above	31157	87502	80457
All	32032	29871	31025
<i>Private unaided institution</i>			
below graduate (excluding diploma/certificate)	0	20728	20728
diploma/certificate (below graduate level)	20005	22980	21893
diploma/certificate (graduate & above)	31052	47799	40071
graduate	22965	32147	24845
post graduate and above	0	33890	33890
All	23885	30053	27397

4.15.12 *Expenditure on education in basic course by type of institution and type of course:* In Statement 4.32, average expenditure relating to basic course per student pursuing general course during the current academic year by type of institution and type of general course is presented and the corresponding estimates for technical/professional course by type of technical/professional course are presented in Statement 4.33.

4.15.13 The average expenditure per student pursuing general course was seen to be highest for Science stream in Private aided institutions (Rs. 36970) in the rural sector, while the same was highest for Commerce stream in Private unaided institutions (Rs. 36108) in urban sector. The rural-urban disparity was seen across all type of institutions whereby, average expenditure in Government and Private unaided institutions were higher in the urban sector than the rural sector and that of Private aided institutions higher in the rural than urban sector.

**Statement 4.32: Average expenditure (Rs.) per student pursuing general course during the current academic year by type of institution and type of course/stream**

Type of course/stream	Average expenditure (Rs.)		
	Type of institution		
	Government	Private aided	Private unaided
<i>Rural</i>			
Courses up to X	2568	18806	9989
Humanities	9438	32824	17518
Science	17846	36970	14635
Commerce	6990	19056	14000
All	3591	20643	11403
<i>Urban</i>			
Courses up to X	4437	14255	13934
Humanities	15351	24584	22746
Science	13320	27610	25454
Commerce	10776	29509	36108

All	7612	15964	18238
<i>Rural + Urban</i>			
Courses up to X	2734	17116	12001
Humanities	10646	29793	19910
Science	16390	31844	15603
Commerce	9019	21015	35733
All	4031	18937	15047

4.15.14 The types/streams of technical/professional courses on which the following statement is presented includes (i) Medicine (ii) Engineering (iii) Law (iv) Management (v) IT/computer courses (vi) Courses from ITI/recognized vocational institutes and (vii) Others. The category 'Others' include 'agriculture', 'education', 'chartered accountancy and similar courses' and the residual 'technical and professional courses'.

4.15.15 As seen in *Statement 4.33*, the average expenditure per student pursuing technical/professional course during the current academic year was highest in Private aided institutions for 'Law' courses (Rs. 73540), followed by 'Management' courses in the Private unaided institutions (Rs. 72000) in the rural sector. In the urban sector, the average expenditure for technical/professional course during the current academic year was highest for 'Law' courses in Private aided institutions (Rs. 99650), followed by 'Law' in Private unaided institutions (Rs. 54309).

**Statement 4.33: Average expenditure (Rs.) per student pursuing technical/professional course during the current academic year by type of institution and type of course/stream**

Type of course/stream	Average expenditure (Rs.)		
	Type of institution		
	Government	Private aided	Private unaided
<i>Rural</i>			
Medicine	14042	31935	22022
Engineering	20386	46391	20807
Law	30301	73540	0
Management	29000	21286	72000
IT/computer courses	13442	15845	18349
Courses from ITI/recognized vocational institutes	17347	19516	16205
Others	29700	30950	23116
All	21614	32032	23885
<i>Urban</i>			
Medicine	15028	24726	28260
Engineering	25894	34528	15352
Law	28442	99650	54309
Management	27664	52241	41531
IT/computer courses	21929	24150	26489
Courses from ITI/recognized vocational institutes	12744	13128	35775
Others	18266	25740	42544
All	19013	29871	30053
<i>Rural + Urban</i>			
Medicine	14260	28686	28045
Engineering	21985	37270	19023
Law	30203	93890	54309
Management	28488	33517	54939
IT/computer courses	20650	22095	20798
Courses from ITI/recognized vocational institutes	15736	15377	21220
Others	27785	29114	28026
All	21015	31025	27397

4.15.16 *Source of funding the expenditure on the basic course during current academic year:* Information on the first major source and second major source (if any) of funding the expenditure of the basic course during the current academic year was collected in this survey. In *Statement 4.34*, percentage of students pursuing basic course reporting different sources of expenditure are given along with the percentage of students who reported only one source of funding the expenditure.

4.15.17 As seen in the statement below, 61% of students in rural areas reported only one source of funding while 80.6% of the same in urban areas reported only one source of funding the expenditure on basic course. Among the stated sources, 76.8% of students were 'funded by other household members' while 18.3% were 'funded by erstwhile household members' in rural areas. In urban areas, 77.5% of students reported 'funded by other household members' as a source of funding expenditures for students pursuing basic course, followed by 15.7% being 'funded by erstwhile household members'.

**Statement 4.34: Percentage of students pursuing basic course reporting different sources of expenditure and percentage of students who reported only one source of funding the expenditure on basic course**

Source of funding the expenditure on basic course	Percentage		
	Male	Female	Total
<i>Rural</i>			
Funded from the earning of the student	2.1	2.0	2.0
Funded by other household members	76.5	77.2	76.8
Funded by erstwhile household members	18.8	17.6	18.3
Received as gifts from friends/relatives	17.0	17.5	17.2
Scholarships from educational institution	0.4	0.5	0.4
Scholarships from government	4.8	5.4	5.0
Scholarships from charitable and other organisations	0.0	0.0	0.0
Educational loan	0.0	0.0	0.0
Other loan	1.3	2.5	1.8
Others	17.4	17.3	17.4
Percentage of students reporting only one source of funding the expenditure on basic course	61.7	60.0	61.0
<i>Urban</i>			
Funded from the earning of the student	1.0	1.2	1.1
Funded by other household members	77.9	77.1	77.5
Funded by erstwhile household members	15.9	15.4	15.7
Received as gifts from friends/relatives	5.6	4.2	5.0
Scholarships from educational institution	0.3	0.3	0.3
Scholarships from government	3.3	3.0	3.2
Scholarships from charitable and other organisations	0.8	0.2	0.5
Educational loan	0.2	0.2	0.2
Other loan	2.8	1.9	2.4
Others	13.4	13.5	13.5
Percentage of students reporting only one source of funding the expenditure on basic course	78.8	83.0	80.6
<i>Rural + Urban</i>			
Funded from the earning of the student	1.8	1.8	1.8
Funded by other household members	76.8	77.2	77.0
Funded by erstwhile household members	18.1	17.0	17.7
Received as gifts from friends/relatives	14.4	14.1	14.3
Scholarships from educational institution	0.3	0.5	0.4
Scholarships from government	4.4	4.8	4.6
Scholarships from charitable and other organisations	0.2	0.0	0.1
Educational loan	0.1	0.1	0.1
Other loan	1.7	2.3	1.9
Others	16.5	16.3	16.4
Percentage of students reporting only one source of funding the expenditure on basic course	65.6	65.9	65.7



# CHAPTER FIVE

## PERSONS CURRENTLY NOT ATTENDING EDUCATION

**5.0** In this chapter various indicators for persons of age 3 to 35 years who are currently not attending education are presented. These are the persons who either never enrolled or ever enrolled but currently not attending.

In respect of ever enrolled persons who are currently not attending, estimates related to reason for not attending, preparation for higher/additional studies and related expenditure and drop-outs are presented in this chapter.

### **5.1 Persons who ever enrolled but currently not attending and persons who never enrolled**

**5.1.1** *Persons who ever enrolled but currently not attending for each quintile class of Usual Monthly Per Capita Expenditure (UMPCE):* In Statement 5.1, percentage of persons who ever enrolled but are currently not attending among persons of age 3 to 35 years are presented for each quintile class of UMPCE. As seen in the statement, the percentage of persons ever enrolled but currently not attending was highest in the UMPCE quintile class 0-20 for both genders in the rural sector, with the average of females (45.1%) being higher than that of males (33.7%). In the urban sector, persons who ever enrolled but currently not attending was highest in the quintile class 0-20 for males (48.4%) and in quintile class 40-60 for females (44.8%), with the average of females (39.5%) being higher than males (37.7%).

**Statement 5.1: Percentage of persons who ever enrolled but currently not attending among persons of age 3 to 35 years for each quintile class of UMPCE**

UMPCE Quintile Class	Percentage	
	Male	Female
<i>Rural</i>		
0-20	47.4	57.8
20-40	30.8	49.5
40-60	39.1	53.8
60-80	22.2	30.5
80-100	28.5	31.7
All	33.7	45.1
<i>Urban</i>		
0-20	48.4	42.7
20-40	42.7	35.9
40-60	22.2	44.8
60-80	36.6	40.6
80-100	36.4	33.0
All	37.7	39.5

**5.1.2** *Persons who ever enrolled but currently not attending for different age groups:* In Statement 5.2, percentage of persons who were ever enrolled but currently not attending among persons of age 3 to 35 years are presented for different age groups. It can be seen from the statement below that, on average, about 97% of both males and females in the age group 30-35 years were ever enrolled but currently not attending in the combined Rural + Urban sectors. It was also evident that the lower the age (from age 30-35 years to 11-13 years), the lower was the percentage of persons who ever enrolled but currently not attending.

**Statement 5.2: Percentage of persons who ever enrolled but currently not attending for different age groups**

Age group	Percentage					
	Rural		Urban		Rural + Urban	
	Male	Female	Male	Female	Male	Female
3-5	0.0	0.0	0.0	0.0	0.0	0.0
6-10	0.0	3.0	0.2	8.2	0.1	3.8
11-13	0.1	0.0	11.1	2.2	2.2	0.8
14-15	5.4	4.2	9.3	4.1	6.7	4.2
16-17	28.9	32.2	8.1	5.6	22.9	26.0
18-24	36.3	55.3	30.9	34.3	34.7	49.2
25-29	97.8	94.4	85.6	88.8	94.5	92.8
5-29	26.1	38.5	28.9	35.3	26.8	37.7
30-35	97.5	97.4	93.3	94.7	96.3	97.0
3-35	33.7	45.1	37.7	39.5	34.7	43.7

5.1.3 *Person who never enrolled:* In Statement 5.3, percentage of persons who never enrolled among persons of age 3 to 35 years are presented for each quintile class of Usual Monthly Per Capita Expenditure (UMPCE). In the rural sector, the percentage of males who never enrolled was highest in the UMPCE quintile class 60-80 (7.2%) while the same for females was in quintile class 0-20 (8.8%). In the urban sector, percentage of persons who never enrolled was highest in the UMPCE quintile class 0-20 for both males (9.7%) and females (15.3%). On average, 4.9% of persons between the age 3 to 35 years had never enrolled.

**Statement 5.3: Percentage of persons who never enrolled among persons of age 3 to 35 years for each quintile class of UMPCE**

UMPCE Quintile Class	Percentage	
	Male	Female
<i>Rural</i>		
0-20	1.4	8.8
20-40	6.3	2.3
40-60	4.2	3.1
60-80	7.2	7.4
80-100	1.1	0.8
All	4.3	4.6
<i>Urban</i>		
0-20	9.7	15.3
20-40	2.5	1.4
40-60	1.7	3.5
60-80	3.8	3.7
80-100	3.7	7.1
All	4.5	6.2

5.1.4 *Reason for currently not attending for persons who ever enrolled but currently not attending:* For persons who were ever enrolled but currently not attending education, major reason for currently not attending education were collected. If there were multiple reasons, then the major reason as indicated by the respondent was considered.

In Statement 5.4, nearly 35% of males and about 44% of females in the combined sector (Rural + Urban) were those who ever enrolled but currently not attending education. Among reasons cited for those who ever enrolled but currently not attending, 37.9% of males and 38% of females reported 'marriage' as a major reason in the combined sectors, followed by 26.8% of males reporting 'engaged in economic activities' and 17.1% of females 'engaged in domestic activities'.

**Statement 5.4: Percentage of ever enrolled persons currently not attending education and their distribution by major reason for not attending**

Indicator		Rural		Urban		Rural + Urban	
		Male	Female	Male	Female	Male	Female
Percentage of ever enrolled persons currently not attending education		33.7	45.1	37.7	39.5	34.7	43.7
Percentage distribution of ever enrolled persons by major reasons for currently not attending	Not interested in education	9.1	6.3	9.5	7.8	9.2	6.6
	Financial constraints	4.0	2.0	1.2	1.6	3.3	1.9
	Engaged in domestic activities	3.2	18.2	1.7	12.9	2.8	17.1
	Engaged in economic activities	27.8	15.2	24.2	7.8	26.8	13.6
	School is far off	0.0	0.0	0.0	0.0	0.0	0.0
	Timings of educational institution not suitable	0.0	0.0	0.0	0.0	0.0	0.0
	Language/medium on instruction used unfamiliar	0.0	0.0	0.0	0.0	0.0	0.0
	Inadequate number of teachers	0.0	0.0	0.0	0.0	0.0	0.0
	Quality of teachers not satisfactory	0.0	0.0	0.0	0.0	0.0	0.0
	Route to educational institution not safe	0.0	0.0	0.0	0.0	0.0	0.0
	Unable to cope up with studies/failure in studies	11.0	11.5	3.5	4.1	9.1	9.9
	Unfriendly atmosphere at school	0.0	0.0	0.6	1.5	0.2	0.3
	Completed desired level/class	3.8	3.3	7.0	5.5	4.6	3.8
	Preparation for competitive examination	5.6	3.3	7.8	12.5	6.2	5.4
	Non-availability of female teachers	0.0	0.0	0.0	0.0	0.0	0.0
	Non-availability of girls' toilet	0.0	0.0	0.0	0.0	0.0	0.0
Marriage	35.6	36.6	44.5	43.2	37.9	38.0	
Others	0.0	3.4	0.0	3.2	0.0	3.4	
All	100.0	100.0	100.0	100.0	100.0	100.0	

5.1.5 *Reasons for not enrolling for persons who never enrolled:* For persons who never enrolled, major reason for not enrolling was collected. If there were multiple reasons, then the major reason was as indicated by the respondent was considered.

In *Statement 5.5*, percentage of never enrolled persons of age 3 to 35 years and their distribution by major reason for never enrolled are presented. 4.3% of males and 5% of females in the combined sector had never enrolled into any educational programs. Out of these, 60.3% of males and 70% of females cited 'marriage' to be a major reason for never being enrolled. This was followed by the reasons 'not interested in education' for males (21%) and 'school is far off' for females (10%) in the combined Rural + Urban sectors.

**Statement 5.5: Percentage of never enrolled persons and their distribution by major reason for never enrolling**

Indicator		Rural		Urban		Rural + Urban	
		Male	Female	Male	Female	Male	Female
Percentage of never enrolled persons		4.3	4.6	4.5	6.2	4.3	5.0
Percentage distribution of never enrolled persons by major reasons for never enrolling	Not interested in education	27.3	0.2	2.1	6.8	21.0	2.2
	Financial constraints	0.0	0.0	0.0	6.9	0.0	2.1
	Engaged in domestic activities	4.5	7.7	1.9	0.0	3.8	5.4
	Engaged in economic activities	2.4	0.0	10.1	0.0	4.3	0.0
	School is far off	0.0	14.3	0.0	0.0	0.0	10.0
	Timings of educational institution not suitable	11.9	0.0	2.6	6.6	9.6	2.0
	Language/medium on instruction used unfamiliar	0.0	0.0	0.0	0.0	0.0	0.0
	Inadequate number of teachers	0.0	0.0	0.0	0.0	0.0	0.0
	Quality of teachers not satisfactory	0.0	0.0	0.0	0.0	0.0	0.0
	Route to educational institution not safe	0.0	0.0	0.0	0.0	0.0	0.0
	No tradition in community	0.0	2.7	3.8	6.0	0.9	3.7
	Non-availability of female teachers	0.0	0.0	0.0	0.0	0.0	0.0
	Non-availability of girls' toilet	0.0	0.0	0.0	0.0	0.0	0.0
	Marriage	53.8	68.4	79.5	73.8	60.3	70.0
	Others	0.0	6.6	0.0	0.0	0.0	4.6
all	100.0	100.0	100.0	100.0	100.0	100.0	

## 5.2 Drop outs

5.2.1 In *Statement 5.6*, percentage of drop-outs among ever enrolled persons of age 3 to 35 years by level of last enrolment are presented. An average of 8.4% were dropped out among ever enrolled persons in the combined Rural + Urban sector. The percentage was highest for students whose last enrolment was at the level of 'Diploma/certificate (below graduate)' (21%), followed by 'Secondary' level (12.6%).

### Statement 5.6: Percentage of persons dropped out among ever enrolled persons for different levels of last enrolment

Level of last enrolment	Percentage		
	Male	Female	Total
<i>Rural</i>			
Pre-primary	0.0	0.0	0.0
Primary	6.8	7.8	7.3
Upper Primary/middle	7.1	6.9	7.0
Secondary	14.5	10.9	12.8
Higher secondary	3.1	12.4	7.9
Diploma/certificate (below graduate)	25.3	25.8	25.5
Graduation	0.3	0.6	0.4
Post graduation and above	0.4	0.5	0.4
Diploma/certificate (graduate & above level)	2.3	1.5	2.0
All	8.3	8.8	8.5
<i>Urban</i>			
Pre-primary	0.0	0.0	0.0
Primary	1.1	12.4	6.6
Upper Primary/middle	12.2	17.0	14.5
Secondary	15.3	5.4	11.7
Higher secondary	9.6	7.6	8.7
Diploma/certificate (below graduate)	11.1	4.0	7.9
Graduation	6.4	3.8	5.2
Post graduation and above	6.5	1.8	4.4
Diploma/certificate (graduate & above level)	0.0	2.5	1.0
All	8.0	8.0	8.0
<i>Rural + Urban</i>			
Pre-primary	0.0	0.0	0.0
Primary	5.9	8.5	7.2
Upper Primary/middle	8.1	9.6	8.7
Secondary	14.7	10.1	12.6
Higher secondary	4.9	11.2	8.1
Diploma/certificate (below graduate)	22.0	19.3	21.0
Graduation	2.8	2.0	2.4
Post graduation and above	3.1	1.2	2.3
Diploma/certificate (graduate & above level)	1.6	1.9	1.7
All	8.2	8.6	8.4

## 5.3 Expenditure on higher/additional studies by those who ever enrolled but currently not attending education

5.3.1 An ever enrolled person of age 3 to 35 years currently not attending education may prepare for additional/higher studies and incur expenditure on education for such studies. This aspect was captured in NSS 75<sup>th</sup> round and the same is presented in *Statement 5.7*. As seen in the statement, 0.63% of ever enrolled persons of age 3 to 35 years had reported expenditure on higher/additional studies (rural: 0.35%, urban: 1.51%) and based on the same, it was seen that the average expenditure per person on such higher/additional studies was Rs. 6693 (male: Rs. 8690, female: Rs. 6063).



**Statement 5.7: Percentage of ever enrolled persons who reported expenditure on higher/additional studies and average expenditure per person reporting expenditure on higher/additional studies**

Indicator	Male	Female	Total
<i>Rural</i>			
Percentage of ever enrolled persons of age 3 to 35 years who reported expenditure on higher/additional studies	0.16	0.53	0.35
Average expenditure per person reporting expenditure on higher/additional studies(Rs.)	1000	5383	6354
<i>Urban</i>			
Percentage of ever enrolled persons of age 3 to 35 years who reported expenditure on higher/additional studies	0.74	2.40	1.51
Average expenditure per person reporting expenditure on higher/additional studies(Rs.)	7912	6601	6944
<i>Rural + Urban</i>			
Percentage of ever enrolled persons of age 3 to 35 years who reported expenditure on higher/additional studies	0.31	0.94	0.63
Average expenditure per person reporting expenditure on higher/additional studies(Rs.)	8690	6063	6693

# CHAPTER SIX

## ERSTWHILE MEMBERS OF THE HOUSEHOLD WHO ARE CURRENTLY ATTENDING EDUCATION

6.0 Erstwhile members of the household are those who were members of the selected household sometime in the past. Information was collected on various aspects of current attendance and total expenditure (on education as well as any other expenditure) incurred/ to be incurred by the household for those erstwhile members during the current academic year. For the erstwhile members, information on current attendance was collected considering different formal and non-formal system of education.

### 6.1 Household reporting erstwhile members of age 3 to 35 years currently attending education and average expenditure incurred per household on such erstwhile members

6.1.1 *Statement 6.1* presents the percentage of households reporting erstwhile members in the age of 3 to 35 years currently attending education and average expenditure per household on such erstwhile members. About 19% of households reported erstwhile members of age 3 to 35 years of the household currently attending education while 71.4% of households reported expenditure incurred/to be incurred on erstwhile members. Among the same, the average expenditure incurred/ to be incurred (on education as well as any other expenditure) on erstwhile members per household was reported to be Rs. 73246 (rural: Rs. 88518, urban: 32719)

#### Statement 6.1: Percentage of households reporting erstwhile members currently attending education and average expenditure (Rs.) incurred per household on such erstwhile members

Indicator	Sector of erstwhile residence		
	Rural	Urban	Rural + Urban
Percentage of households reporting erstwhile member of age 3 to 35 years of the household currently attending education	19.9	16.4	18.9
Percentage of households reporting expenditure incurred/to be incurred (on education as well as any other expenditure) on erstwhile member	67.8	83.1	71.4
Average expenditure (Rs.) incurred/to be incurred (on education as well as any other expenditure) on erstwhile member per household reporting expenditure on erstwhile member	88518	32719	73246

### 6.2 Distribution of households by number of erstwhile members of age 3 to 35 years currently attending education

6.2.1 In *Statement 6.2*, percentage distribution of households reporting erstwhile members of age 3 to 35 years currently attending education are presented by number of such erstwhile members. As seen below in the combined sectors, out of the households reporting erstwhile member currently attending education, about 45% households reported at least 1 such erstwhile member, nearly 28% reported 2 members, about 21% reported 3 members and almost 6% reported more than 3 erstwhile members.

#### Statement 6.2: Percentage distribution of households reporting erstwhile members currently attending education by number of such erstwhile members

Number of such erstwhile members currently attending education	Sector of erstwhile residence		
	Rural	Urban	Rural + Urban
1	42.3	52.8	44.8
2	27.6	28.9	27.9
3	23.0	16.8	21.5
More than 3	7.1	1.4	5.8
All	100.0	100.0	100.0

### 6.3 Location and type of present place of residence of the erstwhile members of age 3 to 35 years currently attending education

6.3.1 In *Statement 6.3*, percentage distributions of erstwhile members of age 3 to 35 years currently attending education are presented by location of present place and type of present place of residence. Sector of erstwhile residence (rural/urban) of the erstwhile member is the sector in which the households of the erstwhile members of the selected households are enumerated.

6.3.2 As seen in the statement below, in the combined Rural + Urban sectors, the majority *i.e.* 25% of rural erstwhile members stayed in a place other than hostel and the present State/UT of residence was the same as erstwhile State/UT of residence. On the other hand, the majority of the urban erstwhile members *i.e.* about 49% also stayed in a place other than hostel and the present State/UT of residence was the same as erstwhile State/UT of residence.

#### Statement 6.3: Percentage distribution of erstwhile members currently attending education by location of the present place of residence of such erstwhile members for each sector of erstwhile residence

Present place of residence of the erstwhile members		Sector of erstwhile residence		
		Rural	Urban	Rural + Urban
Rural areas	Staying in hostel and present State/UT of residence is same as erstwhile State/UT of residence	2.6	0.7	2.2
	Staying in a place other than hostel and the present State/UT of residence is the same as erstwhile State/UT of residence	30.6	5.2	25.3
	Staying in hostel and present State/UT of residence is different from the erstwhile State/UT of residence	0.1	0.1	0.1
	Staying in a place other than hostel and the present State/UT of residence is different from the erstwhile State/UT of residence	0.3	0.0	0.2
Urban areas	Staying in hostel and present State/UT of residence is same as erstwhile State/UT of residence	20.4	15.1	19.3
	Staying in a place other than hostel and the present State/UT of residence is the same as erstwhile State/UT of residence	43.3	70.2	48.9
	Staying in hostel in urban areas and the present State/UT of residence is different from the erstwhile State/UT of residence	1.9	8.4	3.3
	Staying in a place other than hostel in urban areas and the present State/UT of residence is different from the erstwhile State/UT of residence	0.7	0.3	0.6
All		100.0	100.0	100.0

### 6.4 Average expenditure per household on erstwhile member by location of present place of residence of the erstwhile members of age 3 to 35 years currently attending education

6.4.1 In *Statement 6.4*, average expenditure per household on erstwhile member by location of present place of residence of the erstwhile members of age 3 to 35 years currently attending education is presented. It may be noted that expenditure on erstwhile member included expenditure on education as well as any other expenditure incurred/ to be incurred by the household during the current academic year in respect of the erstwhile member who is currently attending education.

6.4.2 In case of erstwhile members presently residing in the rural sector, the average expenditure per household on such members currently attending education was Rs. 33389 for those whose present state/UT of residence was different from the erstwhile State/UT of residence and Rs. 13711 for those residing in the same erstwhile State/UT in the combined Rural + Urban sector. For erstwhile members presently residing in the urban sector, Rs. 31156 was the average expenditure per household on such members whose present state/UT of residence was different from the erstwhile State/UT of residence and Rs. 19922 for those residing in the same erstwhile State/UT in the combined Rural + Urban sector.

**Statement 6.4: Average expenditure (Rs.) per household on erstwhile member by location of residence of the erstwhile members currently attending education**

Present place of residence of erstwhile members		Sector of erstwhile residence		
Sector of residence	State of residence	Rural	Urban	Rural + Urban
		(Estimates in Rs.)		
Rural areas	Present state/UT of residence is same as erstwhile State/UT of residence	10010	21306	13711
	Present state/UT of residence is different from the erstwhile State/UT of residence	35000	29357	33389
Urban areas	Present state/UT of residence is same as erstwhile State/UT of residence	22543	18735	19922
	Present state/UT of residence is different from the erstwhile State/UT of residence	38729	29097	31156

**6.5 Average expenditure per erstwhile household member of age 3 to 35 years currently attending education**

6.5.1 In *Statement 6.5*, average expenditure per erstwhile household member of age 3 to 35 years currently attending education by present place of residence of the erstwhile member is presented. It may be noted that expenditure on erstwhile members included expenditure on education as well as any other expenditure incurred/ to be incurred by the household during the current academic year in respect of the erstwhile member who is currently attending education.

6.5.2 The average expenditure per erstwhile household member currently attending education in Rural + Urban sectors was estimated at Rs. 40503.8 for those staying 'in student's hostel', Rs. 23669.7 for those staying in 'other than student's hostel' and Rs. 27453.4 for 'Any' other place.

**Statement 6.5: Average expenditure per erstwhile household member currently attending education**

Erstwhile member staying in student's hostel/in place other than student's hostel	Male	Female	Total
	(Estimates in Rs.)		
<i>Sector of present place of residence: Rural</i>			
In student's hostel	14550	18832.6	15884.0
Other than student's hostel	4642.6	5188.1	4875.7
Any	5585.8	6005.7	5761.3
<i>Sector of present place of residence: Urban</i>			
In student's hostel	51225.4	17695.3	43323.6
Other than student's hostel	33442.5	33297.7	33375.9
Any	39813.6	30674.2	36190.0
<i>Sector of present place of residence: Rural + Urban</i>			
In student's hostel	47794.9	17844.8	40503.8
Other than student's hostel	23252.1	24182.5	23669.7
Any	30238.9	23321.3	27453.4



# CHAPTER SEVEN

## ACCESS & USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

7.0 In the NSS 75<sup>th</sup> Round, some aspects of Information & Communication Technology (ICT) was collected with regard to their access and use. At the household level, information was collected on (i) whether the household had computer and (ii) internet facility, while for each person of 5 years and above, information was collected on their (i) ability to operate computer, (ii) ability to use internet and (iii) use of internet during last 30 days.

### 7.1 Households with computer and internet facility

7.1.1 *Households with computer and internet facility:* In *Statement 7.1*, percentage of household with computer and internet facility are presented. Household with internet facility meant that internet was generally available for use by all members of the household at any time, regardless of whether it was actually used. The connection or devices may or may not be owned by the household but both should be possessed by the household.

7.1.2 As seen in the statement below, about 13% of households in the rural sector and about 35% of households in urban sector had computers. Also, 19% of rural households and 36% of urban households had internet facility.

**Statement 7.1: Percentage of households with computer and internet facility**

Indicator	Percentage	
	Rural	Urban
Households having computer	12.9	34.9
Households having internet facility	19.1	36.0

7.1.3 *Households with computer in each quintile class of Usual Monthly Per Capita Expenditure (UMPCE):* In *Statement 7.2*, the percentage of households with computer in each quintile class of UMPCE is presented. Among rural households, the highest percentage of households with computer fell in the UMPCE quintile class of 60-80 whereas the least comes under quintile class 0-20. Urban households with computers were highest under the UMPCE quintile class 80-100 and the least under the quintile class 20-40.

**Statement 7.2: Percentage of households with computer for each quintile class of Usual Monthly per Capita Expenditure**

UMPCE Quintile Class	Percentage	
	Rural	Urban
0-20	1.3	26.4
20-40	7.1	24.5
40-60	9.9	32.5
60-80	22.3	40.1
80-100	21.7	47.5
All	12.9	34.9

7.1.4 *Households with internet in each quintile class of Usual Monthly Per Capita Expenditure (UMPCE):* In *Statement 7.3*, the percentage of households with internet in each quintile class of UMPCE is presented. As seen below, the highest percentage of households having internet facility was under UMPCE quintile class 60-80 for rural sector and quintile class 80-100 for urban sector. On the other hand, the lowest percentage of households having internet facility fell under UMPCE quintile class 0-20 for rural sector and quintile class 40-60 for urban sector.

**Statement 7.3: Percentage of households having internet facility for each quintile class of Usual Monthly Per Capita Expenditure**

UMPCE Quintile Class	Percentage	
	Rural	Urban
0-20	6.0	29.0
20-40	8.4	31.5
40-60	21.2	27.6
60-80	30.9	44.4
80-100	26.7	44.8
All	19.1	36.0

**7.2 Ability to operate computer, ability to use internet and use of internet during last 30 days for persons of age 5 years and above**

7.2.1 *Ability to operate computer among persons of age 5 years and above:* In Statement 7.4, percentage of persons for different age groups of age 5 years and above who are able to operate a computer are presented. In the rural sector, 57.7% of persons in the age group 15-29 years and 31.1% of those in the age group 15-59 years were able to operate a computer. In the urban sector, 75% of those in the age group 15-29 years and 48.8% of those in the age group 15-59 years were able to operate a computer. In the combined Rural + Urban sectors, about 4% in the age of 60 years and above and an overall 30% of the population of 5 years and above were able to operate a computer.

**Statement 7.4: Percentage of persons of age 5 years and above who are able to operate a computer**

Age of the person	Percentage		
	Male	Female	Total
<i>Rural</i>			
5-14	11.7	7.3	9.9
15-29	61.8	53.7	57.7
15-59	36.0	25.7	31.1
60 & above	3.8	0.2	2.6
15 & above	33.5	24.5	29.3
5 & above	28.2	21.1	25.0
<i>Urban</i>			
5-14	32.8	46.3	38.4
15-29	78.0	72.2	75.1
15-59	52.5	44.8	48.8
60 & above	7.9	3.8	6.6
15 & above	47.8	42.6	45.4
5 & above	45.5	43.1	44.4
<i>Rural + Urban</i>			
5-14	11.7	7.3	15.2
15-29	61.8	53.7	62.8
15-59	36.0	25.7	36.0
60 & above	3.8	0.2	3.9
15 & above	33.5	24.5	33.9
5 & above	28.2	21.1	30.1

7.2.2 *Ability to use internet among persons of age 5 years and above:* In Statement 7.5, percentage of persons of age 5 years and above who are able to use internet are given for different age groups. In the combined Rural + Urban sectors, 13.7% of persons in the age group 5-14 years, 67.7% in the age group of 15-29 years, 44.1% in the 15-59 years age group, 5% of persons who were above 60 years of age and about 36% of the total population of 5 years and above were able to use the internet.

**Statement 7.5: Percentage of persons of age 5 years and above who are able to use internet**

Age of the person	Percentage		
	Male	Male	Male
<i>Rural</i>			
5-14	11.2	7.5	9.7
15-29	67.4	59.5	57.7
15-59	45.5	35.5	31.1
60 & above	3.8	0.3	2.6
15 & above	42.3	33.8	29.3
5 & above	34.8	28.7	25.0
<i>Urban</i>			
5-14	29.2	34.3	31.3
15-29	82.3	73.7	78.0
15-59	56.9	48.1	52.6
60 & above	9.8	9.4	9.7
15 & above	51.9	46.0	49.1
5 & above	48.5	44.6	46.6
<i>Rural + Urban</i>			
5-14	11.2	7.5	13.7
15-29	67.4	59.5	67.7
15-59	45.5	35.5	44.1
60 & above	3.8	0.3	5.0
15 & above	42.3	33.8	41.4
5 & above	34.8	28.7	35.9

7.2.3 *Use of internet among persons of age 5 years and above during last 30 days:* In Statement 7.6, percentage of persons of age 5 years and above who are able to use internet for different age groups are presented. As seen in the statement, 27.2% of the rural population and 41.4% of the urban population in the age 5 years and above had used internet during the last 30 days from the date of survey. In the combined Rural + Urban sectors, it was seen that 3.6% of the 60 years and above population and 36.2% of the 15 years and above population had used internet during the last 30 days.

**Statement 7.6: Percentage of persons of age 5 years and above who used internet during the last 30 days**

Age of the person	Percentage		
	Male	Female	Total
<i>Rural</i>			
5-14	5.8	7.2	6.3
15-29	60.3	51.8	56.1
15-59	39.5	30.4	35.2
60 & above	3.4	0.2	2.3
15 & above	36.8	28.9	33.1
5 & above	29.3	24.7	27.2
<i>Urban</i>			
5-14	22.1	28.9	24.9
15-29	73.0	68.2	70.6
15-59	50.7	44.1	47.5
60 & above	6.6	5.2	6.1
15 & above	46.1	42.0	44.1
5 & above	42.4	40.3	41.4
<i>Rural + Urban</i>			
5-14	5.8	7.2	9.8
15-29	60.3	51.8	60.3
15-59	39.5	30.4	38.6
60 & above	3.4	0.2	3.6
15 & above	36.8	28.9	36.2
5 & above	29.3	24.7	31.0

## **Appendix A**

### **Note on Sample Design and Estimation Procedure**



## 1. Sample Design

**1.1 Outline of sample design:** A stratified multi-stage design has been adopted for the 75<sup>th</sup> round survey. The first stage units (FSU) are the Census villages (Panchayat wards for 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 the 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.

**1.2 Sampling Frame for First Stage Units:** For the rural sector, the list of 2011 Population Census villages constitutes the sampling frame. However, for Kerala, the latest available updated list of Panchayat wards constitutes the sampling frame. For the urban sector, the latest available list of UFS blocks has been considered as the sampling frame.

### 1.3 Stratification:

- (a) Each district is a stratum. 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 one million or more as per Census 2011, each of them formed as a separate basic stratum and the remaining urban areas of the district have been considered as another basic stratum.
- (b) In the case of rural sectors of Nagaland another special stratum has been formed within the State consisting of all the villages which are difficult to access.

### 1.4 Sub-stratification:

**1.4.1 Rural sector:** If 'r' be the sample size allocated for a rural stratum, 'r/4' sub-strata are formed in that stratum. The villages within a stratum (district) as per frame are first arranged in ascending order of population. Then sub-strata 1 to 'r/4' have been demarcated in such a way that each sub-stratum comprises a group of villages of the arranged frame and has more or less equal population.

**1.4.2 Urban sector:** Each urban stratum has been divided into two parts – 'Affluent part' consisting of UFS blocks identified as 'Affluent Area' and 'Non-Affluent part' consisting of the remaining UFS blocks within the stratum. Sample allocation of a stratum is then allocated to Affluent and Non-Affluent parts in proportion to total number of households in the UFS blocks with double weightage to Affluent part subject to a maximum of 8 FSUs in 'Affluent part' of any stratum. If 'u' be the

sample size allocated for an urban stratum consisting of both affluent area UFS Blocks and non affluent area UFS Blocks. 'u/4' sub-strata are formed within each stratum. Out of these 'u/4' sub-strata, the first two sub-strata '01' and '02' are earmarked for those UFS blocks which are identified as 'Affluent Area' and the remaining sub-strata, '03', '04',..... and so on, are assigned to the non-affluent UFS blocks. If any stratum does not have any Affluent Area UFS block then also the sub-stratum number starts from '03' for that stratum. For all strata, if  $u/4 > 1$ , implying formation of 2 or more sub-strata, all the UFS blocks within the stratum are first arranged in ascending order of total number of households in the UFS Blocks as per the latest UFS phase. Then sub-strata 1 to 'u/4' are demarcated in such a way that each sub-stratum has more or less equal number of households. This procedure has been done separately for Affluent-part and Non-Affluent part of the stratum (if two sub-strata are required to be formed in the Affluent part).

The following three cases arise while doing the sub-stratification:

- i) If there is no 'Affluent Area' UFS block in the stratum, all the UFS blocks are divided into 'u/4' sub-strata and numbered as '03', '04', ....., '(u/4)+2'.
- ii) If only one sub-stratum is formed with the 'Affluent Area' UFS blocks, then all the remaining non-affluent blocks are divided into '(u-4)/4' sub-strata and numbered as '03', '04', ....., '(u/4)+1'.
- iii) If two sub-strata are formed with the 'Affluent Area' blocks, then all the remaining non-affluent UFS blocks are divided into '(u-8)/4' sub-strata and numbered as '03', '04', ....., 'u/4'.

**1.5 Total sample size (FSUs):** 14300 FSUs have been allocated for the central sample at all-India level. For the state sample, there are 16492 FSUs allocated for all-India. State wise allocation of sample FSUs is given in **Table 1**.

**1.6 Allocation of total sample to States and UTs:** The total number of sample FSUs has 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.

**1.7 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 1.5 weightage to urban sector depending on population share. A minimum of 16 FSUs (minimum 8 each for rural and urban sector separately) have been allocated to each State/UT.

**1.8 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 4 with a minimum sample size of 4.

For special stratum formed in rural areas of Nagaland as discussed in para 3.3 (b), 12 FSUs have been allocated.

**1.9 Allocation to sub-strata:** Allocation for each sub-stratum has been made as 4 in both rural and urban sectors.

#### **1.10 Selection of FSUs:**

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

3.10.2 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 Block.

Both rural and urban samples are drawn in the form of two independent sub-samples.

#### **1.11 Selection of hamlet-groups/ sub-blocks - important steps**

**1.11.1 Criterion for hamlet-group/ sub-block formation:** After identification of the boundaries of the FSU, it is to be determined whether listing is to 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 is 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 hgs/sbs formed
less than 1200 (no hamlet-group/sub-block)	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, Andaman & Nicobar Islands, Uttarakhand (except four districts Dehradun, Nainital, Hardwar and Udham Singh Nagar), Punch, Rajouri, Udhampur, Reasi, Doda, Kishtwar, Ramban, Ladakh region (Leh and Kargil districts) of Jammu and Kashmir and Idukki district of Kerala, the number of hamlet-groups to be formed as follows:

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

**1.11.2 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 equalising 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) are to 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 hgs/ sbs by simple random sampling (SRS) and termed as hg/ sb 2. Listing and selection of the households are being 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.

**1.12 Listing of households:** Having determined the hamlet-groups/ sub-blocks, i.e. area(s) to be considered for listing, the next step is to list all the households. The hamlet-group/ sub-block with hg/sb number 1 will be considered for listing first, to be followed by the listing of households of the hg/sb number 2.

### 1.13 Formation of second stage strata (SSS) and allocation of households in different SSS:

**1.13.1 Schedule 1.0:** Two cut-off points 'A' and 'B' (in Rs.) have been determined from household's usual monthly consumer expenditure collected in Schedule 21.1: Domestic Tourism Expenditure of NSS 72<sup>nd</sup> round (July 2014 – June 2015) data (with proper adjustments using price indices) for each NSS region for both rural and urban areas separately, in such a way that top 10% of the population have MPCE more than 'B' and bottom 30% of the population have MPCE less than A. Composition of the SSS and number of households to be surveyed from different SSS, *for both rural and urban sectors*, are as follows:

number of households to be surveyed

SSS	composition of SSS	number of households to be surveyed	
		FSU without hg/sb formation	FSU with hg/sb formation (for each hg/sb)
<b>Schedule 1.0</b>			
SSS 1	households having MPCE of top 10% of population (MPCE > B)	2	1
SSS 2	households having MPCE of middle 60% of population (A = MPCE = B)	4	2
SSS 3	households having MPCE of bottom 30% of population (MPCE < A)	2	1

**1.13.2 Schedules 25.0 & 25.2:** Composition of the SSS and number of households to be surveyed for different SSS for Schedules 25.0 and 25.2 are as follows:

**3.13.1 Schedules 25.0 & 25.2:** Composition of the SSS and number of households to be surveyed for different SSS for Schedules 25.0 and 25.2 are as follows:

SSS	composition of SSS	number of households to be surveyed	
		FSU without hg/sb formation	FSU with hg/sb formation (for each hg/sb)
<b>Schedule 25.0</b>			
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
<b>Schedule 25.2</b>			
SSS 1	households with at least one student* having disability (possessing a certificate of disability)	2	1
SSS 2	from the remaining, households with at least one student* receiving technical/professional education	2	1
SSS 3	from the remaining, households having at least one student* receiving general education	2	1
SSS 4	other households	2	1

\*persons aged 3 – 35 years and currently attending education will be considered as students

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

## 2. Estimation Procedure

### 2.1 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

k = subscript for k-th sample household 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 sub-stratum (sum of sizes for all the FSUs of a sub-stratum)

z = size of sample FSU 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 of the j-th second stage stratum of the d-th hg/sb 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.

## 2.2 Formulae for Estimation of Aggregates for a particular sub-sample and stratum $\times$ sub- stratum:

### 2.2.1 Schedule 0.0:

#### 2.2.1.1 Rural/Urban:

(I) For estimating the number of households in a stratum  $\times$  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  $\times$  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.

### 2.2.2 Schedules 1.0, 25.0, 25.2:

#### 2.2.2.1 Rural/ Urban:

(i) For j-th second-stage stratum of a stratum  $\times$  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:

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

### 2.3 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:

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

### 2.4 Overall Estimate for Aggregates for a stratum:

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

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

### 2.5 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.

### 2.6 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  $\hat{R} = \frac{\hat{Y}}{\hat{X}}$ .

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

#### 2.7.1 For aggregate $\hat{Y}$ :

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

$Var(\hat{Y}_{st}) = \frac{1}{4} (\hat{Y}_{st1} - \hat{Y}_{st2})^2$ , 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'.

#### 2.7.2 For ratio $\hat{R}$ :

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

### 2.7.3 Estimates of Relative Standard Error (RSE):

$$R\hat{S}E(\hat{Y}) = \frac{\sqrt{V\hat{\sigma}_r(\hat{Y}^2)}}{\hat{Y}} \times 100$$

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

### 3. 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	$\frac{Z_{st}}{n_{stmi}} \times \frac{1}{z_{stmi}}$	$\frac{Z_{st}}{n_{stmi}} \times \frac{1}{z_{stmi}} \times D_{stmi}^*$
1.0, 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 for each of the Schedules 1.0 and 25.0 j = 1, 2, 3, 4 for Schedule 25.2			

#### 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, take  $D_{stmi}^* = 0$  in the relevant multipliers and there will be only one multiplier for the village.

### 4. Treatment for zero cases, casualty cases etc.:

4.1 While counting the number of FSUs surveyed ( $n_{stmi}$  or  $n_{stmj}$ ) in a stratum/sub-stratum, all the FSUs with survey codes 1 to 6 in schedule 0.0 will be considered. In addition, if no household is available in the frame then also that FSU will be treated as surveyed. However, household of a particular schedule type are available in the frame of the FSU but none of these could be surveyed then that FSU has to be treated as casualty and it will not be treated as surveyed in respect of that schedule.

4.2 *Casualty cases:* FSUs with survey code 7 as per schedule 0.0 are treated as casualties. In addition to this, an FSU, although surveyed, may have to be treated as casualty for a particular schedule type and a particular *second stage stratum* as given in the following para:

4.2.1 FSUs with survey codes 1 or 4 as per schedule 0.0 having number of households in the frame of j-th second stage stratum greater than 0 but number of households surveyed according to data file, considering both hg/sb together, as nil (i.e.  $H_{1j} + H_{2j} > 0$  but  $h_{1j} + h_{2j} = 0$ ) will be taken as casualties for j-th second stage stratum.

*All the FSUs with survey codes 1 to 6 as per schedule 0.0 minus the number of casualties as identified above will be taken as the number of surveyed FSUs ( $n_{stmj}$ ) for that (stratum/sub-stratum)  $\times$  (second stage stratum).*

When casualty for j-th second stage stratum occurs for a particular hg/sb but not for the other hg/sb, the FSU will not be treated as casualty but some adjustments in the value of H for the other hg/sb will be done as follows:

- (i) Suppose for hg/sb 1,  $H_{1j} > 0$  but  $h_{1j} = 0$  while for hg/sb 2,  $H_{2j} > 0$  and  $h_{2j} > 0$ . In that case  $D_i^* \times H_{1j}$  will be replaced by  $(H_{1j} + D_i^* \times H_{2j})$  in the formula for multiplier of hg/sb 2.
- (ii) Suppose for hg/sb 1,  $H_{1j} > 0$  and  $h_{1j} > 0$  while for hg/sb 2,  $H_{2j} > 0$  but  $h_{2j} = 0$ . In that case  $H_{2j}$  will be replaced by  $(H_{2j} + D_i^* \times H_{1j})$  in the formula for multiplier of hg/sb 1.

It may be noted that  $n_{sim}$  or  $n_{stmj}$  would be same for hg/sb 1 & 2 of an FSU.

## 5. Treatment in cases of void second-stage strata/sub-strata /strata at FSU or household level

5.1 A stratum/sub-stratum may be void because of the casualty of all the FSUs belonging to the stratum/sub-stratum. This may occur in one sub-sample or in both the sub-samples. If it relates to only one sub-sample, then estimate for the void stratum/sub-stratum may be replaced with the estimate as obtained from the other sub-sample for the same stratum/sub-stratum.

5.2 When a stratum/sub-stratum is void in both the sub-samples, the following procedure is recommended:

*Case(I): Stratum/Sub-stratum void cases at FSU levels (i.e. all FSUs having survey code 7):*

- (i) If a rural/urban sub-stratum is void then it may be merged with the other sub-stratum of the stratum.
- (ii) If a rural/urban stratum (district) is void due to all FSUs being casualty, it may be excluded from the coverage of the survey. The state level estimates will be based on the estimates of districts for which estimates are available and remarks to that effect may be added in appropriate places.

*Case (II): Stratum/Sub-stratum void case at second stage stratum level (i.e. all the FSUs were casualties for a particular second stage stratum):*

An FSU may be a casualty for a particular *second stage stratum* although survey code was not 7. If all the FSUs of a stratum/sub-stratum become casualties in this manner for a particular *second stage stratum*, the stratum/sub-stratum will become void. In such cases, the void second stage stratum will be merged with the nearby second stage stratum within the FSU.

6. Reference to the values of  $Z_{st}$ ,  $n_{st}$ ,  $z_{sti}$ ,  $D_{sti}$ ,  $D^*_{sti}$ ,  $D_{si}$ ,  $D^*_{si}$ ,  $H_{sti1}$ ,  $h_{sti1}$ ,  $H_{sti2}$ ,  $h_{sti2}$ :

- (a) Values of  $Z_{st}$  and allotted  $n_{st}$  for the whole round are given in Table 2 for rural sector and in Table 3 for urban sector.
- (b) Surveyed number of FSUs ( $n_{st}$ ) should not be taken from the tables. The values of  $n_{stm}$  for each sub-sample are to be obtained following the guidelines given in para 6 above. It includes uninhibited and zero cases but excludes casualty cases.
- (c) The value of  $z_{sti}$  is to be taken from the column of sample list under the heading "frame population" for rural samples and 'block size' i.e. total number of households in each UFS block for urban samples.
- (d) Value of  $D_{sti}$  is to be taken from item 16 of block 1, Sch 0.0.  $D^*_{sti}$  is to be calculated from the value of  $D_{sti}$ .
- (e) Values of  $H_{sti1}$ ,  $H_{sti2}$  are to be taken from column (5), block 6 of Sch 0.0 for respective hg/sb and second stage stratum.
- (f) The value of  $h_{sti1}$  and  $h_{sti2}$  should not be taken from column (9), block 6 of Sch.0.0. The figures should be obtained by counting the number of households in the data file excluding the casualty households.

**Appendix B**  
Schedule 25.2 Household Social Consumption:  
Education



RURAL		*
URBAN		

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

CENTRAL		*
STATE		

**SEVENTY-FIFTH ROUND: JULY, 2017 TO JUNE, 2018**

**SCHEDULE 25.2: HOUSEHOLD SOCIAL CONSUMPTION: EDUCATION**

[0] descriptive identification of sample household	
1. state/u.t.:	5. hamlet name:
2. district:	6. investigator unit no./block no.:
3. sub-district/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 FSU				6.	sample household number	
2.	round number	7		5	7.	serial number of informant <sup>#</sup> (as in column 1 of block 4)	
3.	schedule number	2	5	2	8.	response code	
4.	sample hg/sb number				9.	survey code	
5.	second-stage stratum number				10.	reason for substitution of original household	

**Codes for Block 1**

item 8: **response code:** informant: *co-operative and capable -1, co-operative but not capable -2, busy -3, reluctant -4, others -9.*

item 9: **survey code:** *original -1, substitute -2, casualty -3.*

item 10: **reason for substitution of original household:** *informant busy -1, members away from home -2, informant non-cooperative -3, others -9.*

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

<sup>#</sup> if the informant is not a household member, code 99 will be recorded.

[3] household characteristics														
1.	household size				11.	whether the household has internet facility (yes-1, no-2)								
2.	principal industry (NIC – 2008)	description			12.	whether any erstwhile household member of age 3 to 35 years is currently attending education (yes-1, no-2)  <i>[if entry is 1 in this item, fill up block 3.1]</i>								
		code (5-digit)												
3.	principal occupation (NCO-2004)	description			13.	<i>for entry 1 in item 1 of block 3 along with entry 4 in col. 11 of block 4, whether staying in students' hostel (yes-1, no-2)<sup>#</sup></i>								
		code (3-digit)												
4.	household type (code)				14. <i>for code 1 in item 13, location of the parent household<sup>#</sup>,</i>									
5.	religion (code)									14.1	State/UT name:			
6.	social group (code)										State/UT (code)			
7.	distance( <i>d</i> ) to nearest school having primary level classes(code)									14.2	district name:			
8.	distance( <i>d</i> ) to nearest school having upper primary level classes(code)										district (code)			
9.	distance( <i>d</i> ) to nearest school having secondary level classes(code)									14.3	sector (rural-1, urban-2)			
10.	whether the household has a computer <sup>@</sup> (yes-1, no-2)									15.	household's usual monthly consumer expenditure (Rs.)			
<sup>@</sup> computer includes desktop, laptop, palmtop, notebook, netbook, tablets, etc. <sup>#</sup> : These items will be filled in after making entry in block 4.														

### 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 in agriculture -3,  
regular wage/salary earning in non-agriculture -4,  
casual labour in agriculture-5,  
casual labour in non-agriculture-6,  
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 :

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

item 14.1: State/UT name and State/UT code:

State/UT name	code	State/UT name	code	State/UT name	code	State/UT name	code
Andhra Pradesh	28	Himachal Pradesh	02	Mizoram	15	Uttarakhand	05
Arunachal Pradesh	12	Jammu & Kashmir	01	Nagaland	13	Uttar Pradesh	09
Assam	18	Jharkhand	20	Odisha	21	West Bengal	19
Bihar	10	Karnataka	29	Punjab	03	A & N Islands	35
Chhattisgarh	22	Kerala	32	Rajasthan	08	Chandigarh	04
Delhi	07	Madhya Pradesh	23	Sikkim	11	Dadra & Nagar Haveli	26
Goa	30	Maharashtra	27	Tamil Nadu	33	Daman & Diu	25
Gujarat	24	Manipur	14	Telangana	36	Lakshadweep	31
Haryana	06	Meghalaya	17	Tripura	16	Puducherry	34

item 14.2: district name/district code: refer to the district name/code available in the Instructions to Field Staff, Vol. I.





## **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 - general:** not literate -01, literate without any schooling -02, literate without formal schooling: through NFEC -03, 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. (8): educational level - technical:** no technical education -01, technical degree in: agriculture -02, engineering/ technology -03, medicine -04, crafts -05, other subjects -06; technical diploma or certificate (below graduate level) in: agriculture -07, engineering/ technology -08, medicine -09, crafts -10, other subjects -11; technical diploma or certificate (graduate and above level) in: agriculture -12, engineering/ technology -13, medicine -14, crafts -15, other subjects -16.

**col. (9): class/ grade completed :** completed: class I-01, class II-02, class III-03, class IV-04, class V-05, class VI-06, class VII-07, class VIII -08, class IX-09, class X-10, class XI-11, class XII-12; did not complete class I-99.

**col. (10): year of education completed after the class/grade recorded in column (9):** first year-01, second year-02, third year-03, fourth year -04, fifth year-05, sixth year -06, seventh year- 07, eighth year- 08, ninth year- 09, tenth year and above- 10.

**col. (11): status of enrolment :** never enrolled -1, enrolled in past academic year and currently not attending-2, enrolled in current academic year and currently not attending-3, currently attending-4.

**col. (15): whether receiving/received any vocational/technical training:**

yes: receiving formal vocational/technical training -1;

received vocational/technical training: formal -2,

other than formal: hereditary-3, self-learning-4,

learning on the job-5, others –6;

did not receive any vocational/technical training -7.

**col. (17): type of disability as per the certificate:** single: mental – 1, visual – 2, hearing – 3, speech – 4, locomotor – 5; multiple – 6.



**[5] education particulars on basic course of the persons of age 3 to 35 years who are currently attending education (i.e. if entry in column 11 of block 4 is 4)**

srl.no.	Item	srl.no.	details of the person currently attending		
(1)	(2)	(3)	(4)	(5)	(6)
1.	srl 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.	language mainly spoken at home (code)	4.			
5.	medium of instruction (code)	5.			
6.	level of current enrolment in the basic course	6.			
<b>if entry in item 6 is any of 06 to 08, 10 to 16, fill up items 7 to 31 with respect to basic course</b>					
7.	course currently attending (code)	7.			
8.	<b>for codes any of 08, 10 to 16 in item 6</b> , type of course currently attending ( <i>full-time-1, part-time-2, distance learning -3</i> )	8.			
9.	duration of the current academic year of the course currently attending ( <i>in months</i> )	9.			
10.	whether present class/grade/year of study is same as that of previous year ( <i>yes-1, no-2, not relevant-3</i> )	10.			
11.	type of institution (code)	11.			
12.	<b>if '3' in item 11 and '06', '07' or '08' in item 6</b> , nature of institution (code)	12.			
13.1	<b>if '2' or '3' in item 11</b> , reason for attending current private institution (code)	13.1			
13.2	[ <i>enter code in 13.2, if more than one reason is reported</i> ]	13.2			
14.	<b>for persons with disabilities (i.e., those with codes 1 in col. 16 of block 4)</b> , whether attending/attended special school ( <i>yes-1, no-2</i> )	14.			
15.	whether the student received free education ( <i>yes-1, no-2</i> )	15.			
16.	whether tuition fee is paid/payable ( <i>yes: fully -1, partly-2; no- 3</i> )	16.			
17.	<b>for codes 2 and 3 in item 16</b> , reason for tuition fee partly paid/partly payable or tuition fee not paid/not payable ( <i>code</i> )	17.			
18.	<b>for codes 1, 2, 3, 4, 5, 6 or 9 in item 17</b> , amount of tuition fee waived (Rs.)	18.			
19.	whether received scholarship/stipend/reimbursement ( <i>yes-1, no-2</i> )	19.			
<b>for code 1 in item 19,</b>	20.	amount received (Rs.)	20.		
	21.	type of scholarship/ stipend/reimbursement (code)	21.		
	22.	agency awarding the scholarship/ stipend/ reimbursement ( <i>government-1, others-2</i> )	22.		
23.	whether received free/subsidised textbooks (code)	23.			
24.	whether received free/subsidised stationery (code)	24.			
<b>for code 1 or 2 in item 8,</b>	25.	whether free mid-day meal/tiffin/nutrition is provided by the institution ( <i>yes-1, no-2</i> )	25.		
	26.	<b>for 1 in item 25</b> , agency providing free mid-day meal /tiffin /nutrition ( <i>government -1, others-2</i> )	26.		
	27.	mode of transport (code)	27.		
	28.	<b>for code 3 in item 27</b> , whether concession received ( <i>yes-1, no-2</i> )	28.		
	29.	distance( <b>d</b> ) of educational institution from place of residence (code)	29.		
30.	whether changed educational institution during last 365 days (code)	30.			
31.	whether taking/taken private coaching ( <i>yes-1, no-2</i> )	31.			

**For codes any of 06 to 08, 10 to 16 in item 6 fill up block 6**

*Two sheets of block 5 have been provided. Each sheet has a provision to record details of 3 members who are currently attending education (i.e., for those with code 4 in column 11 of block 4). If a household has more than 6 members currently attending education, additional sheets of Block 5, as required may be filled in and attached with the Schedule.*

## **CODES FOR BLOCK 5**

**item 4: language mainly spoken at home, and**

**item 5: medium of instruction:**

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 6: level of current enrolment in the basic course:** NFEC -03, TLC/AEC -04, other non-formal -05, pre-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/certificate (higher secondary) -13, diploma/certificate (graduation and above) -14, graduate -15, postgraduate and above -16.

*[these codes are same as in col. 9 of block 3.1]*

**item 7: course currently attending:**

**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 11: type of institution:** government -1, private aided -2, private unaided -3, not known -4

**item 12: nature of institution:** recognised -1, unrecognized -2, not known -3

**item 13.1/13.2: reason for attending current private institution:** located nearby-1, tried in government institution but could not get admission-2, social reasons (like children of colleagues/neighbours/relatives, etc., also attend in this school)-3, private coaching not required to supplement the school education/private coaching is an integral part of school education-4, due to availability of specific facilities -5, medium of instruction is English-6, less burden of homework-7, quality of education in nearby government institution is perceived to be not satisfactory-8, none of the above-9.

**item 17 : reason for tuition fee partly paid/partly payable or tuition fee not paid/not payable:** ST -1, SC -2, OBC -3, handicapped -4, merit -5, financially weak -6, tuition fee is not charged by the institution-7, others -9.

**item 21: type of scholarship/stipend/reimbursement:** ST -1, SC -2, OBC -3, handicapped -4, merit -5, financially weak -6, others -9.

**items 23: whether received free/subsidised textbooks:** all free -1, some free -2, all subsidised -3, some subsidised -4, some free and some subsidised -5; no-6.

**items 24: whether received free/subsidised stationery:** all free -1, some free -2, all subsidised -3, some subsidised -4, some free and some subsidised -5; no-6.

**item 27: mode of transport:** on foot -1, school/institution bus -2, public transport -3, bicycle -4, others -9

**item 29: distance(d)of the educational 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 30: changed educational institution during last 365 days:** yes: government to private-1, private to government -2, government to government -3, private to private-4; no-5.

<b>[5] education particulars on basic course of the persons of age 3 to 35 years who are currently attending education (i.e. if entry is 4 in column 11 of block 4)</b>						
srl.no.	item		srl.no.	details of the person currently attending		
(1)	(2)		(3)	(7)	(8)	(9)
1.	srl 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.	language mainly spoken at home (code)		4.			
5.	medium of instruction (code)		5.			
6.	level of current enrolment in the basic course		6.			
<b>if entry in item 6 is any of 06 to 08, 10 to 16, fill up items 7 to 31 with respect to basic course</b>						
7.	course currently attending (code)		7.			
8.	<b>for codes any of 08, 10 to 16 in item 6</b> , type of course currently attending ( <i>full-time-1, part-time-2, distance learning -3</i> )		8.			
9.	duration of the current academic year of the course currently attending ( <i>in months</i> )		9.			
10.	whether present class/grade/year of study is same as that of previous year ( <i>yes-1, no-2, not relevant-3</i> )		10.			
11.	type of institution (code)		11.			
12.	<b>if '3' in item 11 and '06', '07' or '08' in item 6</b> , nature of institution (code)		12.			
13.1	<b>if '2' or '3' in item 11</b> , reason for attending current private institution (code) <i>[enter code in 13.2, if more than one reason is reported]</i>		13.1			
13.2			13.2			
14.	<b>for persons with disabilities (i.e., those with codes 1 in col. 16 of block 4)</b> , whether attending/attended special school ( <i>yes-1, no-2</i> )		14.			
15.	whether the student received free education ( <i>yes-1, no-2</i> )		15.			
16.	whether tuition fee is paid/payable ( <i>yes: fully -1, partly-2; no- 3</i> )		16.			
17.	<b>for codes 2 and 3 in item 16</b> , reason for tuition fee partly paid/partly payable or tuition fee not paid/not payable ( <i>code</i> )		17.			
18.	<b>for codes 1, 2, 3, 4, 5, 6 or 9 in item 17</b> , amount of tuition fee waived (Rs.)		18.			
19.	whether received scholarship/stipend/reimbursement ( <i>yes-1, no-2</i> )		19.			
<b>for code 1 in item 19,</b>	20.	amount received (Rs.)	20.			
	21.	type of scholarship/ stipend/reimbursement (code)	21.			
	22.	agency awarding the scholarship/ stipend/ reimbursement ( <i>government-1, others-2</i> )	22.			
23.	whether received free/subsidised textbooks (code)		23.			
24.	whether received free/subsidised stationery (code)		24.			
<b>for code 1 or 2 in item 8,</b>	25.	whether free mid-day meal/tiffin/nutrition is provided by the institution ( <i>yes-1, no-2</i> )	25.			
	26.	<b>for 1 in item 25</b> , agency providing free mid-day meal /tiffin /nutrition ( <i>government -1, others-2</i> )	26.			
	27.	mode of transport (code)	27.			
	28.	<b>for code 3 in item 27</b> , whether concession received ( <i>yes-1, no-2</i> )	28.			
	29.	distance( <b>d</b> ) of educational institution from place of residence (code)	29.			
30.	whether changed educational institution during last 365 days (code)		30.			
31.	whether taking/taken private coaching ( <i>yes-1, no-2</i> )		31.			









[2] particulars of field operations									
srl. no.	item	Field Investigator (FI) / Junior Statistical Officer (JSO)			Field Officer (FO)/ Senior Statistical Officer (SSO)				
(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.	<b>date(s) of:</b>	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/JSO) (in minutes) [no decimal point]								
5.	number of investigators (FI/JSO) in the team who canvassed the schedule								

<b>[9] remarks by investigator (FI/ JSO)</b>

<b>[10] comments by supervisory officer(s)</b>

[11] details of remarks in the Schedule		
whether schedule contains remarks:	(i) in Block 9 by the Field Investigator (FI) / Junior Statistical Officer (JSO) (yes-1, no-2)	
	(ii) in Block 10 by the supervisory officer(s) (yes-1, no-2)	
	(iii) anywhere in the Schedule by the Field Investigator (FI) / Junior Statistical Officer (JSO) (yes-1, no-2)	
	(iv) anywhere in the Schedule by the supervisory officer(s) (yes-1, no-2)	

# Officers & Staff

**ASSOCIATED WITH THE NSS 75<sup>th</sup> ROUND PUBLICATION**

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**Visi Yhokha**, *Economics & Statistics Officer*

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**Vikuosano**, *Inspector of Statistics*

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**Sholula Yim**, *Field Investigator*

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**Medolenuo Kehie**, *Field Investigator*

**Seyiekul**, *Field Investigator*

**Phatimo Apon**, *Field Investigator*

# Registration of Births & Deaths is compulsory



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