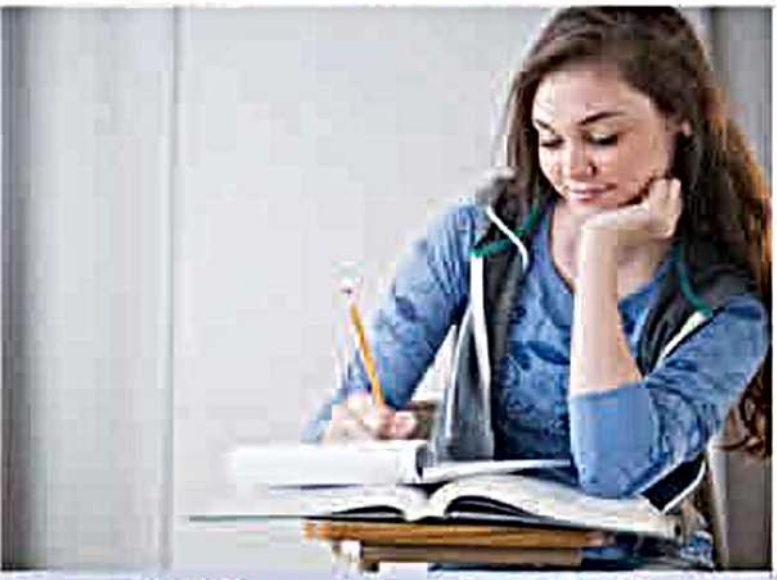


NSS 71st Round | January - June 2014

Education in Kerala

Government of Kerala

N.S.S. Divion
Department of
Economics & Statistics

Government of Kerala

NSS 71st Round
January - June 2014

Education in Kerala

N.S.S. Divion
Department of
Economics & Statistics

Contributing Team

Guidance
P V BABU
Additional Director (State Income)

Tabulation and Report writing
PREETH V S
Assistant Director

Report Editing
RESMI C P
Nosologist

Data Validation
N S S Division
Directorate of Economics and statistics

Data Collection & Data Entry
Statistical Investigators & Supervisory Officers
District Offices, Department of Economics & Statistics

Lay out & Design
Sivakumar A
Research Assistant

Preface

Social Consumption: Education is one of the very important indicators of development of a state. Department of Economics and Statistics (DES), Kerala collected information on education through 71st round socio economic survey of National Sample Survey Office (NSSO) during January-June 2014 and the results like literacy rate, attendance ratios, incentives received by the students, expenditure incurred for the purpose of education etc have been presented in this report.

The main difference of the report from other official educational statistics is that its results are based on the current attendance status while most of the official educational statistics are based on enrolment. The estimates presented in this report are based on state sample: sample surveyed by state officials. Major state level estimates of education are available in this report. District level estimates will be published after completing the exercise of pooling of central and state sample data.

I am highly thankful to Shri. Raveendran G, Additional Director General (Rtd.), CSO and Dr. Binu V.S., Associate professor, Department of Statistics, Manipal University for providing their valuable guidance for generating tables using STATA software. The technical assistance provided by NSSO, Government of India and the cooperation extended by the sample households is acknowledged. I use this opportunity to place on record the work done by the supervisors, field staff who worked hard to make the survey a success and all other staff in the Directorate who have contributed in different ways to the success of the survey and the subsequent production of the report.

I hope that this report will be useful to the planners, policy makers, academicians and researchers. Suggestions for improvement of the content of the report will be highly appreciated.

Thiruvananthapuram
Date: 16.08.2016

V.Ramachandran
Director General

Highlights

The report is based on state sample data of a household survey on "Social Consumption: Education" carried out during January-June 2014.

1. Literacy Rate

- Literacy rate among persons (aged 7 years and above) in Kerala was 96.1%. In rural areas, literacy rate was 95.49% compared to 96.96% in urban areas

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

- In whole Kerala, 65.2% of households reported availability of primary school with in 1 Km from house.
- 45.6% of households reported upper primary schools within 1 km while 26.5% of households reported secondary schools within such a distance.
- 6.8% of households reported non-availability of secondary schools within 5km distance from home.

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

- In rural areas 65.52% of persons in the 5-29 years age-group were currently attending educational institution
- In urban areas 64.38% of persons in the 5-29 years age-group were currently attending educational institution

4. Attendance ratios

- Gross Attendance Ratios (GARs) at primary level were 110 for males and 98 for females
- GARs at upper primary level were 95 for males and 103 for females.
- GARs at secondary level were 110 for males and 106 for females.
- Net Attendance Ratios (NARs) at primary level were 90 for males and 87 for females.
- NARs at upper primary level were 72 for males and 73 for females.
- NARs at secondary level were 73 for males and 81 for females.
- Age-specific Attendance Ratios (AARs) in the age-group 6-10 years for males and females were 98 and 97 respectively.
- AARs in the age-group 11-13 years for males and females were 100 and 99 respectively.
- AARs in the age-group 14-15 years for males and females were 99 and 100 respectively.

5. Current attendance of students by type of education

- 88.1 % of students were attending general education.
- 10.2% of students were attending technical/professional education.
- 1.7% of students were attending vocational education.

6. Attendance by type of courses

- In rural areas, 69.6% of students were in classes up to X, 4.4% was attending humanities courses, 8.3% was attending science courses, 6.8% was attending commerce courses, 1.3% was attending medical courses and 3.1% were attending engineering courses.
- In urban areas, 65.3% of students were in classes up to X, 5.5% was attending humanities courses, 7.8% was attending science courses, 7.9% was attending commerce courses, 1.8% was attending medical courses and 4.8% were attending engineering courses.

7. Type of institution

- 69% of the students in general education level were attending government institutions while in technical or professional level the percentage was only 33.7.
- 68.9% of the students at levels up to class X, 69.9% of students of humanities courses, 78.1% students of science courses and 59.2% students of commerce courses attended government institutions(including aided).
- 68.4% and 72.6% of medical and engineering students respectively attended private unaided institutions.

8. Attendance by nature of institution

- 7% of students from rural and 9% of students from urban sector were studying in unrecognized primary schools.
- 9% of students from rural and 4% of students from urban sector were studying in unrecognized upper primary schools.

9. Free Mid-day Meal

- 62.2% of primary students and 69.6% of upper primary students in rural were getting free mid-day meal in the schools while in urban the shares were 44% and 59.7% respectively.







10. Private Expenditure on Education

- Average expenditure per student incurred and/or to be incurred during the ***current academic session*** was `9007 for general education, 83746 for technical/professional (except vocational) and `21157 for vocational education.
- Average expenditure per student of primary level in rural and urban sectors was Rs. 7445 and Rs.9542 respectively while in the levels post graduation and above the expenditure in rural and urban sectors were Rs.17811 and Rs.24867 respectively.
- Average expenditure per student of medical course in unaided institution was 1.19 times greater than that in government institutions.
- For engineering courses, average expenditure per student in unaided institutions was 0.84 times greater than that in government institutions.
- The major share in average expenditure was contributed by course fee in all type of education, 41% for general and 66% for technical/professional.

11. Drop outs and Discontinuance

- 34.2% of rural male population and 35.1% of urban male population, aged between 5 and 29 years were dropped out or discontinued education.
- 33.2% of rural female population and 35.2% of urban female population, aged between 5 and 29 years were dropped out or discontinued education.

12. Access to computer and internet

- 26.2% of rural households and 32.5% of urban households possessed computer.
- 44.4% of rural households and 51.7% of urban households had access to internet

List of Abbreviations Used

Abbr.	Description
DES	Department of Economics and Statistics
NSSO	National Sample Survey Office
NSS	National Sample Survey
MOSPI	Ministry of Statistics and Programme Implementation
GAR	Gross Attendance Ratio
NAR	Net Attendance Ratio
AAR	Age specific Attendance Ratio
GPI	Gender Parity Index
ITI	Industrial Training Institute
Govt.	Government

Contents







Chapter 1

INTRODUCTION

Chapter 1

Introduction

1.1 Background

The National Sample Survey Office (NSSO), Ministry of Statistics and Programme Implementation (MOSPI), Government of India, since its inception in 1950 has been conducting nationwide integrated large scale sample surveys, employing scientific sampling methods, to generate data and statistical indicators on diverse socio-economic aspects. The NSS surveys are conducted by interviewing sample households selected through a scientific design and cover practically the entire geographical area of Indian Territory. As the sample size was not sufficient to generate reliable estimate at district level, the state governments were also invited to participate with matching samples so as to enable the preparation of estimates at district level. Considering the demands for district level estimates, Kerala started participating in the National Sample Surveys from the very beginning with matching samples to provide more disaggregated results at regional level by pooling of central and state sample data.

DES participated in the 71st round socio economic survey of NSSO with equal matching sample during January-June 2014. One of the topics of the survey was education. The state level results of the survey based on state sample: sample surveyed by state officials are presented in this report.

1.2 Objective of the survey

The foundation of the society is based on education. It brings economic and social prosperity. One can appositely say, a strong nation can be built by ensuring that each citizen of that nation is educated. In most of the countries, the government spends substantial amount on the creation as well as the functioning of the educational infrastructure. But to avail such facilities individuals too have to incur expenditure in the form of course fees, examination fees, cost of books and stationery etc. While information on the expenditure incurred by governments is available from budget documents, there is an increasing role of nongovernment organizations as well as individuals in the education sector. The generation of information on education and the expenditure by individuals through a specialized survey, therefore, has special significance in the contemporary context.

The purpose of the survey was to collect information on participation of persons aged 5-29 years in pursuit of education in the country, the extent of use of educational infrastructure, facilities and incentives provided by the government and

private sectors and its impact on current attendance status of population in the educational institutions; private expenditure incurred by households on education and the extent of educational wastage in terms of dropping-out and discontinuance, and its causes.

Increasing use of information technology in every sphere of day-to-day life at present seems to be one giant leap for the country. So it stands to reason that more importance has to be placed on computer literacy as education and computer now go with hand-in-hand. This survey also captured some information on various facets of ability to operate computer along with possession of computer in the household and access to internet facility for a 14 plus aged member of a household.

1.3 Schedules of enquiry

The schedule of enquiry on Social Consumption: Education (Schedule 25.2) was designed to collect information on (a) participation of persons aged 5-29 years in the pursuit of education, (b) private expenditure incurred on the education of household members including those who are residents of Students' hostel at the time of survey, (c) extent of educational wastage and their causes in terms of dropout and discontinuance and (d) IT literacy of persons aged 14 years and above.

1.4 Geographical Coverage

The survey covered the whole of the state.

1.5 Population Coverage

The following rules were adhered to determine population coverage:

1. Under-trial prisoners in jails and indoor patients of hospitals, nursing homes etc., were exduded, but residential staff therein was listed. The persons of the first category were considered as members of their parent households and were counted there. Convicted prisoners undergoing sentence were outside the coverage of the survey.
2. Floating population, i.e., persons without any normal residence were not listed. But households residing in open space, roadside shelter, under a bridge, etc., more or less regularly in the same place, were listed.
3. Neither the foreign nationals nor their domestic servants were listed, if by definition the latter belonged to the foreign national's household. If, however, a foreign national became an Indian citizen for all practical purposes, he or she was covered.
4. Persons residing in barracks of military and paramilitary forces (like police, BSF, etc.) were kept outside the survey coverage due to difficulty in conduct of survey therein. However, civilian population residing in their neighbourhood, including the family quarters of service personnel, was covered.

5. Orphanages, rescue homes, *ashrams* and vagrant houses were outside the survey coverage. However, persons staying in old age homes, *ashrams/ hostels (other than students)* and the residential staff (other than monks/ nuns) of these ashrams were listed. For orphanages, although orphans were not listed, the persons looking after them and staying there were considered for listing.

6. In this particular survey, students residing in the students' hostels were excluded from the hostel as they were considered as members of the household to which they belonged before moving to the hostel. However, residential staff was listed in the hostel.

1.6 Sample Size

A total of 158 villages were surveyed in rural Kerala and the number of urban blocks surveyed was 160 as First-stage units (FSUs) in NSS 71st round for the state sample.

1.5 Contents of this report

The report contains two chapters and four appendices. The main findings relating to the estimates are presented in chapter two after the present introductory chapter. Detailed tables are given in appendix A. Concepts and definitions of the survey are described in Appendix B. Sample Design and estimation procedure are given in Appendix C. Schedules of inquiry used for data collection is presented in Appendix D.

Chapter 2

EDUCATION IN KERALA

Chapter 2

EDUCATION IN KERALA

2.1 Introduction

As education is the foundation of a society one must be interested to know various indicators on education scenario of the state; like literacy rates, attendance ratios, incentives received by students, expenditure incurred for the purpose of education, educational wastage in terms of dropping out and discontinuance etc. This chapter portrays the salient features relating to the above indicators on education as on 31st march 2014, the midpoint of the survey period January-June 2014. It should be kept in mind that the rural and urban figures presented in this document are related to persons/students from rural and from urban areas respectively, and not relating to the places where the students studied.

2.2 Literacy Rate among Population

Literacy is a human right
- UNESCO

United Nations
Educational, Scientific and
Cultural Organization

Percentages of literates in a population are taken as its literacy rate. *A person who can read and write a simple message in any language with understanding is considered literate in NSS surveys* .Literacy rate among persons of age 7 years and above in Kerala was presented in the table 2.2.1. It indicates,

- Literacy rate among persons of age 7 years and above in Kerala was 96.1%. In rural areas, literacy rate was 95.49% and in urban areas it was 96.96%.
- Male literacy rate was greater than that of female in both sectors. The difference was 4.23% points in rural and 3.29% points in urban.

Table 2.2.1: Literacy rates (%) for persons (age 7 years and above) for Kerala

Sector	literacy rate (%)		
	Male	Female	Total
Rural	97.7	93.47	95.49
Urban	98.67	95.38	96.96
Rural+ Urban	98.1	94.26	96.1

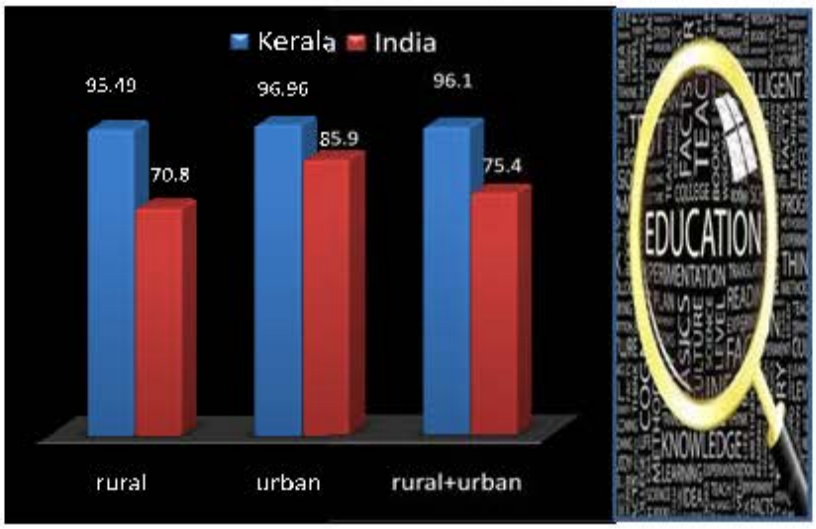
Table 2.2.2 give information on Adult literacy rate. Literacy rate among persons of age 15 years and above is known as Adult literacy rate. Adult literacy rate in Kerala was 95.46 in 2014. The rate was 94.67 in rural and 96.53 in urban.

Table 2.2.2: Adult Literacy rates (%) for persons (age 15 years and above) for Kerala

Sector	Literacy rate (%)		
	Male	Female	Total
Rural	97.24	92.40	94.67
Urban	98.45	94.80	96.53
Rural+ Urban	97.75	93.42	95.46

Literacy rate among persons of age 7 years and above in India and Kerala were presented in chart 2.2.1 for comparison. It may be noted that the all-India figures presented in the report were taken from NSSO's report no.575(71/25.2/1) based on the same survey conducted by NSSO at national level during January 2014 to June 2014. We can see that the state rate was higher than the national rate in both sectors. The difference was 24.69% percentage points in rural, 1.06 percentage points in urban and 20.7 percentage points when the both sectors taken together.

Chart 2.2.1 Literacy rates among persons of age 7 years and above in India and in Kerala





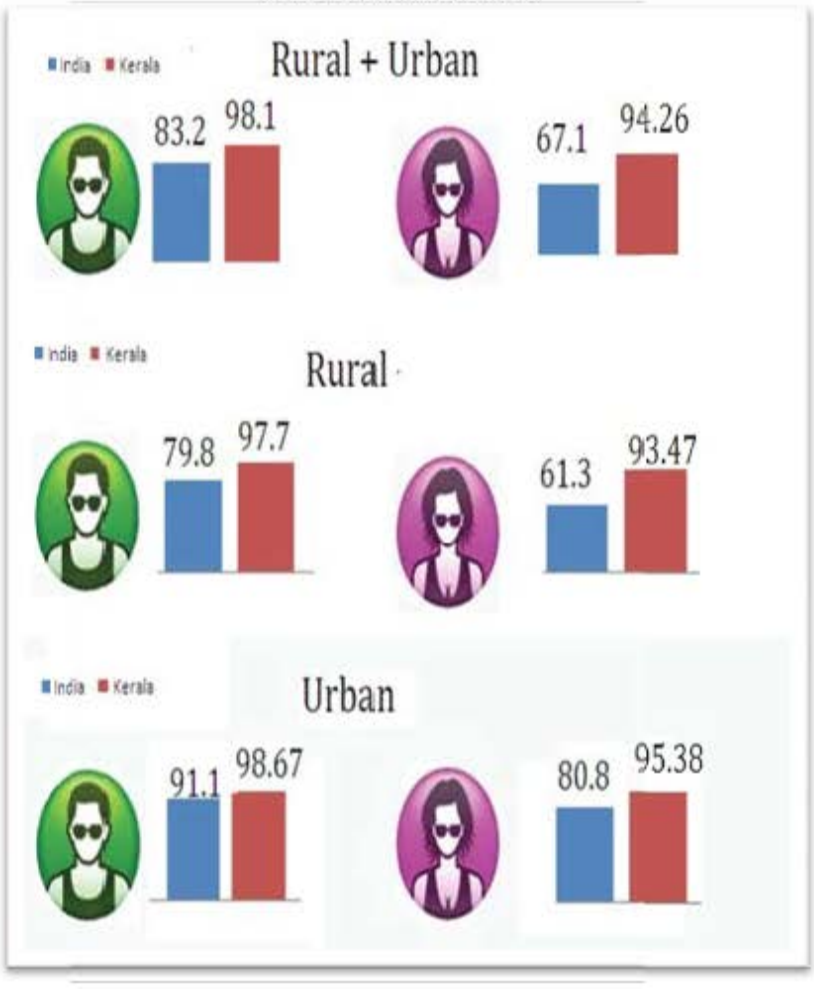




Moving to chart 3.2.2 we can observe gender wise difference in literacy rate among persons of age 7 years and above in India and in Kerala in 2014.The chart says,

- Male-Female gap in literacy rate of Kerala was much lower than that of all-India. The gap at national level was about 4.37 times that of Kerala in rural, about 3.13 times that of Kerala in urban and about 4.2 times that of Kerala when rural and urban sectors combined.
- Rural-Urban gap was seen more glaring at national level. The gap at national level was 11.3% points and 19.5% points for male and female respectively while the figures of Kerala were 0.97% points and 1.91% points respectively.

Chart 2.2.2 Gender wise Literacy rate among persons of age 7 years and above in India and in Kerala

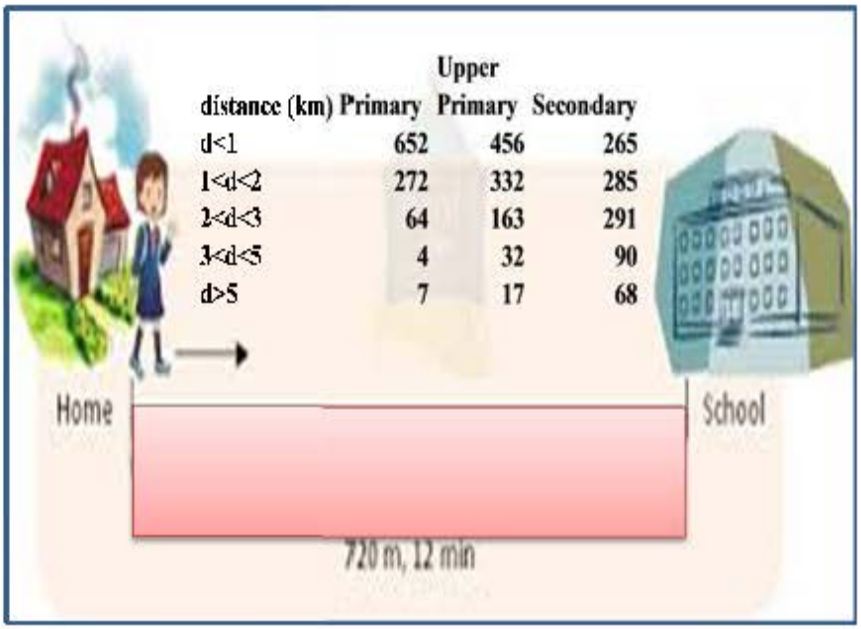


2.3 Distance to nearest primary, upper primary and secondary school

In order to ensure ***"Education For All"*** it is important to know about accessibility to education. Distance to school from residence is one of the important

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

Chart 2.3.1 Per 1000 distribution of households by distance from school having primary, upper primary and secondary level classes for Kerala



It is observed that more than 65% of households in Kerala have schools having primary level classes within 1 km radius from residence. Moving to upper primary and secondary level classes the percentage reduced to 45.6 and 26.5 respectively. The chart also indicates that 6.8 % of households in Kerala did not have secondary schools within 5 km whereas for upper primary and primary classes such cases were rare as the rate was 1.7% and 0.7% respectively. The gap between rural and urban areas in terms of physical access to schooling can be seen in chart 2.3.2. It is observed that accessibility to schooling was more in urban as

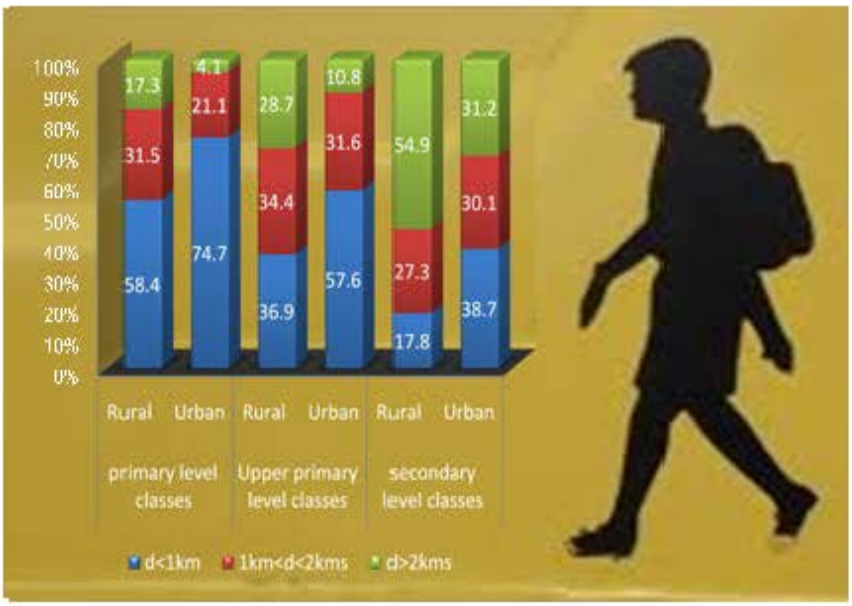
- While 58.4% of rural households had access to primary level classes within 1 km of radius from residence74.7% of urban households had access to primary level classes.
- 36.9% of rural households had access to upper primary classes within 1km of radius from residence. For urban it was57.6%.
- 17.8% of rural households had access to upper primary classes within 1km of radius from residence. For urban it was 38.7%.







Chart 2.3.2 Percentage distribution of households by distance (d) from nearest school of different level of classes



2.4 Students

For the purpose of the survey, a household member was considered as student if he was aged between 5 to 29 years and currently attending a course at primary level and above. It was estimated that 62.97% of persons of Kerala aged between 5 and 29 were students. Male-female and rural-urban break ups were presented in table 2.4.1. It can easily observe from the table that there was no significant difference between rural and urban Kerala. Gender gap was also seen insignificant.

Table 2.4.1 Percentage of students among persons of age 5-29

Sector	Percentage **of students**		
	Male	**Female**	**Total**
Rural	63.14	63.55	63.35
Urban	63.23	61.59	62.43
Rural+ Urban	63.18	62.76	62.97

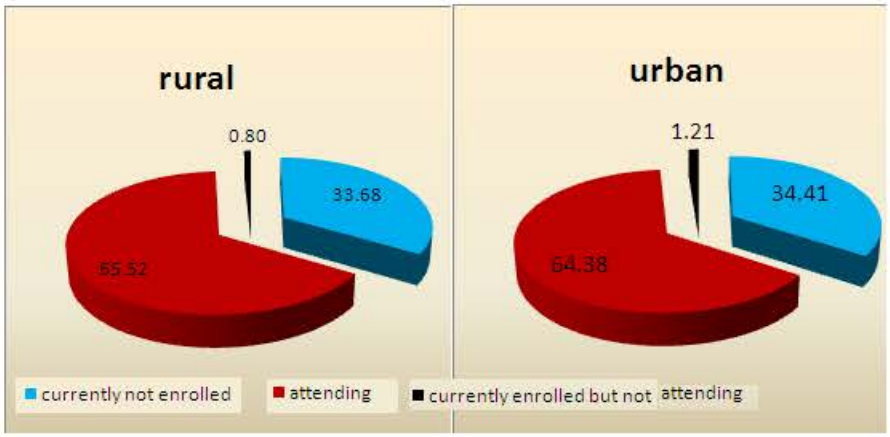
Estimated number of students and estimated number of population for age group 5-29 years can be seen in table 3 and table 1 of Appendix A respectively.

2.5 Attendance and Enrolment status

While most of the official educational statistics are based on enrolment, this survey, because of its household approach, bases its analysis on the current attendance status. Current attendance refers to whether a person is currently attending any educational institution or not.Current attendance necessarily implies current enrolment but not the vice versa. Persons, who were temporarily not attending due to reasons like illness, vacation etc. were treated as currently attending in this survey. Same treatment was applicable for the persons, who were awaiting their results after completing a particular course and certain to take admission in any further course during the current year (2014). While every person, who is attending an educational institution, is necessarily enrolled in that institution it may so happen that a person, who has enrolled in current academic session/year, is not currently attending the institution. In order to identify those persons, who were enrolled but currently not attending or never attended, their latest enrolment status was noted.

The survey resulted that 33.98% of the persons in Kerala aged between 5 and 29 were currently not enrolled in any educational institution. It also reveals that 65.05% persons in the age group 5-29 years were currently attending in educational institutions and a very small proportion of the persons aged 5-29 years (0.97%) were currently enrolled but not attending any educational institutions.

Chart 2.5.1 Percentage distribution of persons of age 5-29 years by current enrolment and attendance status



Sector wise percentage distribution of persons of age 5-29 years by current enrolment and attendance status were presented in chart 2.5.1. There was no noticeable rural-urban disparity among the persons currently attending, currently not enrolled and currently enrolled but not attending.







2.6 Attendance ratios

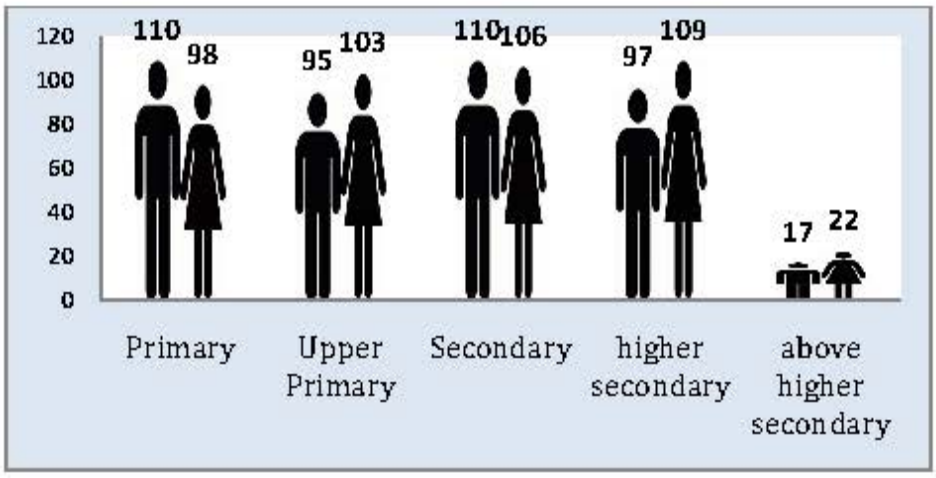
As pointed out earlier the survey provides an opportunity to identify participation in education based on attendance in spite of enrolment. Attendance ratios are taken as important indicators for providing insight about the proportion of a population currently attending educational institutions. Gross attendance ratio, net attendance ratio and age-specific attendance ratio are taken as three principal indicators. Attendance ratios for primary, middle or upper primary, secondary and higher secondary were presented in this document. In this survey the above mentioned divisions of school education refer to classes I-V,VI-VIII, IX-X and XI-XII respectively for which for which the corresponding official age-groups are taken as 6-10, 11-13, 14-15 and 16-17 years respectively.

2.6.1. Gross Attendance Ratio (GAR)

GAR is the ratio of the number of persons in the class-group to the number persons in the corresponding official age-group. For a particular level of education, denominator consists of all persons in the official age-group for that level, whether attending or not, while the numerator consists of the persons who are studying in that particular level including persons outside the official age-group. Therefore, it can work out to be **more than 100 as well in some cases**.

GAR for primary, upper primary, secondary, higher secondary and above higher secondary levels of education in whole Kerala was estimated as 104, 98, 108, 103 and 20 respectively. (Refer table 8 of Appendix A).Thus the trend was first decreased to upper primary, then increased to secondary and then onwards decreased. Gender gap in GAR can be observed in chart 2.6.1.1. It is seen that GAR of male in primary and secondary was higher than that of female while for the remaining levels of education females had better GAR than male.

Chart 2.6.1.1 GAR for different levels of education in Kerala



One can see the rural-urban differences in participation of education in terms of GAR in table 2.6.1.1. Rural_urban difference was seen little bit higher in secondary level of education compared to other levels of education.

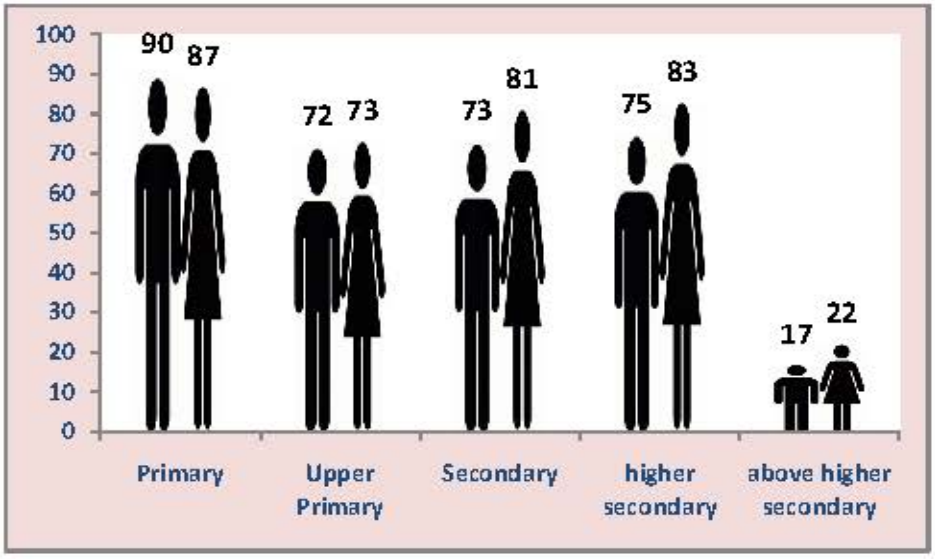
Table 2.6.1.1. Sector wise GAR (%) for different levels of education.

Level of Education	Gross attendance ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	111	98	104	108	100	104	110	98	104
Upper Primary	92	105	98	98	100	99	95	103	98
Secondary	104	102	103	119	112	115	110	106	108
higher secondary	95	101	98	100	121	109	97	109	103
above higher secondary	16	23	20	19	20	20	17	22	20

2.6.2 Net Attendance Ratio (NAR)

NAR is the ratio of the number of persons in the official age-group attending a particular class-group to the total number persons in the age group. This ratio cannot be exceeding 100. NAR for primary, upper primary, secondary, higher secondary and above higher secondary levels of education in whole Kerala was 88, 72, 78, 79 and 20 respectively. (Refer table 9 of Appendix A). Like GAR, a sharp decline can be observed in NAR for above higher secondary level. Male –female differences can be seen in chart 2.6.2.1.it shows that female participation in education was higher than male in all levels of education except primary.

Chart 3.6.2.1 NAR (%) for different levels of education









Sector wise NAR were presented in table 2.6.2.1. It is seen that rural-urban gap was more prominent in upper primary and secondary levels.

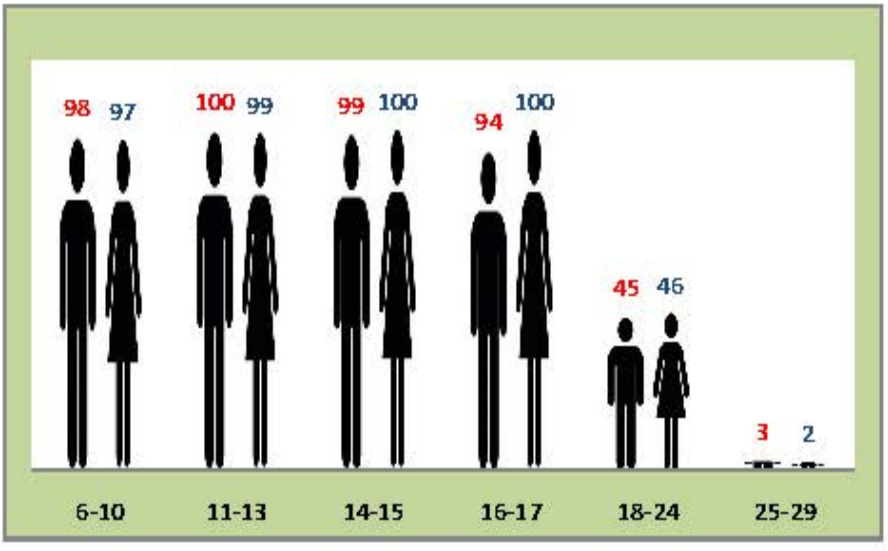
Table 3.6.2.1. Sector wise NAR for different levels of education

Level of Education	Net Attendance Ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	91	86	88	89	88	88	90	87	88
Upper Primary	66	68	67	81	80	80	72	73	72
Secondary	68	77	73	81	89	85	73	81	78
higher secondary	80	80	80	63	87	77	75	83	79
above higher secondary	16	23	19	19	20	20	17	22	20

2.6.3 Age specific Attendance Ratio (AAR)

For each age-group this measure gives an idea of proportion of persons of a particular age-group currently attending educational institutions, irrespective of the level or class in which they are studying. AAR for different age groups separately for male and female in whole Kerala was presented in chart 2.6.3.1.

Chart 2.6.3.1 AAR for different age groups (rural+urban)



It is seen that all most all in lower age groups (up to 17), both male and female, were attending educational institutions. For age group 18-24 , 45% of male and 46% of female were participating in education while the ratio seems to be negligible for age group 25-29, only 3% and 2% for male and female respectively.

One can compare sector wise figures for the ratio in table 2.6.3.1. No significant rural-urban disparities were found in any of the age groups.

Table 2.6.3.1 AAR for different age groups

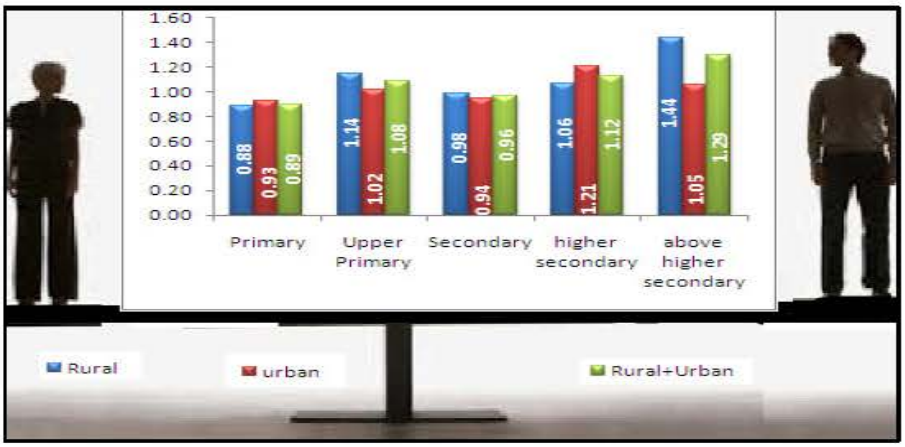
Age group	Age specific attendance ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
6-10	99	96	97	97	98	98	98	97	97
11-13	100	99	100	100	99	100	100	99	100
14-15	99	100	100	99	100	100	99	100	100
16-17	94	99	97	94	100	97	94	100	97
18-24	39	47	43	53	46	49	45	46	46
25-29	4	2	3	2	2	2	3	2	2

2.6.4 Gender Parity Index (GPI)

Gender Parity Index (GPI) measures the relative participation in education of male and female students at different levels of attendance. GPIs have been calculated as the ratios of GARs and NARs for female to male.

GPI based on GAR is shown in chart 2.6.4.1.The chart says that GPI at primary level and secondary level was less than 1 while at other levels GPI was seen greater than 1. It indicates relatively less female participation at primary and secondary levels and more female participation comparatively at middle, higher secondary and above higher secondary levels in both rural and urban sectors of Kerala.

Chart 2.6.4.1. GPI based on GAR for different levels of education



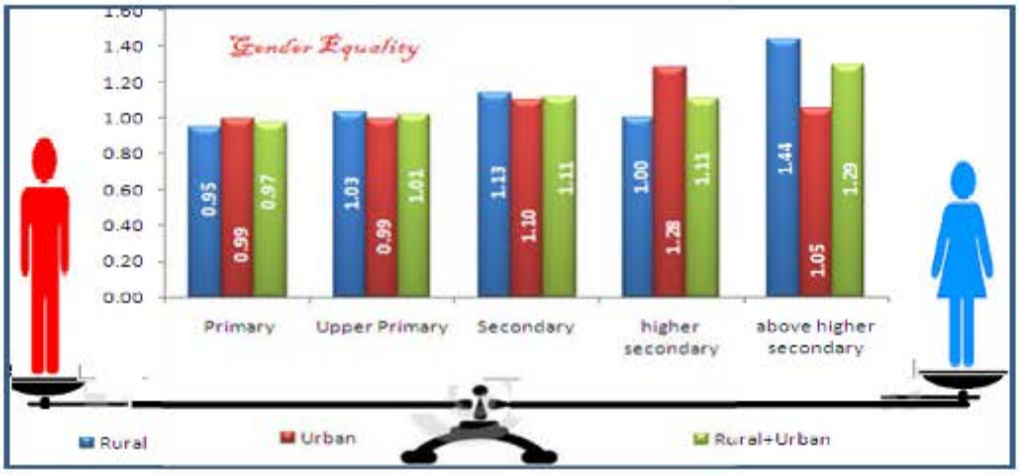






One can see that GPI based on NAR presented in chart 2.6.4.2 were either equal to one (approximately equal to one) or greater than one which indicates better female participation at different levels of education compared to male.

Chart 2.6.4.2. GPI based on NAR for different Levels of Education



2.7. Current attendance by type of education

In this survey, Education was broadly classified in to two categories viz.i) general and ii) technical/professional. General education included general school education from the primary to the higher secondary level and normal university education for a degree. Technical/professional courses involve the hands on training in addition to theoretical classes. Vocational courses were not defined separately from the technical/professional courses. Though no separate information on vocational education was collected, it can be easily obtained separately as a part of technical education. Any technical/ professional course with the *level of current attendance* as *secondary* or below or *diploma/certificate course (up to secondary)* was considered as vocational course. Moreover, courses offered by Industrial Training Institute (ITI), National Vocational Training Institute, Regional Vocational Training Institutes etc. were also considered as vocational courses.

Chart 2.7.1 displays the pattern of distribution of students to the different types of education they received in the basic course they were attending. It is seen that 88.1% of students in 5-29 age group were attending general education, 10.2% were attending technical or professional except vocational and the reaming 1.7% were attending vocational education. Clearly it is the reflection of the fact that most of the students were in level higher secondary or below and they were mostly come under general education. As it is expected that adult students will more opt for

specialized courses, distribution of students within age 15-29 years by the type of education they were currently attending was also given in the chart. The share of technical/professional and vocational for the students in 15-29 age group were seen 26.2% and 3.7% respectively, more than two times greater than that for age group 5-29.

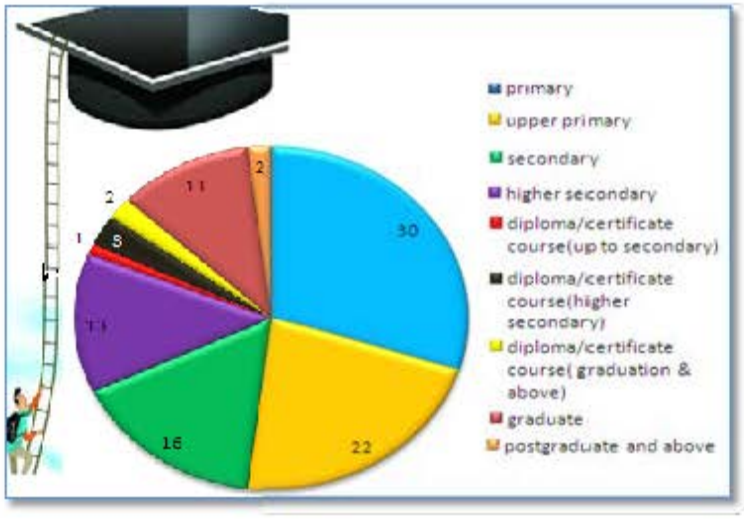
Chart 2.7.1 Per thousand distribution of students by type of education

	type of Education			
age-group	general	technical/Professional(except vocational)	vocational	all
15-29	701	262	37	1000
5-29	881	102	17	1000

2.8 Current attendance by level of attendance

Chart 2.8.1 shows that 81% of students were in the levels higher secondary and below. More specifically 30% were in primary, 22% were in middle, 16% were in secondary and 13% were in higher secondary. It is also seen that graduate and above had a share of 13% while only 6% of students were attending diploma/certificate courses.

Chart 2.8.1 Percentage distribution of students by level of current attendance









The percentages by sector and gender were presented in table 2.8.1. The distribution patterns of male and female students by their current level of attendance in both rural and urban sectors seen in table 2.8.1 were almost similar. Here also we can see that majority of the students were in the levels higher secondary and below.

Table 2.8.1 percentage distribution of students by level of current attendance

level of current attendance	percentage distribution of students			
	rural		urban	
	male	female	male	female
primary	34	31	29	24
upper primary	24	20	23	22
secondary	14	17	15	18
higher secondary	12	12	14	15
diploma/certificate course(up to secondary)	1	1	1	1
diploma/certificate course(higher secondary)	4	2	4	3
diploma/certificate course(graduation & above)	2	2	2	3
graduate	8	14	11	11
postgraduate and above	1	1	1	3
all	100	100	100	100

2.9 Attendance by type of course

Chart 2.9.1 gives an idea about the pattern of distribution of students from rural and urban sectors to the courses they were attending. The pattern in both sectors seems almost same. Like mentioned in previous sections, we can see that majority of students were attending up to class X. The chart also indicates

- 4.4% of rural students and 5.5 % of urban students were attending humanities courses, 8.3% and 7.8% students from rural and urban sectors respectively were attending science courses while percentage of students attending commerce courses were 6.8 and 7.9 in rural and urban respectively.
- Medical students out of all students were 1.3% and 1.8% in rural and urban sectors respectively
- Engineering students had a share of 3.1% and 4.8% in rural and urban respectively
- Number of students attending agriculture, law, charted accountancy, education were negligible compared to total number of students
- 1.2% of rural students and 1.56% of urban students were attending IT/computer courses

- 1.4% of students was attending courses from ITI and recognized vocational institutes.

Chart 2.9.1 Per1000 distribution of students by type of course

course	per 1000 distribution of students	
	rural	urban
upto class X	696	653
humanities	44	55
science	83	78
commerce	68	79
medicine	13	18
engineering	31	48
agriculture	0	0
law	0	1
management	5	8
education	3	6
charted accountancy and similar courses	2	2
IT/computer courses	12	16
courses from ITI, recognised vocational training institute	14	14
others	29	22

2.10 Type of Institution attended

Distribution of students by type of management of the institution where he or she was attending is presented in this section. Type of management may be government, aided and unaided. Definitions of these types are elaborated in Appendix B. It may be noted that schools like whose all financial burdens such as salary of teachers etc are borne by government but power for appointment of teachers is given to head of governing body were treated as government schools in this survey.







Table 2.10.1 Percentage distribution of students by type of institution attended

course		Percentage distribution of students		
		Govt (including aided)	Unaided	not known
General	Up to class X	68.9	30.9	0.2
	humanities	69.9	30.1	0
	science	78.1	21.9	0
	commerce	59.2	39.2	1.6
all(general)		69	30.7	0.3
technical/professional	medicine	27.2	68.4	4.3
	engineering	26.6	72.6	0.8
	agriculture	30.5	69.5	0
	law	21.7	78.3	0
	management	24.8	71.9	3.3
	education	51.7	40.9	7.4
	charted accountancy and similar courses	21.5	78.5	0
	IT/computer courses	35.9	63.8	0.3
	courses from ITI, recognized vocational training institute	58.1	41.9	0
all(technical/professional)		33.7	64.7	1.6

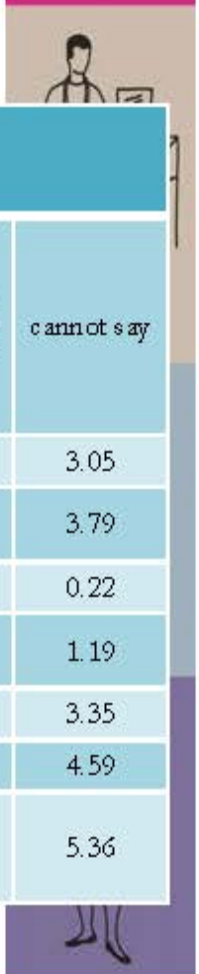
Table 2.10.1 says that 69% of the students in general education level were attending government institutions while in technical or professional level the percentage was only 33.7. It may be noted that percentage against "not known" presented in the table shows the percentage of informants who were not in a position to provide the information accurately. Going further, we can see that 68.4% and 72.6% of medical and engineering students respectively were attending private unaided institutions. Almost same pattern can be observed for courses like agriculture, law, management, chartered accountancy and similar courses and IT/computer courses. But the situation was somehow different for education courses and courses from ITI, recognized vocational training institute. 51.7% of education courses students and 58.1% of students from courses from ITI recognized vocational training institutes were attending government institutions.

2.11 Reasons for preferring private institutions

The survey enquired reasons for preferring private institutions from the students who were studying in private educational institutions. Table 2.11.1 gives an account of various reasons for preferring private institutions at various levels of current attendance. It is interesting to see that the main reason for preferring private schools up to secondary level was 'better environment of learning' and after secondary the main reason was 'tried for government institution but could not get admission'.

Table 2.11.1 Percentage distribution of students studying in private institution by reason for preferring private institutions for different levels of attendance

Level of attendance	Reason for preferring private institutions					
	government institution is not available nearby	better environment of learning	can learn English better	quality of education in govt. institution not satisfactory	tried for govt. institution but could not get admission	cannot say
Primary	17.44	57.04	16.85	5.48	0.15	3.05
Upper primary	28.52	56.38	5.15	5.68	0.48	3.79
secondary	24.33	56.48	12.33	2.13	4.5	0.22
higher secondary	20.72	27.48	3.17	5.33	42.11	1.19
diploma	17.03	13.01	0.39	0.47	65.75	3.35
graduate	18.61	13.1	0.37	0.47	62.85	4.59
post graduate and above	15.96	18.21	0	1.6	58.87	5.36



2.12 Attendance by nature of institution

The survey collected information on nature of unaided institutions at primary and upper primary level. The intention behind this was to ascertain whether the school is recognized or not. Findings are presented in chart 2.12.1.

It can be observed from the chart that 7% and 9% of students from rural and urban sectors respectively, who were studying in private unaided primary schools, were in unrecognized institutions. Moving to upper primary level, we can see that the

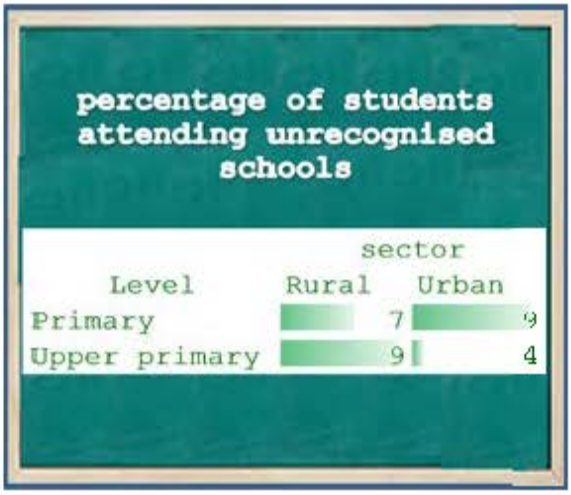






share of students who were studying in private unaided schools from rural and urban sectors in unrecognized institutions was 9% and 4% respectively.

Chart 2.12.1 percentages of students attending unrecognized schools at primary and upper primary levels



2.13 Receiving Free Education

All such cases where no fee is required to be paid by any student, irrespective of their socio-economic conditions, to the institution for a particular level are considered to be instances of free education at that level. Chart 2.13.1 displays percentage of students getting free education at different levels of education. Percentage of students getting free education was seen more in rural compared to urban for all levels of education. 62% of students from rural who were studying at primary level were getting free education while its urban counterpart was only 43%. For graduation and above levels, 19% and 13% of students from rural and urban sectors respectively were getting free education.

Chart 2.13.1 Percentage of students getting free education at different levels of education

Level of current attendance	Sector	
	Rural	Urban
Primary	62	43
upper primary	75	63
secondary & higher secondary	64	58
graduation and above	19	13

2.14 Receiving Free Mid-day Meal

Percentage of students receiving mid-day meal on regular and free basis in the institutions at primary and upper primary levels is presented in chart 2.14.1. Here regular means that the meal should be supplied free of cost to all students on almost all the school days in current academic session. The chart indicates that percentage of students getting free mid-day meal in the institutions at primary and upper primary was more in rural compared to urban. 62.2% of primary students and 69.65% of urban students were getting free mid-day meal in the schools while in urban the shares were 44% and 59.7% respectively.

Chart 2.14.1 Percentage of students receiving free mid-day meal in the institutions

sector	percentage of students receiving mid-day-meal	
	Primary	Upper Primary
Rural	62.2	69.6
Urban	44	59.7
Rural+ Urban	55.7	65.5

2.15 Private coaching

The survey captured information on a vogue among students: attending private coaching for different reasons at different levels of attendance. Percentage of students taking private coaching is presented in chart 2.15.1. It indicates,

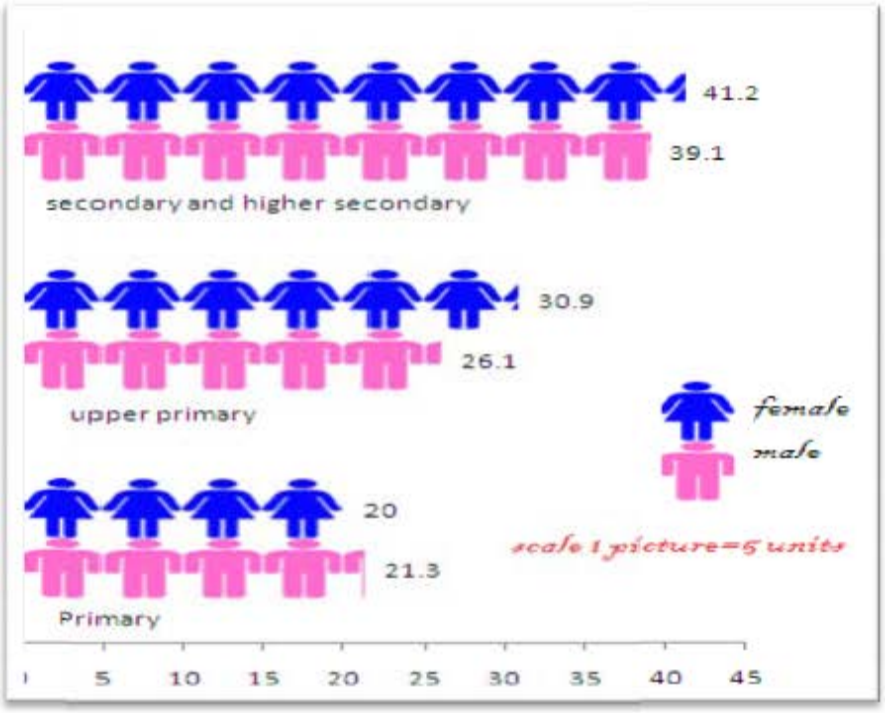
- Share of students attending private coaching increasing from primary to secondary and higher secondary
- Share of female students attending private coaching was more than that of male students at all levels of education except primary
- 21.3% of male and 20% of female students of primary level was attending private coaching classes.
- Share of students attending private coaching classes at upper primary level was 26.1% and 30.9% for male and female respectively.
- 39.1% of male and 41.2% of female students of secondary and higher secondary was attending private coaching classes







Chart 2.15.1 Percentage distribution students attending private coaching



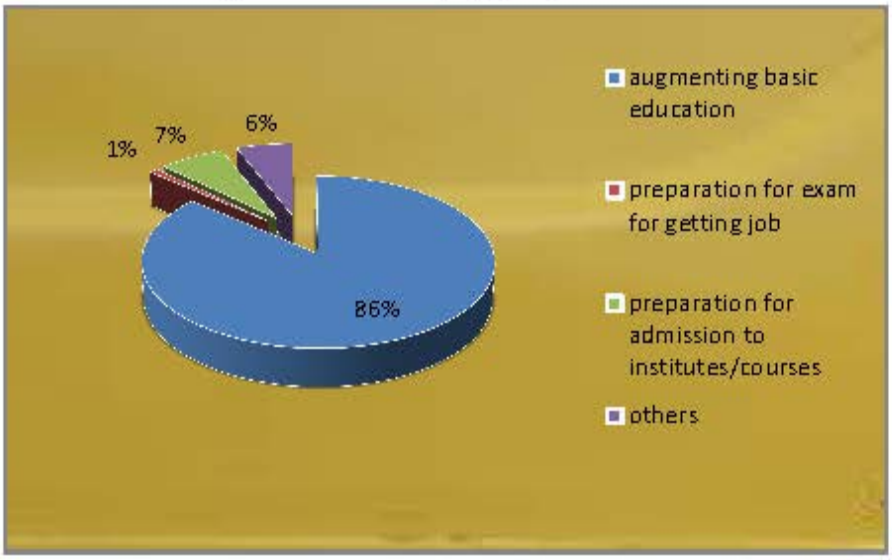
Sector wise percentage distribution of students attending private coaching can be seen in table 2.15.1. It is seen that share of students attending private coaching was more in urban compared to rural.

Table 2.15.1 Percentage distribution of students taking private coaching

	Percentage of students taking private coaching					
	Primary		upper primary		secondary and higher secondary	
	Male	Female	Male	Female	Male	Female
Rural	14.2	19.3	20.2	22.3	38.9	40.9
Urban	33.1	21.4	34.6	42.8	39.2	41.6
Rural+Urban	21.3	20.0	26.1	30.9	39.1	41.2

The survey also enquired about reasons for taking private coaching at all levels including school education and higher education and the results are presented in chart 2.15.2. At state level, 86% of students were taking private coaching for augmenting basic education.

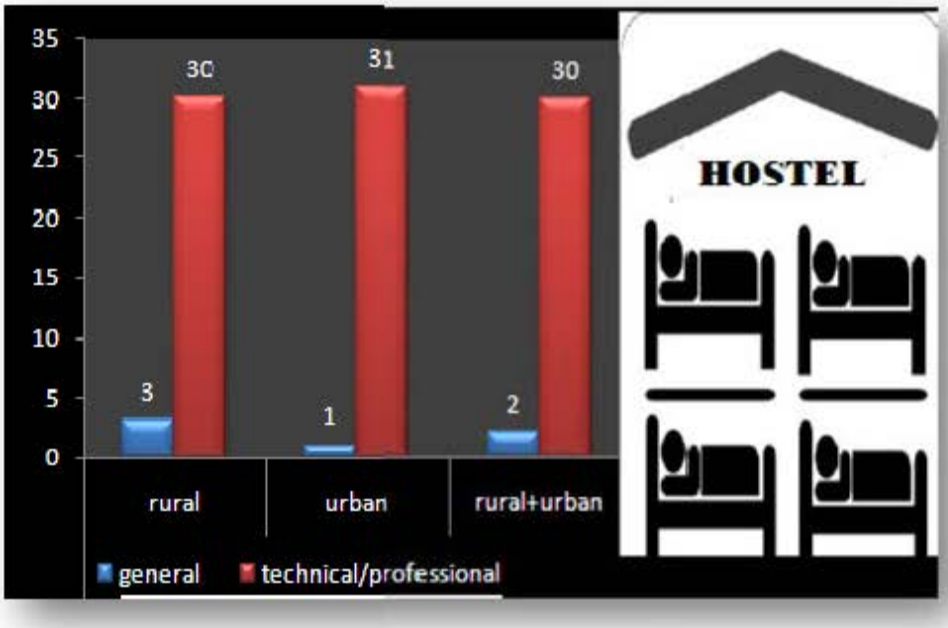
Chart 2.15.2 Percentage distribution of students taking private coaching by purpose



2.16 Students staying in hostel

Chart 2.16.1 displays percentage of students staying in hostel for general and technical/professional courses separately.3% of students from rural who were attending general courses were staying in hostel while in urban percentage of students who were attending general courses staying in hostel was 1%. Moving to technical/professional the shares of students from rural and urban staying in hostels were 30% and 31% respectively.

Chart 2.16.1 percentage of students staying in hostel







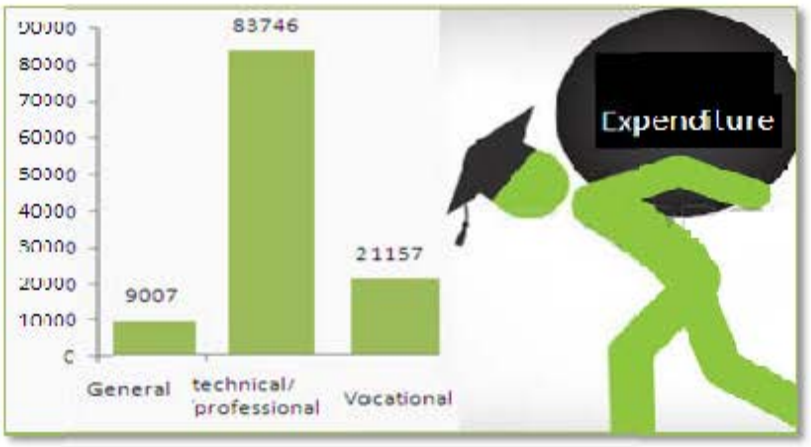


2.17 Private Expenditure on Education

Private expenditure refers to expenditure incurred by individuals attending educational institutions in the form of payment of course fees (including tuition fee, examination fees etc.), purchase of books, stationery and uniforms, expenses on conveyance, private coaching, etc. All the private expenditures incurred and/or to be incurred during the current academic session on the basic course of the household member were considered here.

The average annual expenditure in general, technical/professional and vocational education is presented in chart 2.17.1. It is seen that average expenditure per student on technical/professional and vocational education were more than 9 times and more than two times respectively than that on general education.

Chart 2.17.1 Average expenditure per student by type of education



Sector wise average expenditure on these three types of education is presented in table 2.17.1.It is seen that average expenditure per student on general education in urban (Rs.10128) was 22.48% greater than that in rural (Rs.8269). For technical/professional education, average expenditure per student in urban was 17.45% greater than that in rural. The table also indicates that average expenditure per student on vocational courses in rural was 29.78% greater than that in urban.

Table 2.17.1 Average expenditure per student by sector and type of education

Sector	Average expenditure(Rs) per student in current academic session		
	Type of education		
	General	technical/professional (except vocational)	Vocational
Rural	8269	76942	24107
Urban	10128	90369	16928
Rural+Urban	9007	83746	21157

From chart 2.17.2 it is observed that with increase in level of current attendance the average expenditure per student was increased except at upper primary level. For upper primary level a dip was seen in both sectors. Average expenditure per student of primary level in rural and urban sectors was Rs. 7445 and Rs.9542 respectively while in the level of post graduation and above the expenditure in rural and urban sectors were Rs.17811 and Rs.24867 respectively.

Chart 2.17.2 Average expenditure (Rs) per student pursuing general education during current academic session for levels of education

Level of general course	Average expenditure (Rs) per student	
	Rural	Urban
Primary	7445	9542
Upper Primary	6499	8469
Secondary	8443	9193
higher secondary	9374	11639
Graduate	14697	15447
Post-graduate and above	17811	24867

Average expenditure (Rs.) per student pursuing medical and engineering courses during current academic session by type of institution is presented in chart 2.17.3. It may be noted that aided institutions are included in Government institutions mentioned in the chart. It is seen that average expenditure per student of medical course in unaided institution was 1.19 times greater than that in government institutions. For engineering courses, average expenditure per student in unaided institutions was 0.84 times greater than that in government institutions. Details of other technical/professional courses are presented in table 24 of Appendix A.

Chart 2.17.3 Average expenditure per student pursuing medical and engineering courses

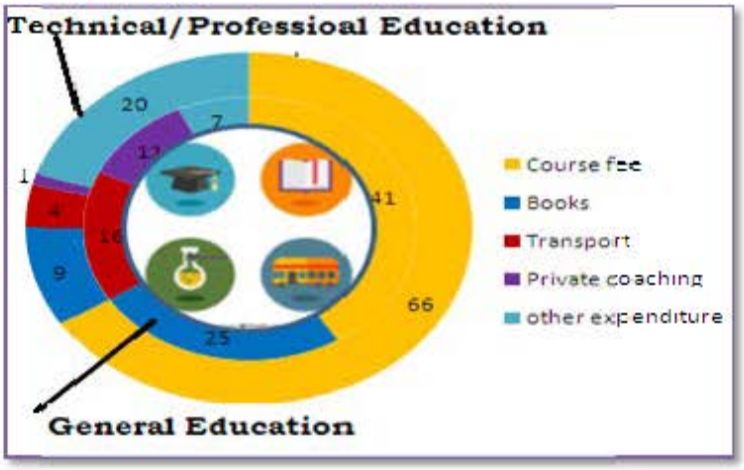






The survey also collected information on components of private expenditure on education viz. course fees; books, stationery and uniform; transport; private coaching; etc. The share of each of the above components in average expenditure has been presented in chart 2.17.4 for general and technical courses. The major share in average expenditure was contributed by course fee in all type of education, 41% for general and 66% for technical/professional. Contribution of books and stationery was 25% for general courses and 9% for technical/professional courses. For students attending general courses, 11% was spent on private coaching while the contribution of private coaching for technical/professional education was only 1%.

Chart 2.17.4 Percentage distribution of item wise expenditure for general education and technical/professional education

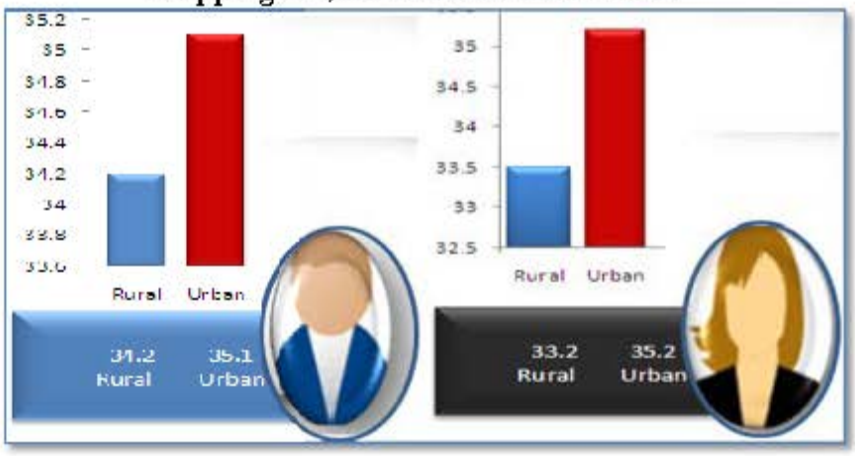


2.18 Drop outs and Discontinuance

This section focuses on persons of age 5 - 29 years who were ever enrolled but not currently attending any educational institution according to the current survey. An ever enrolled person currently not attending any educational institution may be due to either: (i) he/she has discontinued after completing the last level of education for which he/ she was enrolled or (ii) he/ she has discontinued education before attaining a specific level. For the purpose of this survey, both the types were treated alike for recording information.

It is seen from the chart 2.18.1 that 34.2% of rural male population and 35.1% of urban male population, aged between 5 and 29 years were dropped out or discontinued education. Moving to the female side the percentages were 33.2 and 35.2 for rural and urban sectors respectively.

Chart 2.18.1 Percentage of persons (age 5-29 years) dropping out/ discontinued education



Percentages of drop-outs and discontinuance at different broad age groups were presented in chart 2.18.2. It is seen that majority drop-outs/discontinuance happened in the age group 16-24 years for both males and females in both rural and urban sectors. Out of all drop-outs/discontinuance in rural sector 21% were happened at age group 5-16 years while in urban the share was 27%. Drop-outs/discontinuance was seemed to be very less in the age group 24-29 years as their contribution was 2% in rural and 1% in urban.

Chart 2.18.2 Percentage distribution of persons (age 5-29 years) who dropped out/discontinued education by age of dropping out / discontinuance

Age group	Rural			Urban		
	M	F	All	M	F	All
5-15.	24	19	21	31	22	27
16-24	75	78	77	68	77	72
25-29	1	3	2	1	1	1
all	100	100	100	100	100	100

2.19 Reason for drop-out/discontinuance

Major reasons for dropout/discontinuance were collected from persons of age 5-29 years who had ever been enrolled but was currently not attending and the result has been presented in chart 2.19.1.







Chart 2.19.1 Per 1000 distribution of dropping out/discontinuance (for persons aged 5-29 years) by reasons for dropping out/discontinuance

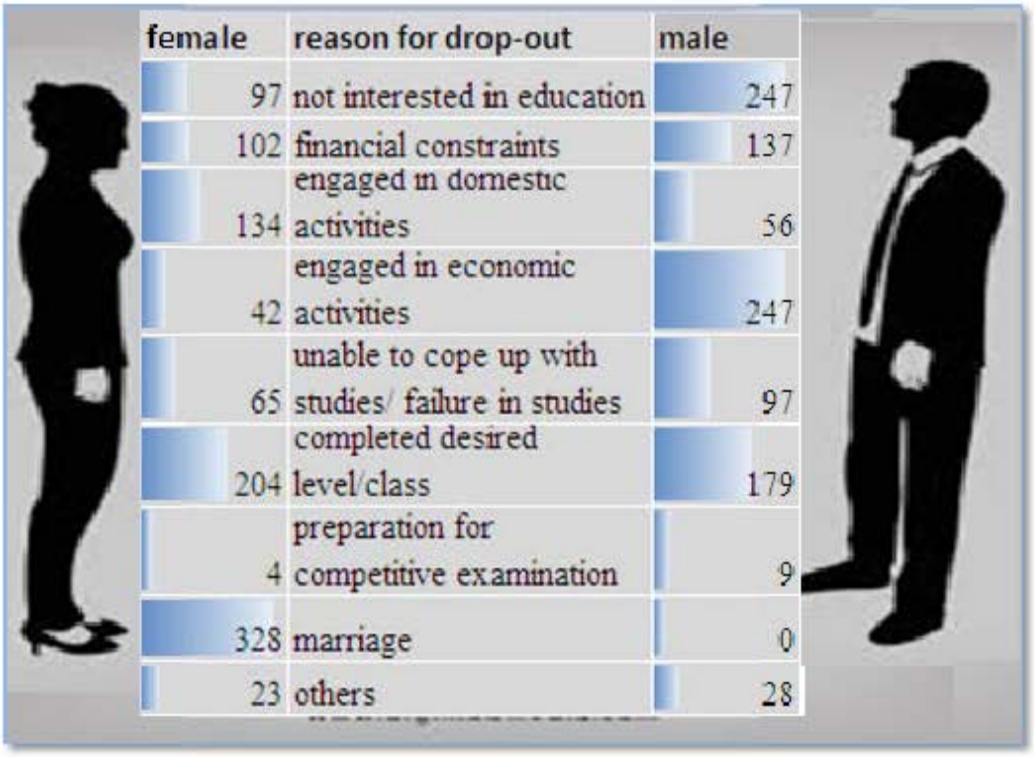
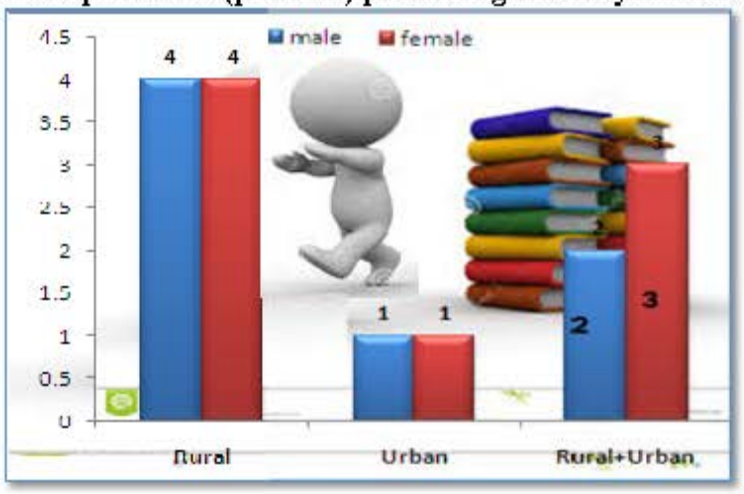


Chart 2.19.1 shows per 1000 distribution of dropping out/discontinuance among the persons aged 5-29 years by reasons. It is seen that major reasons for dropping out/ discontinuance for male were engaged in economic activities, not interested in education and completed desired level of education. For the females, marriage had been most common reason for dropping out/ discontinuance. The other dominant reasons for females were completed desired level of education and engaged in domestic activities.

2.20 Never Enrolment

The survey also enquired about the persons of age 5-29 years who had been never entered in the educational system of the country in the sense that they had not been enrolled in any of the educational institutions. What the survey found was that percentage of persons aged 5-29 years never enrolled in the year 2014 in Kerala was negligible, less than 1% (see chart 2.20.1).

Chart 2.20.1 Proportion of (per 1000) persons aged 5-29 years never enrolled



2.21. Access to computer and internet

The survey also captured information on access to computer and internet. In this survey any of the devices such as desktops/laptops/notebooks/net books/palmtops/smart phones etc. were considered as computers. Chart 2.21.1 shows the number (per 1000) of households having computer and access to internet. It is seen that 26.2% of rural households and 32.5% of urban households possessed computer. In the households where at least one member of age 14 years and above was present was asked about the access to use internet facility (not necessarily having the facility possessed by the household). The chart indicates that 44.4% of rural households and 51.7% of urban households had access to internet.

Chart 2.21.1 Number (per 1000) of households having computer and access to internet

sector	Propoprtion (per 1000) of households having computer	access to internet
Rural	262	444
Urban	325	517
Rural+ Urban	288	475

Appendix A

Detailed Tables







Appendix A
Detailed Tables

Table 1 : Estimated population (00) of Kerala for different age-groups by gender

Age group (in years)	Population (00)								
	Rural			Urban			Rural+Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-5	703	546	1249	566	660	1226	1269	1206	2475
6-10	6720	6995	13715	4119	3520	7639	10839	10515	21354
11-13	5655	4092	9747	3685	3092	6777	9340	7184	16524
14-15	2973	3708	6681	1905	2299	4204	4878	6007	10885
16-17	2770	2581	5351	2135	1777	3912	4905	4358	9263
18-24	9971	9813	19784	6607	7570	14177	16578	17383	33961
25-29	6277	6698	12975	5479	4350	9829	11756	11048	22804
5-29	**35069**	**34433**	**69502**	**24496**	**23268**	**47764**	**59565**	**57701**	**117266**

Table 2: Literacy rates (%) for persons (age 7 years and above)

Sector	Literacy rate (%)		
	Male	Female	Total
Rural	97.7	93.47	95.49
Urban	98.67	95.38	96.96
Rural+ Urban	98.1	94.26	96.1

Table 3: Adult Literacy rates (%) for persons (age 15 years and above)

Sector	Literacy rate (%)		
	Male	Female	Total
Rural	97.24	92.4	94.67
Urban	98.45	94.8	96.53
Rural+ Urban	**97.75**	**93.42**	**95.46**

Table 4: Estimated (00) number of students by gender

Sector	Number of students		
	Male	Female	Total
Rural	22144	21883	44028
Urban	15489	14331	29820
Rural+ Urban	**37634**	**36214**	**73848**

Table 5: Percentage of students among age group 5-29 by gender

Sector	percentage of students		
	Male	Female	Total
Rural	63.14	63.55	63.35
Urban	63.23	61.59	62.43
Rural+ Urban	63.18	62.76	62.97

Table 6 : Per 1000 distribution of households by distance from school having primary, upper primary and secondary level classes

Distance (d)	Per 1000 distribution of households by distance from school having								
	primary level classes			Upper primary level classes			secondary level classes		
	Rural	Urban	Rural + Urban	Rural	Urban	Rural + Urban	Rural	Urban	Rural + Urban
d< 1km	584	747	652	369	576	456	178	387	265
1km<d<2kms	315	211	272	344	316	332	273	301	285
2kms<d<3kms	82	39	64	210	98	163	362	193	291
3kms<d<5kms	8	0	4	48	10	32	117	53	90
d>5kms	11	2	7	29	0	17	70	66	68

Table 7 : Percentage distribution of persons of age 5-29 years by current enrolment and attendance status

Status	rural	urban	rural+urban
currently not enrolled	33.68	34.41	33.98
attending	65.52	64.38	65.05
currently enrolled but not attending	0.8	1.21	0.97







Table 8 Gross attendance ratio for different levels of education

Level of Education	Gross attendance ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	111	98	104	108	100	104	110	98	104
Upper Primary	92	105	98	98	100	99	95	103	98
Primary & Upper Primary	102	100	101	103	100	102	103	100	102
Secondary	104	102	103	119	112	115	110	106	108
higher secondary	95	101	98	100	121	109	97	109	103
secondary & higher secondary	100	102	101	109	116	112	103	107	105
above higher secondary	16	23	20	19	20	20	17	22	20

Table 9 Net attendance ratio for different levels of education

Level of Education	Net attendance ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	91	86	88	89	88	88	90	87	88
Upper Primary	66	68	67	81	80	80	72	73	72
Primary & Upper Primary	80	79	79	85	84	85	82	81	81
Secondary	68	77	73	81	89	85	73	81	78
higher secondary	80	80	80	68	87	77	75	83	79
secondary & higher secondary	74	78	76	75	88	81	74	82	78
above higher secondary	16	23	19	19	20	20	17	22	20

Table 10 Age specific attendance ratio by age-group

Age group	Age specific attendance ratio								
	Rural			Urban			Rural+ Urban		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
6-10	99	96	97	97	98	98	98	97	97
11-13	100	99	100	100	99	100	100	99	100
14-15	99	100	100	99	100	100	99	100	100
16-17	94	99	97	94	100	97	94	100	97
18-24	39	47	43	53	46	49	45	46	46
25-29	4	2	3	2	2	2	3	2	2

Table 11 : Estimated no.(00) of persons (aged 5-29 years) currently attending education and currently enrolled but not attending education

Sector	Estimated no.(00) of persons currently attending education	Estimated no.(00) of persons currently enrolled but not attending education
Rural	45536	557
Urban	30750	577
Rural +Urban	**76286**	**1134**

Table 12 Per 1000 distribution of students by type of institution and levels of education

level and type of education		per 1000 distribution of students		
		Rural	Urban	Rural+ Urban
Primary	Govt (inclu. Private aided)	205	129	175
	Pvt. Unaided	119	137	126
	not known	0	1	0
Upper Primary	Govt (inclu. Private aided)	172	155	165
	Pvt. Unaided	44	69	54
	not known	0	0	0
secondary & higher secondary	Govt (inclu. Private aided)	228	225	227
	Pvt. Unaided	48	77	60
	not known	0	3	1
diploma/certificate	Govt (inclu. Private aided)	26	25	26
	Pvt. Unaided	32	44	37
	not known	1	1	1
graduation and above	Govt (inclu. Private aided)	63	59	61
	Pvt. Unaided	62	72	66
	not known	0	3	1







Table 13 : Per 1000 distribution of students by type of course and type of education

course		Per 1000 distribution of students							
		Rural				Urban			
		Govt	Un aided	not known	Total	Govt	Un aided	not known	Total
General	upto class X	726	273	0	1000	630	366	4	1000
	humanities	720	279	0	1000	672	327	0	1000
	science	794	206	0	1000	762	239	0	1000
	commerce	678	322	0	1000	482	482	36	1000
technical/ professional	medicine	276	725	0	1000	270	641	89	1000
	engineering	246	737	16	1000	284	716	0	1000
	agriculture	305	695	0	1000	0	0	0	0
	law	166	834	0	1000	238	762	0	1000
	management	211	770	19	1000	283	671	46	1000
	education	214	786	0	1000	720	157	124	1000
	charted accountancy and similar courses	316	684	0	1000	116	884	0	1000
	IT/computer courses	393	607	0	1000	322	672	6	1000
	courses from ITI, recognized vocational training institute	583	417	0	1000	578	422	0	1000
others		609	382	9	1000	378	606	15	1000

Table 14: Per 1000 distribution of students by type of course

course	per 1000 distribution of students	
	rural	urban
upto class X	696	653
humanities	44	55
science	83	78
commerce	68	79
medicine	13	18
engineering	31	48
agriculture	0	0
law	0	1
management	5	8
education	3	6
charted accountancy and similar courses	2	2
IT/computer courses	12	16
courses from ITI, recognised vocational training institute	14	14
others	29	22

Table 15 Per thousand distribution of students by type of education

age-group	type of Education			
	general	technical/Professional(except vocational)	vocational	all
15-29	701	262	37	1000
5-29	881	102	17	1000

Table 16 Percentage distribution of students by level of current attendance

level of current attendance	percentage distribution of students		
	Rural	urban	Rural + urban
primary	32	27	30
upper primary	21	23	22
secondary	16	16	16
higher secondary	12	14	13
diploma/certificate course (up to secondary)	1	1	1
diploma/certificate course (higher secondary)	3	3	3
diploma/certificate course (graduation & above)	2	3	2
graduate	11	11	11
postgraduate and above	2	2	2
all	**100**	**100**	**100**

Table 17 Percentage distributions of students studying in private institution by reason for preferring private institutions for different levels of attendance

Level of attendance	Reason for preferring private institutions					
	Govt. instituion is not available nearby	better environment of learning	can learn english better	quality of education in govt. institution not satisfactory	tried for govt. institution but could not get admission	cannot say
Primary	17.44	57.04	16.85	5.48	0.15	3.05
Upper primary	28.52	56.38	5.15	5.68	0.48	3.79
secondary	24.33	56.48	12.33	2.13	4.5	0.22
higher secondary	20.72	27.48	3.17	5.33	42.11	1.19
diploma	17.03	13.01	0.39	0.47	65.75	3.35
graduate	18.61	13.1	0.37	0.47	62.85	4.59
post graduate and above	15.96	18.21	0	1.6	58.87	5.36













Table 18 Percentage of students attending recognized and unrecognized private unaided institutions at primary and upper primary levels

Nature of institution	primary			upper primary		
	rural	urban	rural + urban	rural	urban	rural + urban
recognized	89	88	89	88	95	91
unrecognized	7	9	8	9	4	7
not known	4	3	3	3	1	2
all	100	100	100	100	100	100

Table 18 Proportion (Per 1000) of students receiving facilities for level of general education

sector	Proportion (Per 1000) of students receiving facilities for level of general education					
	Primary		Upper Primary		secondary & higher secondary	graduation and above
	free education	mid-day meal	free education	mid-day meal	free education	free education
Rural	615	622	750	696	636	192
Urban	430	440	627	597	577	134
Rural+Urban	549	557	699	655	611	167

Table 19 : proportion (per 1000) of students taking private coaching for levels of school education

sector	Proportion of students taking private coaching					
	Primary		Upper primary		Secondary and higher secondary	
	Male	Female	Male	Female	Male	Female
Rural	142	193	202	223	389	409
Urban	331	214	346	428	392	416
Rural + Urban	213	200	261	309	391	412

Table 20 : Proportion (per 1000) of students taking private coaching for levels of higher education

sector	proportion of students taking private coaching					
	diploma		graduation		post graduate and above	
	Male	Female	Male	Female	Male	Female
Rural	0	0	39	43	0	0
Urban	33	20	78	97	0	68
Rural+Urban	12	11	58	62	0	36

Table 21 percentage of students staying in hostel

course	percentage of students staying in hostel		
	rural	urban	rural + urban
general	3	1	2
technical/professional	30	31	30

Table 22 : Average expenditure(Rs) per student in current academic session by type of education

Sector	Average expenditure(Rs) per student in current academic session		
	Type of education		
	General	technical / professional (except vocational)	Vocational
Rural	8269	76942	24107
Urban	10128	90369	16928
Rural + Urban	9007	83746	21157

Table 23 : Average expenditure (Rs) per student pursuing general education during current academic session for levels of education

Level of general course	Average expenditure (Rs) per student		
	Rural	Urban	Rural + Urban
Primary	7445	9542	8196
Upper Primary	6499	8469	7314
Secondary	8443	9193	8752
higher secondary	9374	11639	10375
Graduate	14697	15447	14996
Post-graduate and above	17811	24867	21649
diploma	13422	12832	13310







Table 24 : Average expenditure (Rs) per student pursuing technical/professional education during current academic session for various courses and types of institutions (Rural + Urban)

courses	Average expenditure (Rs) per student		
	Type of institution		
	Govt.	Private aided	Private unaided
Medicine	71857	147207	215284
engineering	30444	71699	80605
agriculture	21000	0	37600
law	10300	90000	56034
management	26987	100022	82278
education	18065	20099	40373
chartered accountancy and similar courses	16744	0	74622
IT/computer courses	40201	35893	48437
courses from Industrial Training Institute (ITI), recognised vocational training institute, etc	11212	35406	30317
others	12322	51001	44660

Table 25 Percentage distribution of item wise expenditure for general education and technical/professional education

Component of expenditure	share (%) in total expenditure	
	General Education	Technical/ professional Education
Course fee	41	66
Books	25	9
Transport	16	4
Private coaching	11	1
other expenditure	7	20
Total	100	100
Average ependiture per course	9002	65319

Table 26 Percentage distribution of persons (age 5-29 years) who dropped out/discontinued education by age of dropping out / discontinuance

Age group	Rural			Urban		
	Male	Female	All	Male	Female	All
5-15.	24	19	21	31	22	27
16-24	75	78	77	68	77	72
25-29	1	3	2	1	1	1
all	100	100	100	100	100	100

Table 27 : Proportion (per 1000) of persons (age 5-29 years) dropping out/ discontinuance and never-enrolled

sector	dropping-out/ discontinuance		never-enrolled	
	male	female	male	female
Rural	342	335	4	4
Urban	351	352	1	1
Rural + Urban	346	342	2	3

Table 28 Per 1000 distribution of dropping out/discontinuance (for persons aged 5- 29 years) by reasons for dropping out/discontinuance

reason for drop-out	Rural		Urban		Rural + Urban	
	Male	Female	Male	Female	Male	Female
not interested in education	273	100	210	92	247	97
financial constraints	150	71	120	144	137	102
engaged in domestic activities	75	134	30	135	56	134
engaged in economic activities	227	51	275	31	247	42
unable to cope up with studies/ failure in studies	58	69	150	60	97	65
completed desired level/class	179	211	180	195	179	204
preparation for competitive examination	11	1	5	8	9	4
marriage	0	346	0	303	0	328
others	26	17	30	32	28	23
All	1000	1000	1000	1000	1000	1000

Table 29 : Prpoprtion (per 1000) of households having computer

sector	Propoprtion (per 1000) of households having computer
Rural	262
Urban	325
Rural + Urban	288

Table 30 : Prpoprtion (per 1000) of households(with at least one member of age 14 years and above) having access to internet facility

sector	Proportion (per 1000) of households having access to internet
Rural	444
Urban	517
Rural + Urban	475







Appendix B

Concepts and Definitions

CONCEPTS AND DEFINITIONS

In order to ensure that uniform concepts are followed while collecting data of survey on 'Social Consumption: Education', concepts and definitions for the items of enquiry were formulated. Important terms which are used in this document are explained below.

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.

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

Exceptions

(a) Students residing in students' hostels are considered as members of the household to which they belonged before moving to the hostel irrespective of the period of absence from the household they belonged. Hence, they are not regarded as forming single-member households unlike previous rounds.

(b) Any woman who has undergone childbirth during last 365 days is considered a member of the household which incurred the cost of childbirth irrespective of her place of residence during the last 365 days.

(c) A child aged less than 1 year is considered a member of the household to which its mother belongs.

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

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

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

(iii) A resident employee, or domestic servant, or a paying guest (but not just a tenant in the household) is included in the employer's/host's household. However, in special case of a person taking food with his family but sleeping elsewhere (say, in a shop or

a different house) due to space shortage, he has to be counted as a member of the household formed by other members of his family.

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

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

Household's usual consumer expenditure (₹) in a month: Household's usual consumer expenditure is the sum total of monetary values of all goods and services usually consumed (out of purchase or procured otherwise) by the household on domestic account during a month. This has the following components which are given below:

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

Then the sum of A+B+C is taken as household's usual consumer expenditure in a month in whole number of rupees. Usual monthly per capita consumer expenditure (UMPCE) for a household is the household's usual consumer expenditure in a month divided by that household size.

Quintile class of UMPCE: A single set of UMPCE distribution (separately for rural and urban) was generated for each State/UT and at all-India level based on all the members of the household. UMPCE quintile distribution, for a part of the population, say, persons with age group 5-29, 14 years and above, students etc. in a particular State/UT in rural/urban sector, was assumed to be same as the UMPCE distribution of the entire population of that State in rural/urban sector. UMPCE distribution of households is same as the UMPCE distribution of the persons belonging to those households.

Education: The term 'education' generally refers to developing knowledge, skill or character of individuals through a process of learning such as self-study, attendance in formal or informal educational institutions, etc. For the purpose of this survey, 'education' covered the following:

I. School education commencing from class I to X or XII, as the case may be, irrespective of the recognition status of the educational institution,

II. Higher secondary / Pre-university education leading to certificate/ diploma/ degree etc. It also included enrolment in private unrecognised institutions, which had regular classes and following the syllabus and pattern of the education as in recognised schools or colleges and which sponsored students for public examinations as private or external candidates,

III. General University education, whether full time or part time, leading to certificate/ diploma/ degree etc. The Universities not recognised by University Grant Commission were not covered,

IV. Correspondence courses conducted by Universities, Deemed Universities or Institutions authorised by competent authorities for awarding regular degrees or diplomas or certificates,

V. Higher secondary / Pre-university / Under-graduate/ Post-graduate / Professional/ Technical education leading to certificate/diploma/degree etc. conducted by recognised open university/schools,

VI. Technical or Professional courses, leading to degree/diploma/certificates, conducted by Universities, Deemed Universities or institutes like, National Institute of Fashion Technology, National School of Drama, Satyajit Ray Film and Television Institute, Film and Television Institute of India, LokNayakJayaprakash Narayan National Institute of Criminology and Forensic Science, etc. or Institutions, authorised by competent authorities like All India Council of Technical Education (AICTE), Medical Council of India (MCI) etc.,

VII. Professional courses 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.,

VIII. 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., authorised by competent authorities,

IX. All the courses at primary level and above, whether recognised or not, conducted by recognised educational institutions and not covered under above-mentioned categories.

The following courses were specifically excluded from detailed canvassing:

- *Art, music and similar type of courses conducted by individuals in their houses or unrecognised/ unaffiliated institutions,*
- *Classes taken by Private tutors,*
- *Education in Nursery/Kindergartens/Preparatory levels except for their enrolment status and dropout / discontinuance status,*

- *The non-formal system of education being implemented through various programs by government or other agencies except for their enrolment statuses and dropout / discontinuance status.*

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

I. **Desktop:** A desktop computer (or desktop PC) is a computer that is designed to stay in a single location without portability. Generally, the monitor, keyboard and mouse in a desktop computer are separate units.

II. **Laptop:** A laptop computer is a portable personal computer light and small enough to sit on a person's lap. A laptop computer can be powered by battery or plugged into the unit. The main utility of a laptop computer is that it allows a person to travel with its computing resource.

III. **Notebook:** A notebook is an extremely lightweight personal computer, a portable computer *smaller than a laptop model*, capable of being run on batteries and electrical current. Technically and traditionally, the difference between a laptop and a notebook is the matter of size only; functionally they are the same.

IV. **Netbook:** A netbook is a portable computer that is about half the size of a traditional laptop. These computers are a great solution for users who just want a basic computer to get onto the Internet with and do basic applications such as a word processing. The main difference between netbook and notebook is its functionality. Netbook is used for content consumption such as listening to music or watching movies while Notebook is used for content making.

V. **Palmtop:** A small computer that literally fits in the palm of one's hand is called a Palmtop. Other names for Palmtops are 'hand-held computers' or 'Personal Digital Assistants (PDAs)'.

VI. **Smartphone:** A smartphone is a mobile phone with built-in applications and internet access with more advanced computing capability and connectivity than an ordinary mobile phone.

VII. **Tablet:** A tablet computer, or simply tablet, is a one-piece mobile computer. Devices typically have a touch screen, with finger or stylus gestures replacing the conventional computer mouse. An on-screen concealable virtual keyboard is usually used for typing.

Educational level: It refers to the different stages of educational attainment. It is the highest level a person has completed successfully. The levels with codes are: not literate, literate without any schooling, *literate without formal schooling*: through NFEC, though TLC/AEC, others; *literate with formal schooling*: below primary, primary, upper primary/middle, secondary, higher secondary; diploma/certificate course (up to secondary), diploma/certificate course (higher

secondary), diploma/certificate course (graduation & above), graduate, postgraduate and above. If a person has successfully passed the final year of a given level, then and only then he/she was considered to have attained that level of education. For example, for a person studying in Class IX the educational level will be upper primary and not secondary.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

was one, which was managed by an individual or a private organisation and was not receiving maintenance grant either from a government.

Free education: Education is free of tuition fee in government schools in most of the States and also in private schools in some States up to certain education levels. There are some schools where students up to a certain level are not required to pay tuition fees. Nevertheless, a fixed sum of money has to be paid such as development fee, library fee, etc. Education in such schools was still considered to be free. This applied to the institution as a whole and not to the specific situation obtaining for the student.

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

In case, academic session had not started for a student as on date of survey and it was not possible to obtain information for the coming academic session, expenditure information was collected with reference to the last academic session.

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

Attendance and enrolment: The current attendance status refers to whether a person is currently attending any educational institution. It may so happen that a person, who is enrolled, is not currently attending the institution. ***While most of the official educational statistics are based on enrolment, the NSSO Survey, because of its household approach, bases its analysis on the current attendance status.***

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

Dropout/ Discontinuance: An ever-enrolled person currently not attending any educational institution may be due to either: (i) he/ she has discontinued after completing the last level of education for which he/ she was enrolled or (ii) he/ she has discontinued education before

attaining a specific level. For the first category, for example, if a person had completed the middle level but did not enrol for the next higher level of education, he/ she was **not** considered as a dropout. It was considered as a case of discontinuation. However, if the person enrolled for the secondary level but did not complete it, then he/ she was considered a dropout. For the purpose of this survey, both the types were treated alike for recording information.

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

Some concepts/ indicators used in the KI document:

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

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

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

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

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

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

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

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

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

Appendix C

Sample Design and Estimation Procedure

NOTE ON SAMPLE DESIGN AND ESTIMATION PROCEDURE

1. Introduction

1.1 **Subject Coverage**: The 71st round (January 2014 – June 2014) of NSS was devoted to the subject of Social Consumption and earmarked for surveys on 'Health' and 'Education'. The last survey on education was conducted during 64th round of NSS (July 2007 - June 2008).

2. Outline of Survey Programme

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

2.2 **Sub-rounds:** The survey period of this round was divided into two sub-rounds of three months' duration each as follows:

sub-round 1 : January - March 2014
sub-round 2 : April - June 2014

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

2.3 **Schedules of enquiry**: During this round, the following schedules of enquiry were canvassed:

Schedule 0.0 : List of Households
Schedule 25.0 : Social consumption: Health
Schedule 25.2 : Social consumption: Education

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

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

3. Sample Design

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

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

3.3 **Stratification**: Stratum had been formed at district level. Within each district of a State/UT, generally speaking, two basic strata were 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 were one or more towns with population of 1 lakh or more as per Census 2011, each of them formed a separate basic stratum and the remaining urban areas of the district had been considered as another basic stratum.

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

3.4 **Sub-stratification:**

3.4.1 **Rural sector**: If 'r' be the sample size allocated for a rural stratum, the number of sub-strata formed was 'r/2'. The villages within a district as per frame were first arranged in ascending order of population. Then sub-strata 1 to 'r/2' were demarcated in such a way that each sub-stratum comprised a group of villages of the arranged frame and had more or less equal population.

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

3.5 **Total sample size (FSUs):** 8300 FSUs were allocated for the central sample at all-India level.

3.6 **Allocation of total sample to States and UTs:** The total number of sample FSUs were allocated to the States and UTs in proportion to population as per *Census 2011* subject to a

minimum sample allocation to each State/ UT. While doing so, the resource availability in terms of number of field investigators was kept in view.

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

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

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

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

3.10 **Selection of FSUs:**

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

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

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

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

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

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

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

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

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

Two hamlet-groups (hg)/ sub-blocks (sb) were selected from a large FSU wherever hamlet-groups/ sub-blocks were formed in the following manner – one hg/ sb with maximum percentage share of population was always selected and termed as hg/ sb1; one more hg/ sb was selected from the remaining hg's/ sb's by simple random sampling (SRS) and termed as hg/ sb2. Listing and selection of the households was done independently in the two selected hamlet-groups/ sub-blocks. The FSUs without hg/ sb formation was treated as sample hg/ sb number 1.

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

Three SSS were formed for Schedule 25.2 as per following criteria:

SSS	composition of SSS within a sample FSU	number of households surveyed	
		FSU without hg/sb formation	FSU with hg/sb formation (for each hg/sb)
SSS 1	households with at least one student receiving technical/professional education	2	1
SSS 2	from the remaining, households having at least one student receiving general education	4	2
SSS 3	other households	2	1

3.13 **Selection of households:** From each SSS, the sample households were selected by SRSWOR.

4. Estimation Procedure

4.1 Notations:

s = subscript for s-th stratum

t = subscript for t-th sub-stratum

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

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

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

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

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

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

D* = (D – 1) for FSUs with D ≥ 1

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

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

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

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

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

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

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

Under the above symbols,

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

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

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

4.2.1 Schedule 25.2:

4.2.1.1 Rural/ Urban:

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

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

(ii) For all second-stage strata combined:

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

4.3 **Overall Estimate for Aggregates for a sub-stratum:**

Overall estimate for aggregates for a sub-stratum ($\hat{Y}_{st}$) based on two sub-samples in a sub-stratum is obtained as: $\hat{Y}_{st} = \frac{1}{2}\sum_{m=1}^{2} \hat{Y}_{stm}$

4.4 **Overall Estimate for Aggregates for a stratum:**

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

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

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

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

4.6 **Estimates of Ratios:**

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

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

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

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

4.7.1 **For aggregate** $\hat{Y}$:

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

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

4.7.2 **For ratio** $\hat{R}$:

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

4.7.3 **Estimates of Relative Standard Error (RSE):**

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

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

5. **Multipliers**:

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

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

Note:

(i) For estimating any characteristic for any domain not specifically considered in sample design, indicator variable may be used.

(ii) Multipliers are computed on the basis of information available in the listing schedule irrespective of any misclassification observed between the listing schedule and detailed enquiry schedule.

(iii) For estimating number of villages possessing a characteristic, D^{*}_{stmi} = 0 in the relevant multipliers and there is only one multiplier for the village.

Appendix D

Schedule 25.2

RURAL		*
URBAN		

GOVERNMENT OF INDIA
NATIONAL SAMPLE SURVEY OFFICE
SOCIO-ECONOMIC SURVEY

SEVENTY-FIRST ROUND: JANUARY TO JUNE, 2014

HOUSEHOLD SCHEDULE 25.2: SOCIAL CONSUMPTION: EDUCATION

CENTRAL		*
STATE		

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

[1] identification of sample household

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

Codes for Block 1

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

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

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

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

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

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

[8] **remarks by investigator (FI/ASO)**

[9] **comments by supervisory officer(s)**

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

CODES FOR BLOCK 3

item4 : household type:

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

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

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

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

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

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

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

[4] demographic and other particulars of household members

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

CODES FOR BLOCK 4

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

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

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

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

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

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

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

[5] education particulars on basic course of those aged 5-29 years who are currently attending at primary level and above (with code '7' in col. 12 , block 4)										
					(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	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.	level of current attendance(code)			4							
5.	course (code)			5							
6.	duration of the current academic session of the course (in months)			6							
7.	whether present class/grade/year of study is same as that of previous year (yes-1, no-2)			7							
8.	type of institution (code)			8							
9.	*if '3' in item 8 and '07' or' 08' in item 4,*nature of institution (code)			9							
10.	*if '2' or '3' in item 8,* reason for preferring private institution (code)			10							
11.	medium of instruction (code)			11							
12.	language mainly spoken at home (code)			12							
13.	type of course (code)			13							
14.	whether education is free? (yes-1, no-2)			14							
15.	*if '2' in 14*, whether tuition fee waived? (code)			15							
if waived (code 1 or 2 in item 15)		16.	amount waived (₹)	16							
		17.	reason for waiver (code)	17							
18.	received scholarship/stipend/reimbursement (yes-1, no-2)			18							
if received (code 1 in item18)		19.	amount received (₹)	19							
		20.	type of scholarship/stipend/ reimbursement (code)	20							
		21.	agency (*govt-1, others-2*)	21							
22.	received textbooks(code)			22							
23.	received stationery(code)			23							
24.	whether free mid-day meal/tiffin/nutrition is provided by the institution *(yes-1, no-2)*			24							
25.	if provided (*code 1 in item 24*), agency (*govt-1, others-2*)			25							
26.	mode of transport (code)			26							
27.	if (code 3 in item 26), then whether concession received? *(yes-1, no-2)*			27							
28.	distance(d) of institution from place of residence (code)			28							
29.	changed educational institution during last one year?(code)			29							
30.	taking private coaching? *(yes-1, no-2)*			30							
31.	If '1' in item 30, purpose of taking private coaching (code)			31							

CODES FOR BLOCK 5

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

item 5: course code:

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

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

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

item 9: nature of institution: *recognised —1; unrecognized -2, not known -3*

item 10: reason for preferring private institution: *government institution is not available nearby - 1, better environment of learning -2, English is the medium of instruction -3, quality of education in govt. institution not satisfactory -4, tried for government institution but could not get admission -5, cannot say - 6.*

items 11&12: medium of instruction / language mainly spoken at home: *Hindi -01, English -02, Assamese -03, Bengali -04, Bodo -05, Dogri -06, Gujarati -07, Kannada -08, Kashmiri -10,Konkani -11, Maithili -12, Malayalam -13, Manipuri -14, Marathi -15, Nepali -16, Oriya -17, Punjabi -18, Sanskrit -20, Santhali -21, Sindhi -22, Tamil -23, Telugu -24, Urdu -2 , others -29*

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

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

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

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

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

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

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

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

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

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

CODES FOR BLOCK 7

item 5:* *level:* *enrolled in :
NFEC - 03, TLC/AEC-04, other non-formal –05;
formal schooling:
below primary -06, primary -07, upper primary/middle -08, secondary -10, higher secondary -11, diploma/certificate course(up to secondary) -12, diploma/certificate course(higher secondary) -13, diploma/certificate course(graduation & above) -14, graduate -15, postgraduate and above -16

item 6:* *type of education:* *general-1, professional/technical-2

item 10:* *type of institution last attended :* *government-1, private aided-2, private unaided –3, not known-4

item 11: major reason for never- enrolling / discontinuing / dropping out:

applicable for all

not interested in education ...01
financial constraints ...02
engaged in domestic activities ...03
engaged in economic activities ...04
school is far off ...05
timings of educational institution not suitable ...06
language/medium of instruction used unfamiliar ...07
inadequate number of teachers ...08
quality of teachers not satisfactory ...10
others *...19*

applicable for "never- enrolled" cases only

no tradition in the community ...11

applicable for "ever- enrolled" cases only

unable to cope up with studies/ failure in studies ...12
unfriendly atmosphere at school ...13
completed desired level/class ...14
preparation for competitive examination ... 15

applicable for girl students only

non-availability of female teacher ...16
non-availability of girls' toilet ...17
marriage ...11

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N.S.S. Divion
Department of Economics & Statistics