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SCHOOL DROPOUT PREVENTION PILOT PROGRAM

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Dropout Trend Analysis: India

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Acronyms

ASER	Age Specific Enrollment Rates
DEC	Development Experience Clearinghouse
DHS	Demographic and Health Surveys
DISE	District Information System for Education
Ed.CIL	Educational Consultants India Limited
EDI	Education Development Index
EdStats	World Bank Education Statistics
EMIS	Education Management Information System
GPI	Gender Parity Index
IDEAL	Institute for Development, Education, and Learning
IIP	Investing in People
KAPE	Kampuchean Action for Primary Education
MIS	Management Information System
MHRD	Ministry of Human Resource Development
MOHFW	Ministry of Health and Family Welfare
N/A	Not Available
NAR	Net Attendance Rate
NER	Net Enrollment Rate
NFHS	National Family Health Survey
NIEPA	National Institute of Educational Planning and Administration
NIS	National Institute for Statistics
NUEPA	National University of Educational Planning and Administration
SC	Schedule Caste
SDPP	School Dropout Prevention Pilot
SES	Selected Educational Statistics
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UIS	UNESCO Institute of Statistics

UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
U.S.	United States
USAID	United States Agency for International Development
UT	Union Territory
WFP	World Food Program

Executive Summary

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. The goal of the School Dropout Prevention Pilot (SDPP) program is to pilot and test the effectiveness of programs to prevent school dropout in four countries: Cambodia, India, Tajikistan, and Timor Leste.

The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out, to target the site for SDPP interventions. The analysis was conducted by identifying and examining secondary data in each of the pilot country to assess dropout trends. The study is organized to answer the following key questions:

- Which cycle has the highest dropout?
- Which basic education grade(s) has the highest dropout?
- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

Twenty indicators are used in the analysis, comprising four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. The primary analytical tool is the comparative analysis of key dropout and dropout related statistics for the cycle, grade, population and geographic areas in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level the grade, cycle and/or group that have the highest dropout is identified. At lower administrative levels, the areas most acutely affected by dropout are selected.

In India, data from the District Information System for Education were examined to better understand the pattern of dropout and the most affected geographical area(s). The data show that dropout is most acute in grade 5, the terminal grade of the primary cycle, with 15.9 percent of students reported as dropping out in 2009/10. Based on this finding, SDPP will focus its interventions on grade 5 students at-risk of dropping out. Jharkhand, Bihar, and Uttar Pradesh score the worst on the composite statistical ranking of the four primary indicators (dropout, promotion, survival and transition). Taking into account practical considerations, such as security of the region and receptivity of the local government, Bihar was selected as the SDPP target state.

A further level of analysis was conducted at the district level in Bihar. According to the primary indicator ranking, Sheohar, Samastipur and Araria are the most affected districts. When coupled with practical considerations, Samastipur (with 33.5 percent dropout in Grade 5) was proposed as the target district for SDPP interventions. Treatment and control schools will be randomly selected from Samastipur’s 20 blocks.

I. Introduction

Dropout prevention is a relatively new focus of concern in developing countries, which—during the past two decades—have typically paid more attention to children’s access to school and, more recently, the quality of schooling and learning outcomes. Dropout and retention trends tend to be reported as secondary effects rather than the principal outcome of education programs. However, recently dropout has commanded more attention and emerged as a major education access issue. With the push for Universal Primary and Basic Education, enrollments have grown, pulling in students from disadvantaged backgrounds and marginalized groups who were previously excluded from school. With larger numbers of vulnerable children and fewer resources per child, education systems have increasing difficulty in retaining students through completion of the basic education cycle. Not only do many students leave school without acquiring basic skills and increasingly important diplomas, but their premature departure represents a significant waste of scarce education resources, raising the unit cost to produce a cycle completer.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS), the overall number of out-of-school children has decreased by approximately 38 percent over a six year period—from 115 million in 2001/02 to 71 million in 2007. Of the 56 percent of children who do enter school, a high percentage is at-risk of leaving before completing an education cycle or not transitioning to the next cycle. In East, South, and West Asia and the Pacific only 20 to 30 percent of out-of-school are unlikely to enroll, but as many as 60 percent of those out-of-school children are dropouts. The prospects of staying in school are particularly low in India, Pakistan, Bangladesh and Nepal: 70 percent of out-of-school children in India have dropped out, 50 percent in Pakistan and 40 percent in Bangladesh and Nepal. In Central Asia, a greater percentage of the primary school age out-of-school population has dropped out (38 percent) than never enrolled (35 percent) or entered late (27 percent). Although the pattern of dropout varies by country, the result is the same: increasing numbers of under-educated and unemployable youth. Reducing dropout is key to improving access to basic education, particularly in countries with relatively high enrollment rates where most school-age children who do not currently attend school have previously been enrolled in school.

A. USAID School Dropout Prevention Pilot Program

The School Dropout Prevention Pilot (SDPP) program is a three-year multi-country program, funded by the U.S. Agency for International Development (USAID), with the objective of mitigating student dropout from primary and secondary school. It aims to provide evidence-based programming guidance on student dropout prevention to countries, USAID missions, and other development organizations in Asia and the Middle East by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste. In order to examine and mitigate dropout in the four target countries, SDPP will use a three-stage process by (i) undertaking a literature review to identify international best practices in school dropout prevention, (ii) analyzing dropout trends and conducting a situational analysis to shed light on the risk factors and conditions affecting dropout, and (iii) designing, implementing, and evaluating interventions to keep at-risk students in school. SDPP is implemented by Creative Associates International, Inc. with international

partners Mathematica Policy Research and School-to-School International, and local partners in three of the target countries—KAPE in Cambodia, IDEAL in India, and CARE in Timor Leste.

B. Report Purpose

This report presents the analysis of dropout trends in India. The purpose of the trend analysis is to identify the geographic locations and populations most acutely affected by dropout, as well as the grade level(s) at which children are likely to drop out. The analysis was conducted by identifying and examining secondary data to assess dropout trends. The findings will be used to identify candidate sites for SDPP intervention activities and for discussion with the Ministry of Human Resource Development (MHRD) and the selected state education authorities on site selection. It—along with a country-specific analysis of existing policies and programs affecting dropout¹—will contribute to the in-country situational analysis exploring the factors and conditions associated with dropout among populations with the highest dropout rates.

C. Report Organization

The document is organized in eight sections. **Section II** presents the overall methodological approach used for trend analysis in the four SDPP countries. It defines the indicators that were used and describes the various types of data sources that were reviewed for analyzing trends. This section also describes the data analysis process and explains the procedures followed in order to determine target geographic areas as informed by statistic-based rankings and practical considerations.

The remaining sections present the process and results of the trend analysis that are specific to India. **Section III** provides a brief background on India, including an orientation to the education system. **Section IV** addresses country-specific data and methods, describing the data sources and how they were selected in each country, and specific methodological issues that arose. **Section V** provides the findings as shown by the primary indicators starting at the national level and proceeding to the lower administrative levels. **Section VI** presents the district rankings based on the indicators to determine candidate areas for SDPP interventions and additional criteria for their selection. **Sections VII** and **VIII** profile the selected locations and their educational status. Finally, **Section IX** concludes the report with a summary of the dropout trends in India and the target areas.

II. Approach and Methodology

The trend analysis is based on secondary data available in the country. A common methodology is applied to all four countries. Depending on the availability of data, the depth of analysis may differ between the countries. The analysis uses a normative assessment to identify the most affected geographic area, grade, and group in the four pilot countries. The study is organized to answer the following key questions about each pilot country:

- Which cycle has the highest dropout?

¹ See “Inventory of Policies and Programs Related to Dropouts in Cambodia, India, Tajikistan, and Timor Leste”, USAID School Dropout Prevention Pilot Program, Creative Associates International, Inc., July 2011.

- Which basic education grade(s) has the highest dropout?
- Which geographic area(s) has the highest dropout?
- Which population groups (sex, ethnicity, language, and religious groups) suffer most acutely from dropout?

A. Indicators for Analysis

The educational performance in each country is measured based on the most recent census data on the government schools.² Twenty indicators are divided into four clusters—primary indicators, indicators of dropout “predictors”, contextual indicators for students, and education supply indicators. Primary indicators are used to determine SDPP’s focus at the highest administrative unit along with the target cycle and grades. We will follow the UNESCO definitions for all the indicators. Table 1 provides a snapshot of the indicators.

Primary indicators are a direct measure of students staying in school, progressing in school, and completing school. The dropout rate shows the internal efficiency of educational systems and measures the phenomenon of students from a cohort who leave school without completion. Ideally, the rate should approach zero percent. Similarly, the promotion rate is a core indicator to analyze and project student flows. It measures the performance of the education system in promoting students from a cohort from grade to grade. Survival rate measures the success in retaining students from one grade to the next and is considered a prerequisite for sustainable literacy. Finally, the transition rate conveys information on the degree of access or transition from one cycle to a higher one. High transition rates reflect the intake capacity of the higher level of education.

Predictor indicators help to identify students at high risk of falling off track in their schooling and not completing the basic education cycle. Internationally-recognized predictors include: multiple grade repetition, poor academic performance, overage-for-grade, and frequent absenteeism. Only two of these indicators were generally available—repetition and age-for-grade. The repetition rate measures the rate at which pupils from a cohort repeat a grade; high repetition shows problems in the internal efficiency and reflects a poor level of instruction. Age-specific enrollment rates (ASER) shows the extent of the educational participation of a specific age cohort and identifies the extent to which children are out of the age-for-grade range. Most countries do not report on student performance, but an inexact proxy for this is the promotion rate—assuming it is based on performance and not automatic—which is included as a primary indicator. Similarly, countries do not report on the rate of daily student attendance or absenteeism and an international definition was not available.³

Contextual indicators give a picture of the education status in the country and the context in which dropout takes place. Enrollment rates, first grade intake rate, number of out-of-school children, and gender parity index are included in this group. The gross enrollment rate shows the general level of participation in formal schooling regardless of age whereas net enrollment rate shows participation for official school-age. First grade intake rate (net) measures the level of

² The trend analysis does not include private educational institutions and non-formal programs.

³ The Net Attendance Rate (NAR) should not be confused with an average daily student attendance or absenteeism rate. The NAR—the percentage of official school age children attending school—is simply another measure of enrollment, with data obtained from household surveys rather than through official school records.

access to primary education of the eligible population who are of primary school entrance age. The number of out-of-school children identifies the size of the population who are not enrolled in either primary or secondary schools. The Gender Parity Index (GPI) measures progress towards gender parity in education participation and learning opportunities available for females in relation to those available for males. Finally, the youth literacy rate shows the accumulated achievement of primary education and literacy programs in imparting basic literacy skills to the population.

Finally, we look at the *education supply indicators* since research studies have consistently indicated that supply side factors play a role in student dropout. Indicators include number of schools, number of teachers, distance to school and three key ratios—pupil: teacher, pupil: classroom and textbook: pupil ratio.

Table 1: List of Indicators

No.	Indicator	Definition
Group A: Primary Indicator		
1	Enrollment by grade and cycle	Absolute number of students enrolled in the grade and cycle.
2	Dropout rate by grade and cycle	Proportion of students from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.
3	Promotion rate by grade and cycle	Proportion of students from a cohort enrolled in a given grade who study in the next grade in the following school year.
4	Survival rate by cycle	Percentage of a cohort of students enrolled in the first grade of a given cycle who are expected to reach successive grades.
5	Transition rate from cycle to cycle	Number of students admitted to the first grade of a higher level of education in a given school year expressed as a percentage of the number of students enrolled in the final grade of the lower level in the previous year.
Group B: Indicators of Dropout “Predictors”		
6	Age specific enrollment rate by cycle and/or grade	Enrollment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.
7	Repetition rate by grade and cycle	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.
8	Completion rate by cycle	Ratio of the total number of students successfully completing or graduating from the last year of primary school in a given year to the total number of children of official graduation age in the population.
Group C: Contextual Indicators for Students		
9	Gross enrollment ratio by cycle	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.
10	Net enrollment rate by cycle	Enrollment of the official age group for a given level of education expressed as a percentage of the corresponding population.
11	First grade intake rate (net)	New entrants in the first grade of primary education who are of official primary school entrance age expressed as a percentage of the population of the same age.
12	Out-of-school children	Children in the official primary school age range who are not enrolled in either primary or secondary schools.
13	Youth literacy rate	Number of persons aged 15 to 24 years who can read, write and understand a short simple statement on their everyday life divided by the population in that age group.
14	Gender Parity Index by cycle	Ratio of female-to-male values of a given indicator.

No.	Indicator	Definition
Group D: Education Supply Indicators		
15	Schools by cycle and provider	Number of schools
16	Teachers by cycle and provider	Number of teachers
17	Pupil: teacher ratio by cycle	Average number of students per teacher at a specific level of education in a given school year.
18	Pupil: classroom by cycle	Average number of students per classroom at a specific level of education in a given school year.
19	Textbook: pupil by cycle	Average number of textbook per student at a specific level of education in a given school year.
20	Distance to school	Average distance to school in km

Source: UNESCO Institute for Statistics, Technical Guidelines, (2009)

B. Sources Reviewed

We have undertaken a systematic review of several data sources to identify and confirm the availability of the indicators including international databases, administrative surveys, ministry records, and sample surveys. Some of the international databases consulted include the World Bank Education Statistics (EdStats), World Development Indicators, UNICEF’s TransMONEE indicators, Demographic and Health Surveys (DHS), and Multiple Indicator Cluster Surveys. However, most of these databases have limited utility for the SDPP purposes of identifying in-country variation as (i) the statistics provided were only for the national level; (ii) the databases did not provide statistics on all of the primary indicators; and (iii) the indicators covered different time periods. Therefore the trend analysis in all pilot countries is primarily based on the education management information system (EMIS) managed by the Ministry/Department of Education or its equivalent. The EMIS provides grade-wise data (disaggregated by sex) at the sub-national level (regional and district).

C. Data Analysis Process

Data analysis takes place in a triage, starting with the highest administrative unit and proceeding to lower ones. At the national level we identify the grade or cycle that has the highest dropout. Then we rank the administrative units based on each primary indicator for the target grade. This involves ranking of provinces in Cambodia, states in India, and districts in both Tajikistan and Timor Leste. The depth of data analysis after the first administrative level will depend on availability of data and number of schools in the targeted cycle.⁴ Once the target grade, group, and the administrative unit of intervention are determined the remaining indicators—indicators of dropout “predictors”, contextual indicators, and education supply indicators—are presented.

D. Composite Ranking

The primary analytic tool is the comparative analysis of the geographic area of intervention in each country. Performance in the four primary indicators (dropout, promotion, survival, and transition) is compared, contrasted, and ranked. Each geographic area is ranked in ascending order, such that the lower the score, the greater the problem of dropout. For dropout rate, the

⁴ Based on preliminary statistical power calculations, we estimate that SDPP needs at least 140 schools in each pilot country allowing us to have 70 intervention and 70 comparison schools.

worst performing area (i.e., the one with the highest dropout rate) gets the lowest point. Similarly, areas with the lowest promotion, survival, and transition rates get the lowest point. For example, in India, the state with the highest dropout rate gets “1” point and the state with the lowest promotion gets “1” point. These points are then tallied to come up with the final ranking. In addition to the statistical ranking, a number of practical conditions will be considered for the evaluation of possible SDPP invention sites. These include (i) accessibility, (ii) presences of civil unrest, (iii) receptivity of the local government to the project design and randomized control trial, (iv) migratory population to ensure low attrition during implementation, and (v) presence of other donors/programs.

III. Country Background

The Republic of India is a country in South Asia composed of 28 states and 7 union territories. Each state and union territory is further divided into administrative districts, which are in turn divided into blocks. The lowest primary unit of administration is the village in rural areas and town in urban areas. The capital is New Delhi and other major cities include Mumbai, Kolkata, Chennai, Bangalore, Hyderabad, Ahmedabad, and Pune.

India is the seventh-largest country based on geographical area and the second-most populous country with over 1.2 billion people. Among the major religious group over 80 percent of the population is Hindu; Muslims, Christians and Sikhs make up 13.4 percent, 2.3 percent, and 1.9 percent, respectively. Hindi is the official language while English is the secondary official language. However, states can establish their own official language(s). The Constitution of India does not define any national language. According to UIS data, the youth literacy rate reported in 2006 was 81.1 percent (74.4 percent for female, 88.4 percent for male).

India’s economy is the 10th largest in the world. In part due to its large educated English-speaking population, India is a major exporter of information technology services and software workers. Despite the large economic growth and service-oriented output, slightly more than half of the work force is in agriculture.

Education is provided by both the public and private sector with funding from the federal, state and local levels. In 2001, the government implemented the Sarva Shiksha Abhiyan (SSA), a flagship program with the goal of universalizing elementary education by working towards universal access and retention, the bridging of gender and social gaps in education, and the enhancement of learning levels. The Right of Children to Free and Compulsory Education (RTE) passed in 2009 mandated for the first time in India’s history free and compulsory education to all children between the ages of 6 and 14, guaranteeing them access to an education of reasonable quality and a teaching-learning process free from fear, stress, and anxiety. Under this Act, no direct or indirect costs are borne by the child or his/her family that may prevent the child from pursuing and completing elementary education.

The current education system comprises primary (grades 1-5), upper primary (grades 6-8), secondary (9-10) and higher secondary (11-12). Under SSA and RTE, basic/elementary education covers grades one through eight, which are the compulsory grades.⁵

IV. Country-Specific Data

A. Data

Four sources of data were considered for the purpose of the trend analysis—the District Information System for Education, the MHRD’s Selected Educational Statistics, the Assessment of Dropout Rates at the Elementary Level of Education, and the All India Survey of Out-of-School Children in the 6-13 Age Group.⁶

District Information System for Education: All states and districts have a management information system (MIS) unit as part of the SSA program, which collects data at the district and block levels, compiles it at the district and state level, and then sends it to the central DISE unit at the National University of Educational Planning and Administration (NUEPA)⁷ for final compilation. The data collection and compilation process starts at the beginning of the new academic year and the same checking takes place in the month of October. DISE annually collects and updates the data at the school level. States usually prefer DISE data as it captures school level information and is regularly updated. States are able to add additional variables to the DISE software if they want to collect different variables. Grade-wise dropout rates can be calculated from DISE data. Raw data is available from 2003/04 to 2008/09. State Report Cards are available from 2002/03 to 2009/2010. District level raw data is available from 2002/03 to 2008/09 and District Report Cards available from 2000/01 to 2007/08.

Selected Educational Statistics: The Ministry of Human Resource Development uses SES data while preparing their annual report. The MHRD usually prefers presenting SES data as a first reference to all outside agencies, including UNESCO since SES captures the data for elementary, secondary, and higher education. All states collect SES data through the state education department and then send it to MHRD for final compilation. For the SES, the gross dropout rate represents the percentage of pupils who drop out from a given grade or cycle or level of education in a given school year. SES calculates dropout for various socio-economic groups, including schedule caste (SC) and scheduled tribe (ST), and disaggregated by sex. Data are collected and compiled based on cumulative cycles (i.e., grade 1 to 5, grade 1 to 8, and grade 1 to

⁵ The Indian government has no defined the term “basic education”. During the period of the universalization of primary education, the term was used to refer to schooling up the grade 5 (the terminal year of the primary cycle). After the implementation of SSA and the passage of RTE, basic education now covers grades 1 to 8. However, this is still an interpretation based on the current context of education policies and not the actual definition of the term.

⁶ The National Family Health Survey (NFHS) initiated by the Ministry of Health and Family Welfare (MOHFW) was also examined. Surveys are conducted with a representative sample of households throughout the country in order to provide national and state estimates for indicators of population, health and nutrition, including fertility, family planning, infant and child mortality, and nutrition of women and children. The most recent report for India from 2005/06 presents some data on education, such as educational attainment of households and attendance rates, but none of the primary indicators are included. Therefore, the NFHS was not considered as a data source but the information in the report will be useful to inform the situational analysis and subsequent intervention design.

⁷ NUEPA (formerly NIEPA) designed, implemented and currently manages DISE.

10). The Annual Reports are available from 2004/05 through 2009/10 and cover data from 2002/03 through 2007/08, respectively.

Assessment of Dropout Rates at the Elementary Level of Education: This study, produced by Development & Research Services and Educational Consultants India Limited (Ed.CIL), presents indicators on school dropout and repeaters. Dropout and repetition rates are provided by gender, area, and social groups at the primary and upper primary levels. Findings are based on a total sample of 8,016 schools selected from 21 states. In addition to enrollment data from schools, data was collected from 47,095 households of school leavers and 5,386 households of students with absences greater than 15 days. The results are from the years 2006/07 (based on data from 2006/07 and 2007/08) and 2007/08 (based on data from 2007/08 and 2008/09).

All India Survey of Out-of-School Children in the 6-13 Years Age Group: This survey, commissioned by Ed.CIL with support from MHRD's Department of Elementary Education, was conducted by the Social and Rural Research Institute, a unit of the International Marketing Research Bureau (SRI-IMRB) to assess the progress made in enrollment of children of the age 6-13. The information gathered by this survey includes the number of out-of-school children disaggregated by gender, social class and type of community. Among those who were out of school, this study distinguished between how many children were school dropouts and how many had never attended any school. Data was collected from 87,874 households across all states and union territories from July to October of 2005. The sample was selected from a list of villages and blocks taken from the National Sample Survey (2004/05).

Table 2: Data Sources by Indicator

Indicator	Data Sources			
	DISE	SES	Assessment of Dropout Rates	Out-of-School Children
Group A: Primary Indicator				
Enrollment by grade and cycle	x	x	x	
Dropout rate grade and cycle	x	x	x	x
Promotion rate grade and cycle	x		x	
Survival rate by cycle	x		x	
Transition rate from cycle to cycle	x			
Group B: Indicators of Dropout "Predictors"				
Age specific enrollment rate by cycle and/or grade		x		
Repetition rate by grade and cycle	x		x	
Completion rate by cycle	x			
Group C: Contextual Indicators for Students				
Gross enrollment ratio by cycle	x	x		
Net enrollment rate by cycle	x			
First grade intake rate (net)				

Indicator	Data Sources			
	DISE	SES	Assessment of Dropout Rates	Out-of-School Children
Out-of-school children				x
Youth literacy rate	x			
Gender Parity Index by cycle	x	x		
Group D: Education Supply Indicators				
Schools by cycle and provider	x		x	
Teacher by cycle and provider	x	x	x	
Pupil: teacher ratio by cycle	x			
Pupil: classroom ratio by cycle	x			
Textbook: student by cycle				
Distance to school				

B. Data Source Limitations

Each data source exhibits certain limitations to the validity and accuracy of the data. Because DISE focuses on elementary education, it does not collect data on grades 9 through 12. Moreover, since DISE data is collected only for the primary and upper primary levels, it lacks the necessary data—grade 9 enrollment and repeater data—required to calculate grade 8 dropout. Additionally, the increase in the number of schools covered each year results in rates that do not reflect the situation, such as negative dropout rates and promotion or transition rates that are greater than 100.⁸ Furthermore, DISE does not disaggregate flow rates by gender at the national, state and district level. The raw data only shows total number of repeaters (except at the block level), therefore, disaggregated rates cannot be calculated.

For the SES, the major limitation is that dropout calculations do not take into account repeaters and transfer students. Additionally, grade-wise dropout is not available nor is dropout calculated to correspond to the school cycles. Finally, data are not collected and compiled regularly. The most current SES data is lagging behind by three years with the latest report available presenting data for 2007/08.

Both the Assessment of Dropout Rates and the Out-of-School Children study gathered data from households, therefore do not take into consideration those without a household. Data in the Out-of-School Children study was collected in 2005 and may not capture the current situation.

C. Data Source Selection

Based on the availability of data and advice from local stakeholders and partners who consulted MHRD staff and education statistics experts at NUEPA and UNESCO, DISE data was selected to be used for the purpose of the SDPP trend analysis. Considering the limitations of DISE, we

⁸ The number of schools covered under DISE has increased due to improved coverage by DISE and to large number of schools opening in the recent past as a result of SSA.

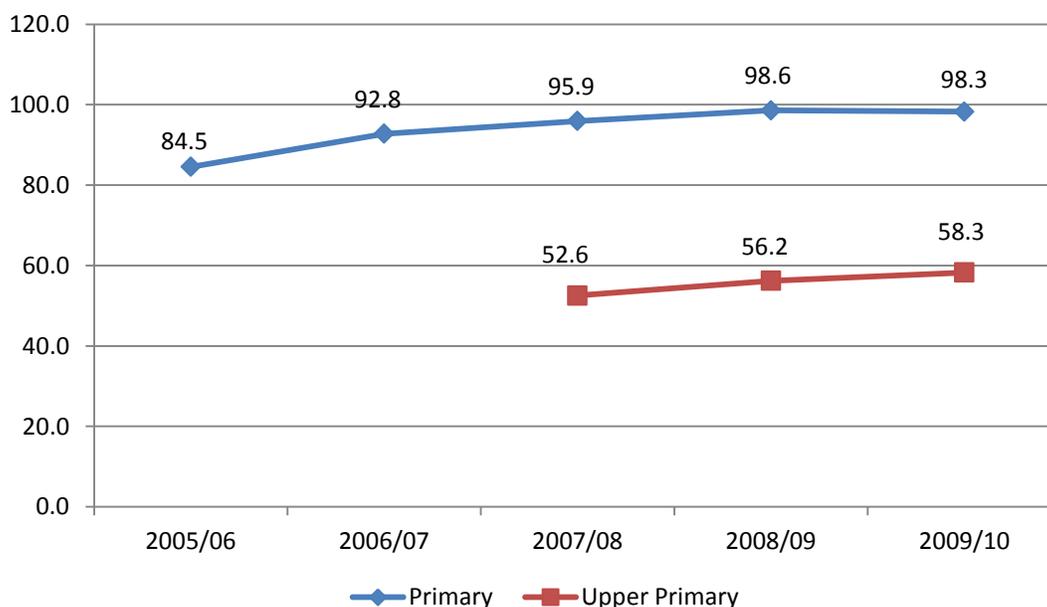
will triangulate the findings of our analysis by vetting with key stakeholders including the MHRD and key donors.

V. National Level Trends and Cycle/Grade Selection

A. Net Enrollment Rate by Cycle

The net enrollment data show a steady increase in student enrollment in both the primary and upper primary levels (see Figure 1 below) between 2005/06 and 2009/10. At the primary level, India has nearly achieved the goal of universal enrollment in the primary school-age population. However, the net enrollment rate between the primary and upper primary cycle drops precipitously by about 40 percentage points, suggesting up to two-fifth of primary students do not continue onto upper primary school—in other words, a high between-cycle dropout rate.⁹ The difference in the enrollment rates between the primary and upper primary level has narrowed slightly since 2007/08.

Figure 1: National Net Enrollment Rate by Cycle 2005/06-2009/10



Source: District Information System for Education

UNESCO reports primary net enrollment rates disaggregated by gender, though the rates do not correspond to the total rate reported by DISE. In 2007, the NER according to UNESCO was 88 percent for females and 91.4 percent for males, a disparity of 3.4 percentage points.

⁹ Caution must be taken when comparing NERs. The differences in the NERs between the education cycles cannot exclusively be attributed to dropout. Because of repetition, some percentage of students may have not yet made the transition from one cycle to another. Further, NERs focus on students of appropriate age for the cycle. Overage and underage children are making the transition to the next cycle, but are not captured in the NER measure.

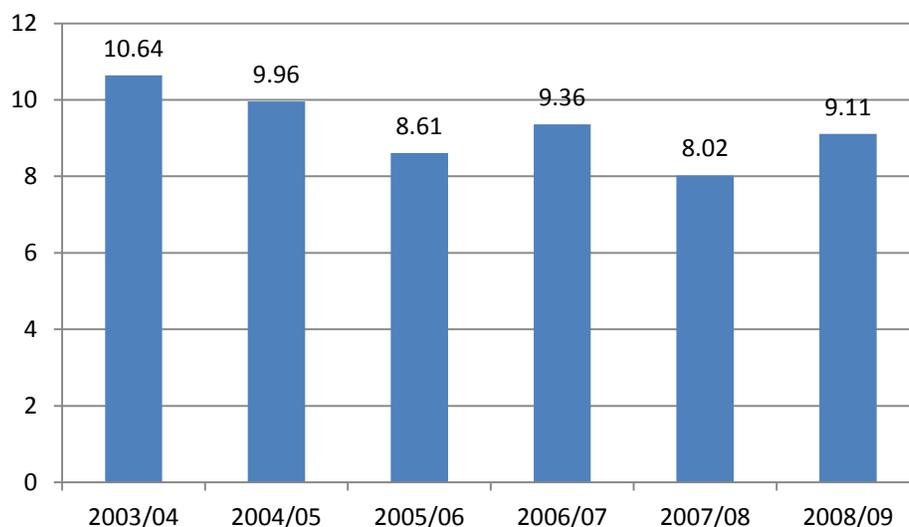
B. Dropout Rate by Cycle

The dropout rate shows the percentage of pupils in a cycle during the school year who no longer attended school the following school year, capturing both the students who dropped out during the school year and students who completed a grade but did not enroll the next. It was not possible to compare dropout rates by cycle using the DISE data because: (1) DISE does not collect or report on data at the secondary or higher secondary cycles (grades 9-12) and (2) grade 8 dropout is not calculated since the required data for this is not available.¹⁰ Using other databases for this indicator was not an option as: (1) SES data is not broken down according to the respective cycles, (2) the Assessment of Dropout Rates reports very low dropout rates when compared to what is reported by SES and DISE, thus raising concern regarding its accuracy, and (3) the Out-of-School Children study presents data from 2005, which may not accurately reflect the current situation in India.

Instead, dropout trends from DISE for the primary cycle at the national level are examined (Figure 2). Based on this analysis, the major finding is that primary dropout has decreased slightly and unevenly since the 2003/04 school year. The data also shows that:

- Since 2003/2004, the dropout rate has decreased 1.5 percentage points.
- The greatest change in rate was a 14.3 percentage point decrease between 2006/07 and 2007/08

Figure 2: National Dropout Trend—Primary Level, 2003/04 - 2008/09



Source: District Information System for Education

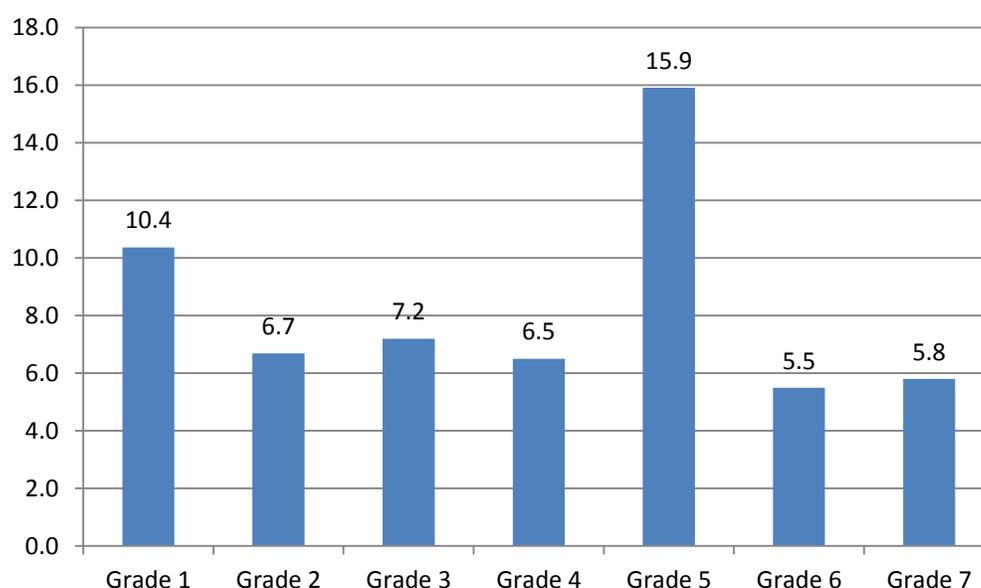
¹⁰ Since DISE only collects data at the primary and upper primary levels, it does not report grade 8 dropout since grade 9 enrollment information is needed to calculate the rate.

C. Dropout Rate by Grade

Dropout rates by grade were also examined to determine the most affected grade(s).¹¹ According to the DISE data presented in Figure 3, grade 5—the terminal grade in the primary cycle—has the highest dropout (15.9 percent) followed by grade 1 (10.4 percent). The grade 1 dropout rate can generally be explained by high underage enrollment, which results in students under the official entrance age dropping out and usually re-enrolling at a later time. Overall, the dropout by grade data reveal that:

- Grade 5 dropout exceeds dropout in other primary and upper primary grades by 53 percent (grade 1) to 189 percent (grade 6).
- The high grade 5 dropout rate is congruent with the drop in the NER between the primary and upper primary levels.
- Grade 6 and 7 dropout rates (5.5 percent and 5.8 percent, respectively) are lower than those of the primary grades, suggesting that students are less likely to dropout at higher grades.¹²

Figure 3: National Dropout Rate by Grade, 2009/10



Source: District Information System for Education

D. Target Grade/Cycle Selection

Because every indicator may provide a different view of dropout, SDPP will use the dropout rate as the final determinant in its selection of target cycle/grade(s). The dropout rate for grade 5 is the highest in the combined primary and upper primary cycles. Wide gaps in the NERs for

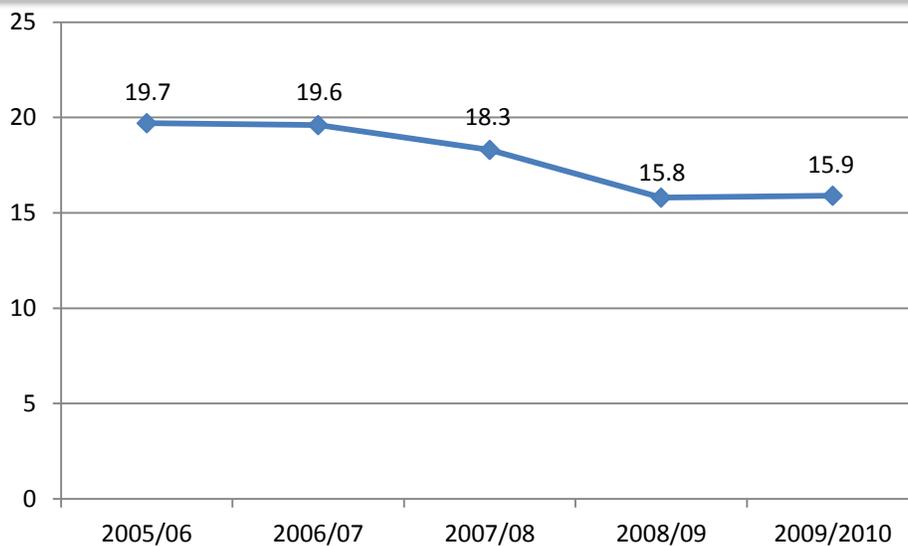
¹¹ Grade 8 dropout has been omitted since DISE does not collect data on grade 9 enrollment and repeaters needed to make the calculation.

¹² Figures reported in the *All India Survey of Out-of-School Children* also show lower dropout at the upper primary level relative to the primary level with average primary dropout at around 17 percent and average upper primary dropout around 4 percent.

primary and upper primary also suggest that many students are not making the transition from grade 5 to grade 6. Using the dropout data to inform the selection process, SDPP will focus on mitigating dropout in grade 5.

The national dropout trend for grade 5 is presented in Figure 4. Overall, the dropout trend show a steady decrease over time, which coincides with the increase in NER at the upper primary level, indicating that more students are progressing from primary to upper primary school. Between 2005/06 and 2009/10, the grade 5 dropout rate has decreased by 3.8 percentage points, which represents an average yearly decrease in dropout of nearly one percentage point.

Figure 4: National Dropout Trend for SDPP Target Grade, 2005/06-2009/10



Source: District Information System for Education

VI. State Level Trends and State Selection

Once the target grade was selected, the primary indicators were first analyzed by state to determine the geographic areas most affected by dropout. All rates have been taken from DISE's State Report Card from 2009/10 with the exception of the promotion rates by state, which were not reported by DISE and instead calculated using DISE rates for repetition and dropout.¹³ As described in the discussion of data limitations, increasing coverage has resulted in several states reporting rates that are inconsistent (e.g., negative dropout rates or transition, promotion, and survival rates greater than 100), and these rates have not been included in the report cards. States where such instances occur have been omitted from the statistical ranking.

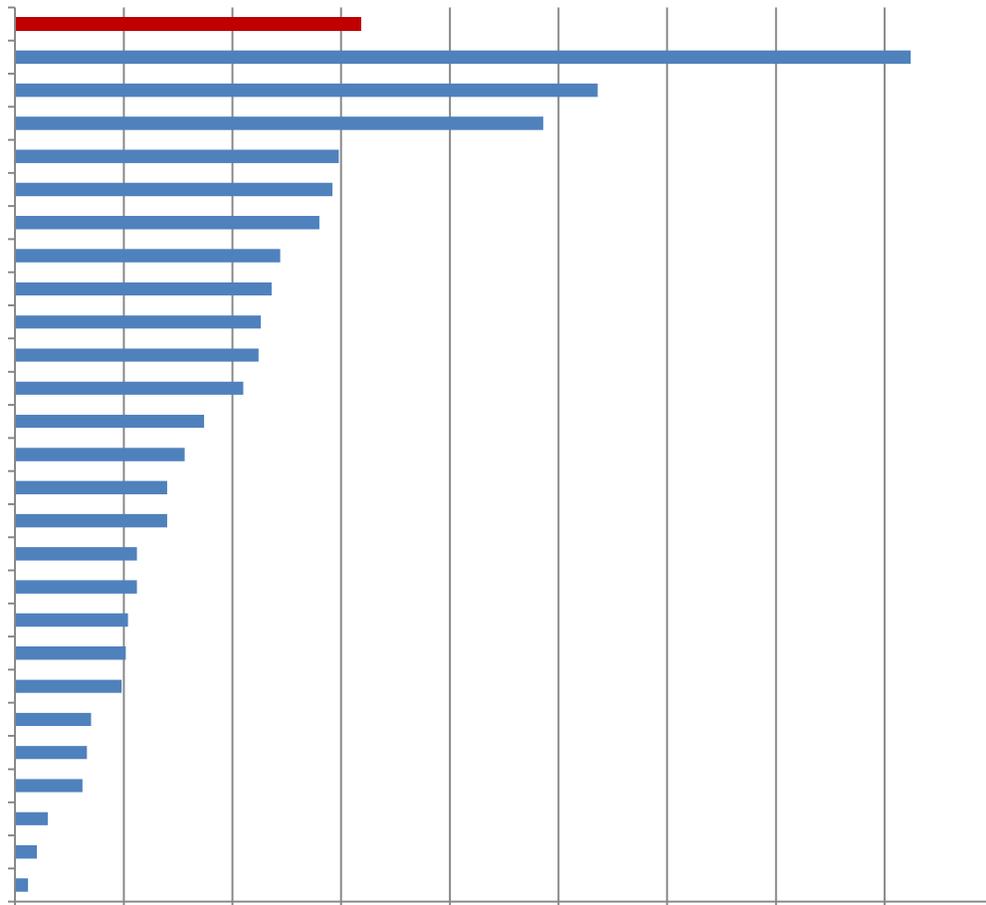
¹³ The UNESCO formula for dropout was transformed to define the promotion rate as: $100 - (\text{dropout rate} + \text{repetition rate})$

A. Dropout Rate

The data on dropout presented in Figure 5 show the proportion of students enrolled in grade 5 in 2008/09 who are no longer enrolled in Grade 6 in 2009/10. For the 26 states that reported dropout rates, the data show:

- Dropout rates range widely among states by as much as 40.6 percentage points.
- Three states have dropout rates that are greater than the national average of 15.9 percent—Uttar Pradesh (41.2 percent), Bihar (26.8 percent) and Jharkhand (24.3 percent).
- The least affected state is Haryana (0.6 percent) followed by Kerala (1 percent) and Tamil Nadu (1.5 percent).

Figure 5: Dropout Rate by State¹⁴—Grade 5, 2009/10



Source: District Information System for Education

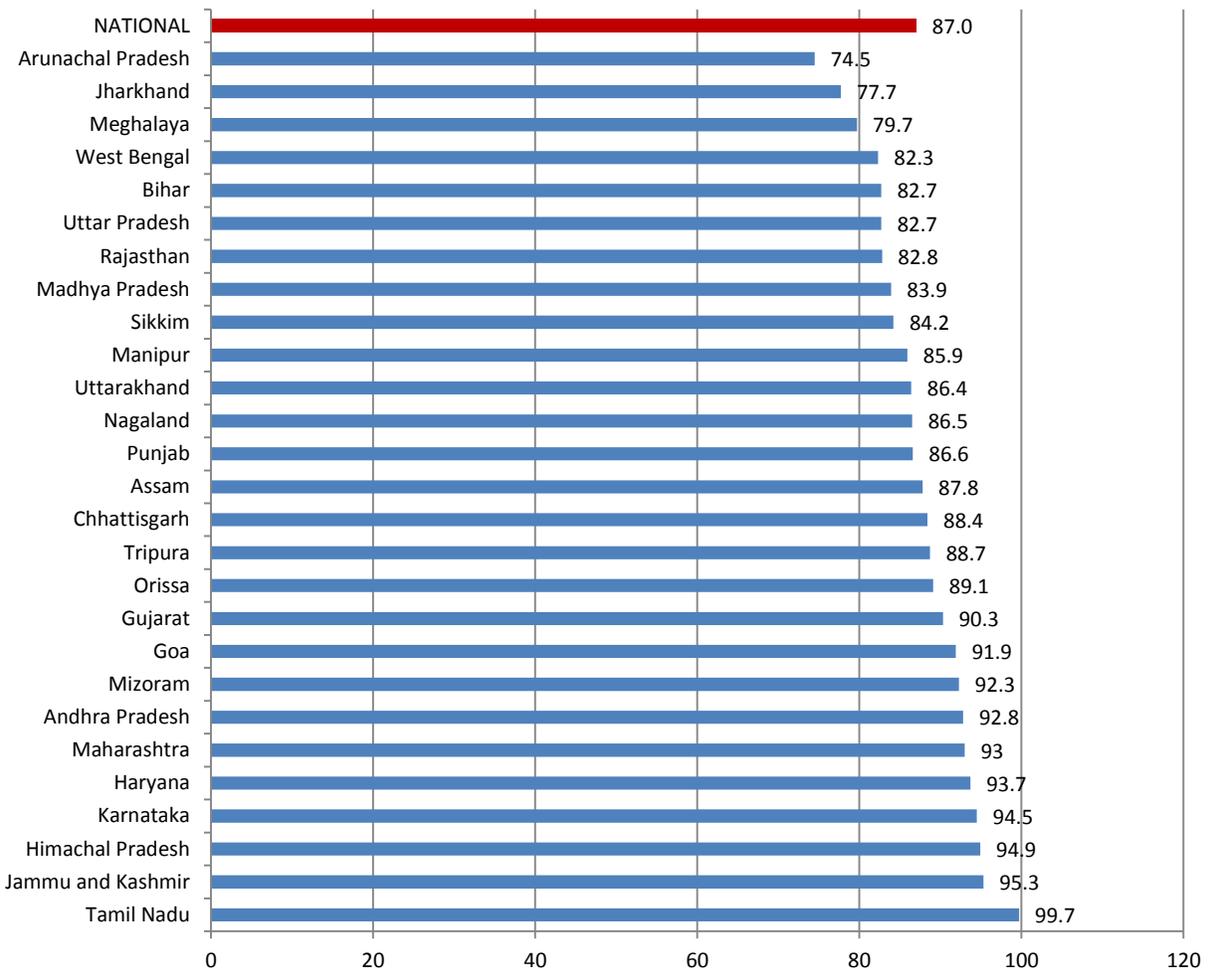
¹⁴ This figure does not include dropout rates for Arunachal Pradesh and Mizoram.

B. Promotion Rate

The promotion rate indicates the proportion of students in each grade of the primary level during the 2008/09 school year who studied in the next grade during the following school year. The data for India show that:

- In 13 out of 27 states, the promotion rate was less than the national average (87 percent).
- Arunachal Pradesh has the lowest promotion rate (74.5 percent) followed by Jharkhand (77.7 percent) and Meghalaya (79.7 percent).
- Tamil Nadu has the highest promotion rate (99.7 percent) followed by Jammu and Kashmir (95.3 percent) and Himachal Pradesh (94.5 percent).
- The three states with the highest dropout rates noted above (Uttar Pradesh, Bihar, and Jharkhand) also fall in among the lowest ranked states for promotion.

Figure 6: Promotion Rate by State—Primary Level, 2009/10



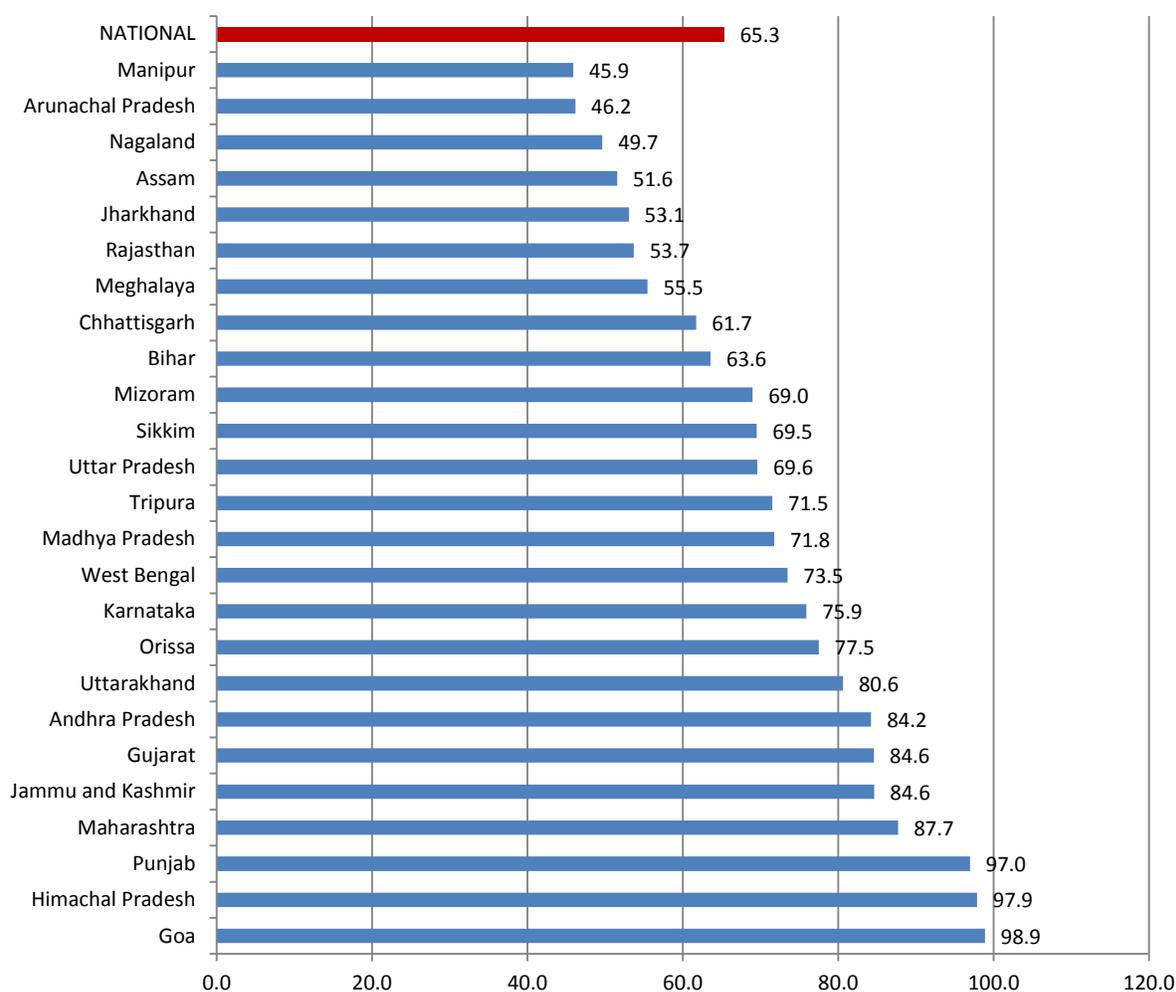
Source: District Information System for Education

C. Survival Rate

The survival rate reflects the retention capacity of the education system. Survival rates approaching 100 percent indicate a high level of retention and low incidence of dropout (Figure 7). The line for each state in Figure 7 illustrates the prospect of a cohort of 100 children reaching grade 5 (the final year of the primary level). According to the data:

- A wide range of values is seen in the primary school survival rates among the states with the lowest in Manipur (45.9 percent) and the highest in Goa (98.9 percent).
- Nine out of 25 states have lower survival rates than the national average (65.3 percent), including Bihar and Jharkhand.

Figure 7: Survival Rate by State¹⁵—Primary Level, 2009/10



Source: District Information System for Education

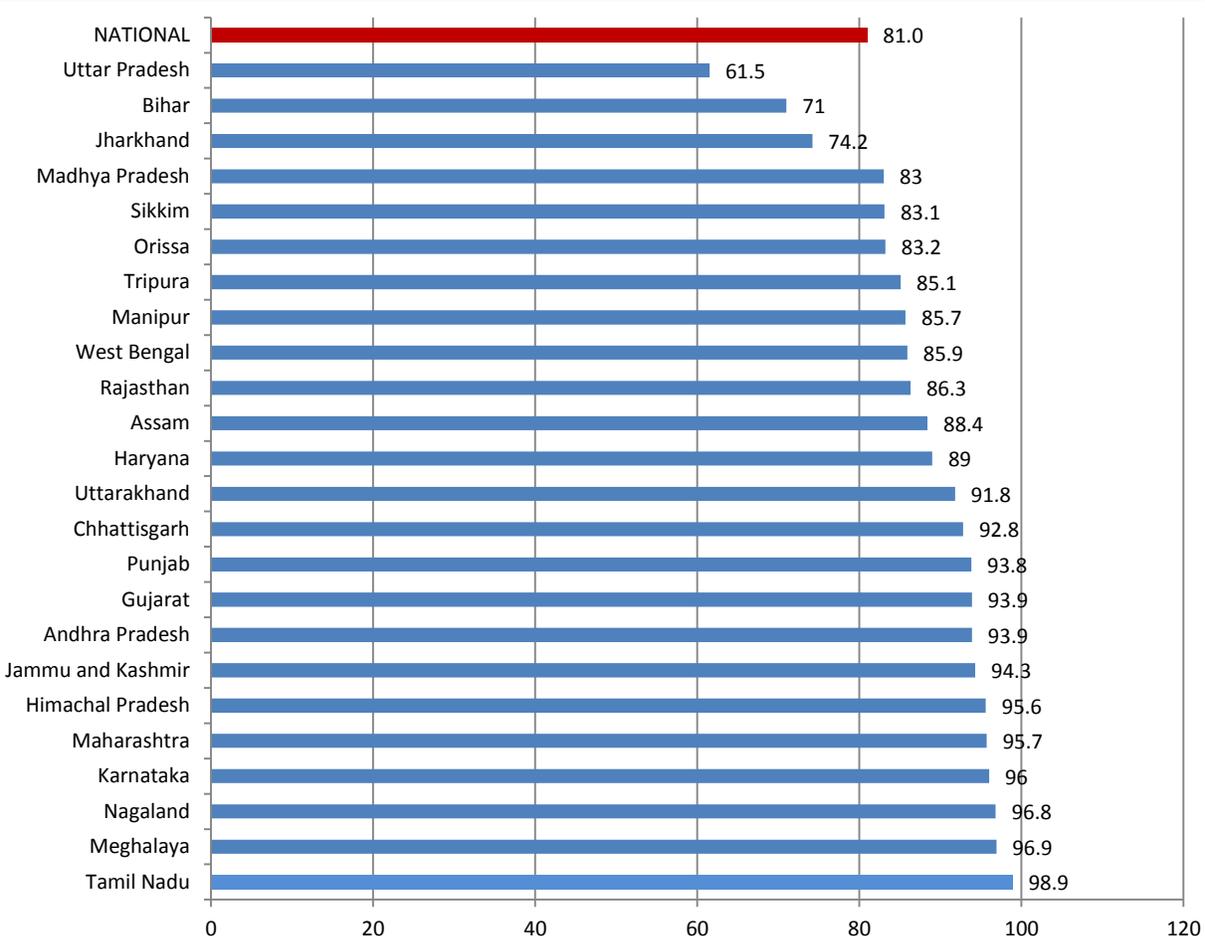
¹⁵ This figure does not include survival rates for Haryana, Tamil Nadu and Kerala.

D. Transition Rate

The transition rate from primary to upper primary shows the proportion of students progressing from grade 5 to grade 6 (Figure 8). A low transition rate indicates problems in bridging the two cycles and possibly indicates inadequate admission capacity at the upper primary level. The major findings include:

- The national rate for transition from grade 5 to grade 6 (first grade of the upper primary cycle) is 81.0 percent.
- Uttar Pradesh exhibits the lowest transition rate of 61.5 percent and Tamil Nadu exhibits the highest of 98.9 percent.
- Only three states have transition rates lower than the national average—Uttar Pradesh, Bihar (71 percent), and Jharkhand (74.2).

Figure 8: Transition Rate by State¹⁶—Primary to Upper Primary, 2009/10



Source: District Information System for Education

¹⁶ This figure does not include transition rates for Arunachal Pradesh, Goa, Kerala, and Mizoram.

E. State Selection

1. Statistical Ranking

The states were ranked according to the four primary indicators as shown in Table 3. The ranking is based on each state's performance at the primary level as SDPP will be focusing on a grade in this cycle. Specifically, the states were ranked using promotion, survival and transition rates at the primary level and dropout rates for Grade 5, the target grade for interventions.

As described in Section II, each state was given a point value based on its rank, with the most affected state in each category getting a "1". States with the same rate were given the same rank and subsequently the same point value for that indicator. The points for each indicator were added to get the total point value. Based on the total number of points, the states were given a cumulative rank that represents its overall performance. The lower the rank, the worse the states performed as measured by the primary indicators.

Twenty-two states were included in the ranking.¹⁷ The average points for all states is 44.0 (ranging from 11 to 77 points)—12 states scored below the average and 10 above. Jharkhand is the most affected state with 11 points followed by Bihar and Uttar Pradesh with 16 points each. Himachal Pradesh has the highest total points (77 points) followed by Maharashtra (73 points).

Table 3: State Ranking

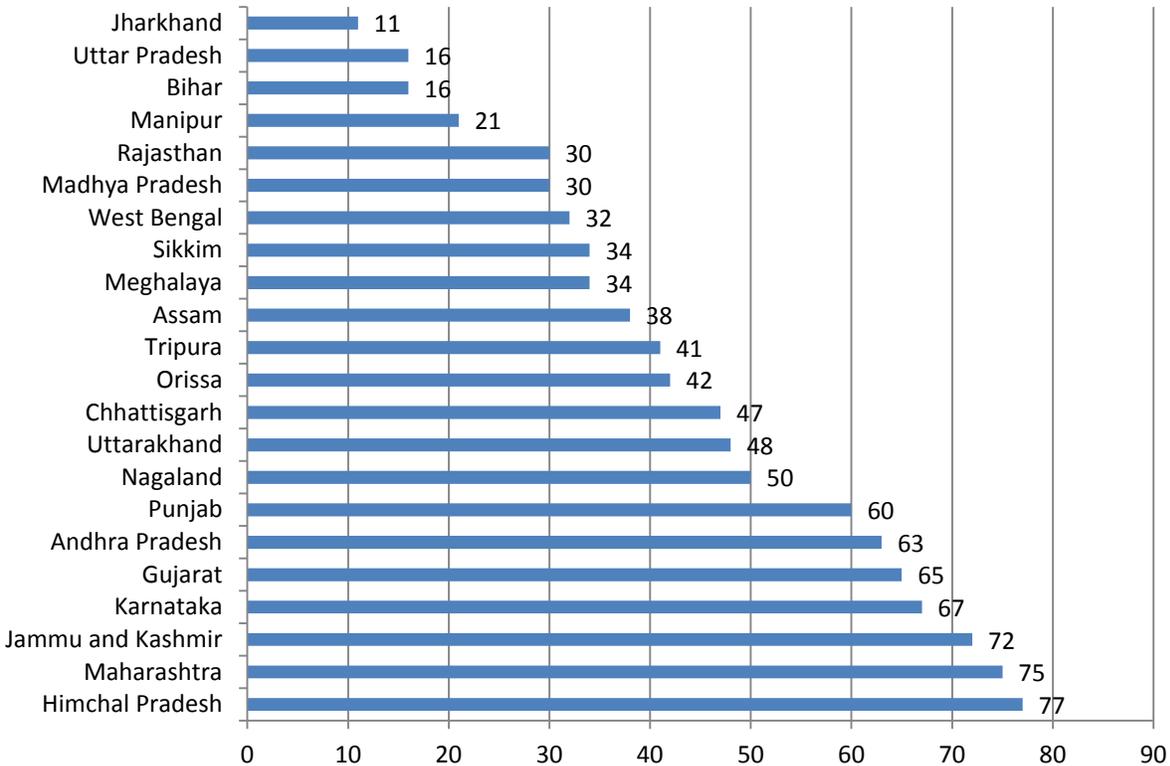
State	Dropout		Promotion		Survival		Transition		Total Points	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Andhra Pradesh	7	14	92.8	17	84.2	17	93.9	15	63	14
Assam	8.7	12	87.8	12	51.6	3	88.4	11	38	7
Bihar	26.8	2	82.7	4	63.6	8	71	2	16	2
Chhattisgarh	7	14	88.4	13	61.7	7	92.8	13	47	10
Gujarat	5.2	16	90.3	16	84.6	18	93.9	15	65	15
Himachal Pradesh	3.5	19	94.9	20	97.9	21	95.6	17	77	19
Jammu and Kashmir	5.1	17	95.3	21	84.6	18	94.3	16	72	17
Jharkhand	24.3	3	77.7	1	53.1	4	74.2	3	11	1
Karnataka	5.6	15	94.5	19	75.9	14	96	19	67	16
Madhya Pradesh	11.8	8	83.9	6	71.8	12	83	4	30	4
Maharashtra	3.1	20	93	18	87.7	19	95.7	18	75	18
Manipur	14.9	4	85.9	8	45.9	1	85.7	8	21	3
Meghalaya	14.6	5	79.7	2	55.5	6	96.9	21	34	6
Nagaland	4.9	18	86.5	10	49.7	2	96.8	20	50	12
Orissa	14	6	89.1	15	77.5	15	83.2	6	42	9
Punjab	5.6	15	86.6	11	97.0	20	93.8	14	60	13
Rajasthan	11.2	10	82.8	5	53.7	5	86.3	10	30	4
Sikkim	7.8	13	84.2	7	69.5	9	83.1	5	34	6
Tripura	11.3	9	88.7	14	71.5	11	85.1	7	41	8

¹⁷ Arunachal Pradesh, Goa, Haryana, Kerala, Mizoram, and Tamil Nadu were excluded due to insufficient data reported by DISE.

State	Dropout		Promotion		Survival		Transition		Total Points	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Uttar Pradesh	41.2	1	82.7	4	69.6	10	61.5	1	16	2
Uttarakhand	10.5	11	86.4	9	80.6	16	91.8	12	48	11
West Bengal	12.2	7	82.3	3	73.5	13	85.9	9	32	5

The cumulative points for each state based on the four primary indicators are presented below.

Figure 9: State Ranking with Total Points



2. Practical Considerations

In addition to the rankings based on the primary indicator data, practical considerations were taken into account when determining the target areas. For the states of India, the practical considerations were:

- Security issues (presence of insurgency and/or civil unrest)
- Receptivity of the local government
- Accessibility of the region

3. Target State Selection

Using the composite ranking and also taking into account practical considerations, the state of Bihar (2nd most affected/16 points) was selected for the target area of SDPP interventions. Specifically, Bihar suffers from a high grade 5 dropout rate of 26.8 percent, which is the second highest among the states that were ranked. Bihar also has a poor transition rate of 71 percent (2nd most affected), in addition to a low promotion rate (82.7 percent/4th most affected) and survival rate (63.6 percent/8th most affected). Additionally, the Education Development Index (EDI)—which combines 23 key variables in the areas of access, infrastructure, teachers and outcomes—shows that Bihar ranks 32nd among the 35 states and union territories at the primary level with a score of 0.375 for the 2009/10 school year.

The target population will be male and female students in Bihar currently enrolled in government schools and are at-risk of dropping out from grade 5. SDPP will work in schools that have both the primary and upper primary grades in order to assess the effective of interventions in influencing student transition from grade 5 to grade 6.

VII. District Level Trends and District Selection

Since the state of Bihar covers a large geographical area and population, a further analysis was conducted at the district level in order to narrow down to a target site, 37 districts in Bihar¹⁸ were ranked based on the primary indicators—specifically, dropout rate in grade 5, promotion rate at the primary level, survival rate from grade 1 to grade 5, and the transition rate from primary to upper primary. All rates were taken from DISE’s District Elementary Education Report Card, 2008/09. As with the state level DISE data, increasing coverage has resulted in several districts reporting rates that are inconsistent (e.g., negative dropout rates or transition, promotion, and survival rates greater than 100), and these rates have not been included in the report cards. Districts where such instances occur have been omitted from the statistical ranking.

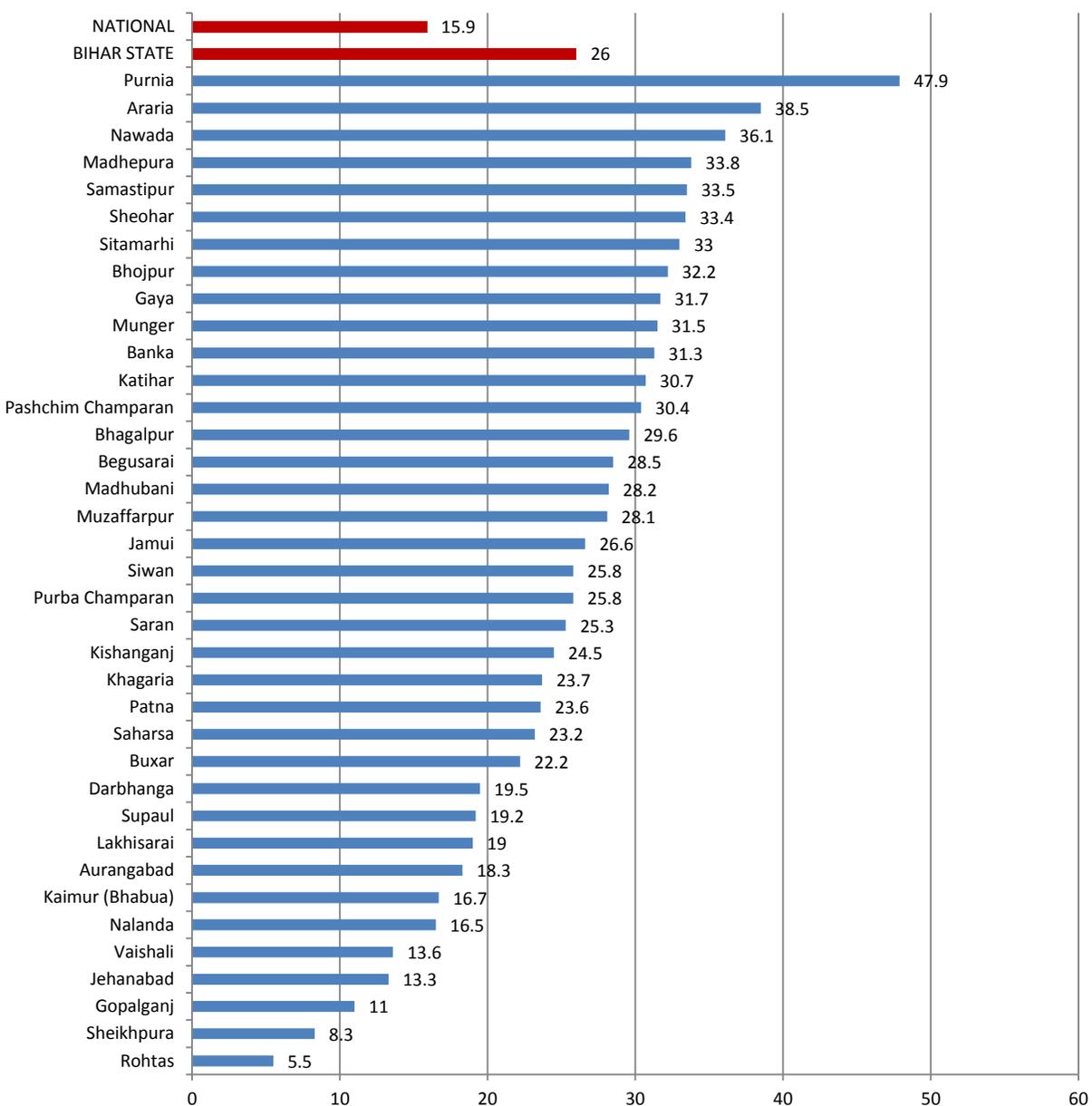
A. Dropout Rate

The data on dropout presented in Figure 10 show the proportion of students in each district that was enrolled in Grade 5 but are no longer enrolled in Grade 6 the following year. For the districts of Bihar for which DISE reported dropout rates the data show that:

- 18 districts, nearly half of all districts in Bihar, have dropout rates that are greater than the state average of 26 percent.
- 32 out of 37 districts have dropout rates that are greater than the national average (15.9 percent).
- The least affected districts is Rohtas (5.5 percent) followed by Sheikhpura (8.3 percent) and Gopalganj (11 percent).
- The most affected district is Purnia (47.9 percent), followed by Araria (38.5 percent) and Nawanda (36.1 percent).
- The range for dropout rates is 42.4 percentage points.

¹⁸ Although Bihar has a total of 38 districts, as of the time of writing DISE only collects data from 37 districts. Arwal, the 38th district, came into existence in September 2001 and DISE has not yet set up a district unit to collect data.

Figure 10: Dropout Rate by District—Grade 5, 2008/09



Source: District Information System for Education

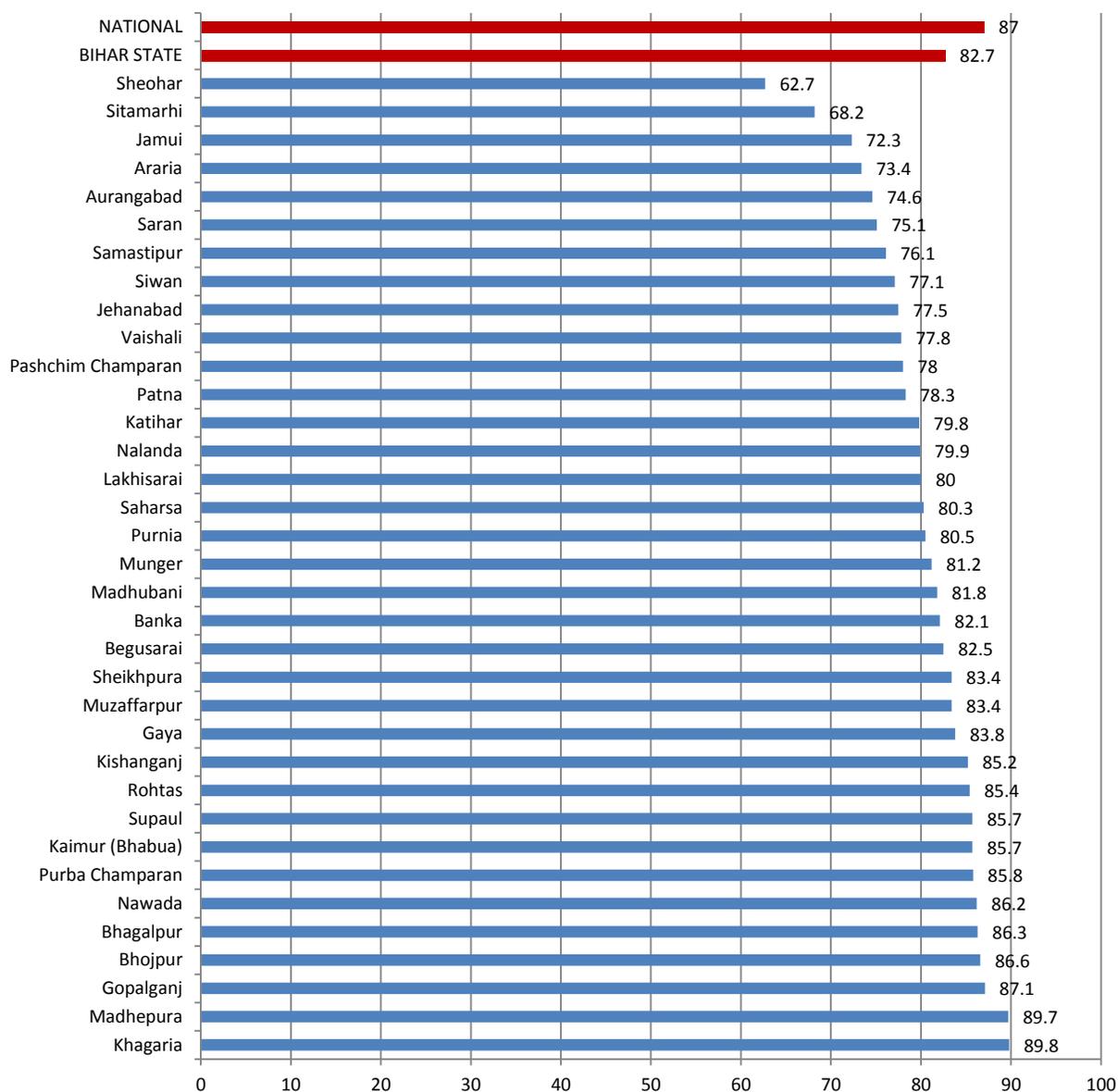
B. Promotion Rate

The promotion rate data reveals the proportion of students at the primary level that progress to the next grade during the following school year. The data for Bihar show that:

- In 18 out of 35 districts, the promotion rate was less than the state average (82.7 percent).
- 32 districts—over 90 percent of Bihar’s districts—have promotion rates that are lower than the national average (87 percent).

- Sheohar has the lowest promotion rate (62.7 percent) followed by Sitamarhi (68.2 percent) and Jamui (72.3 percent).
- Khagaria has the highest promotion rate (89.8 percent) followed by Madhepura (89.7 percent) and Gopalganj (87.1 percent).
- The range for promotion rates is 27.1 percentage points.

Figure 11: Promotion Rate by District¹⁹—Primary Level, 2008/09



Source: District Information System for Education

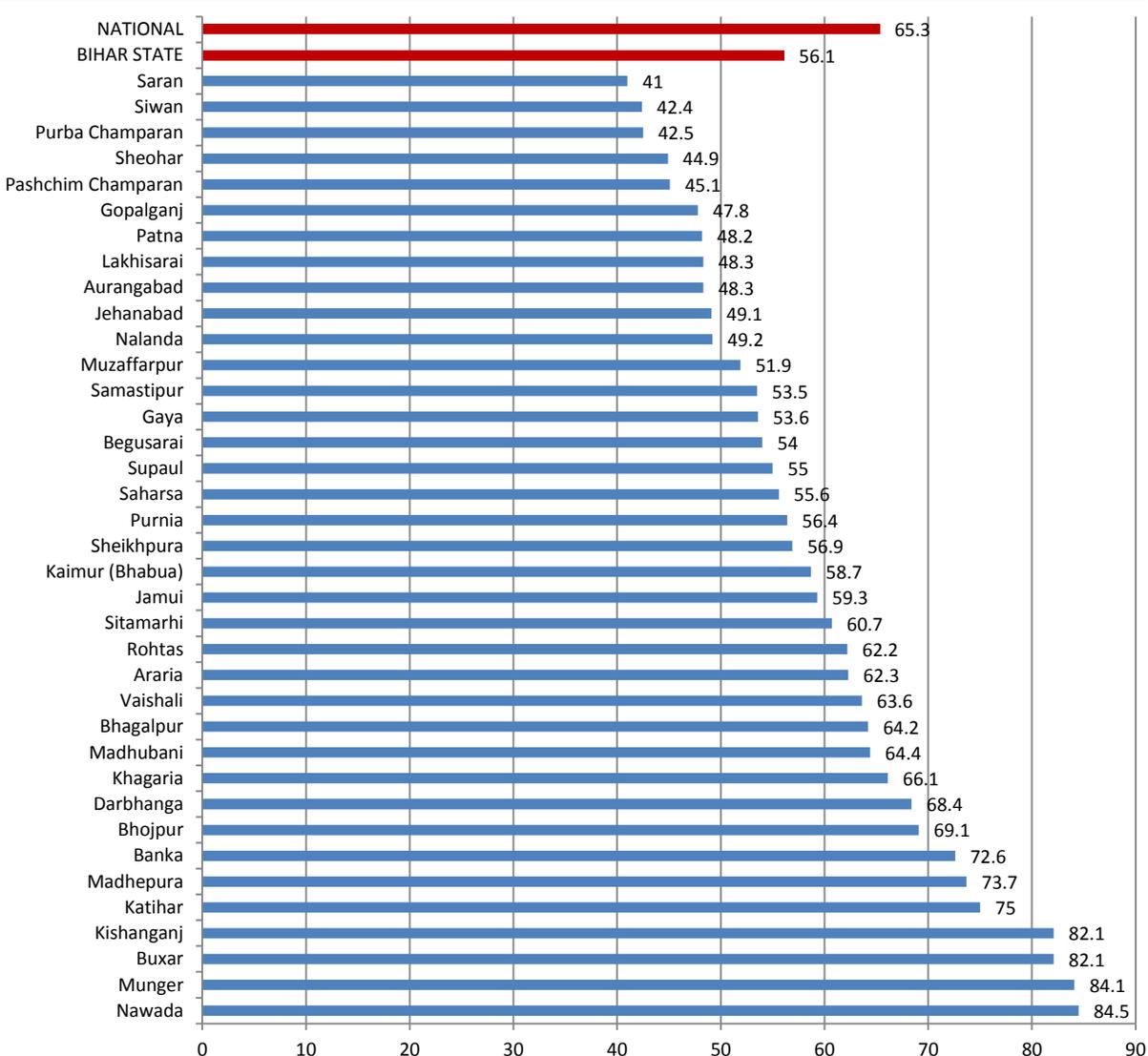
¹⁹ This figure does not include promotion rates for Buxar and Darbhanga.

C. Survival Rate

The graph in Figure 12 illustrates the prospect of a cohort of 100 children in grade 1 reaching grade 5 (the final year of the primary level). According to the data:

- A wide range of values is seen in the primary school survival rates among the states with the lowest in Saran (41 percent) and the highest in Nawada (84.5 percent).
- 17 out of 37 districts have lower survival rates than the state average (56.1 percent).
- 27 districts have a lower survival rate than the national average (65.3 percent)
- The top three most affected districts are: Saran, Siwan (42.4 percent) and Purba Champaran (42.5 percent).
- The range for survival rates is 43.5 percentage points.

Figure 12: Survival Rate by District—To Grade 5, 2008/09



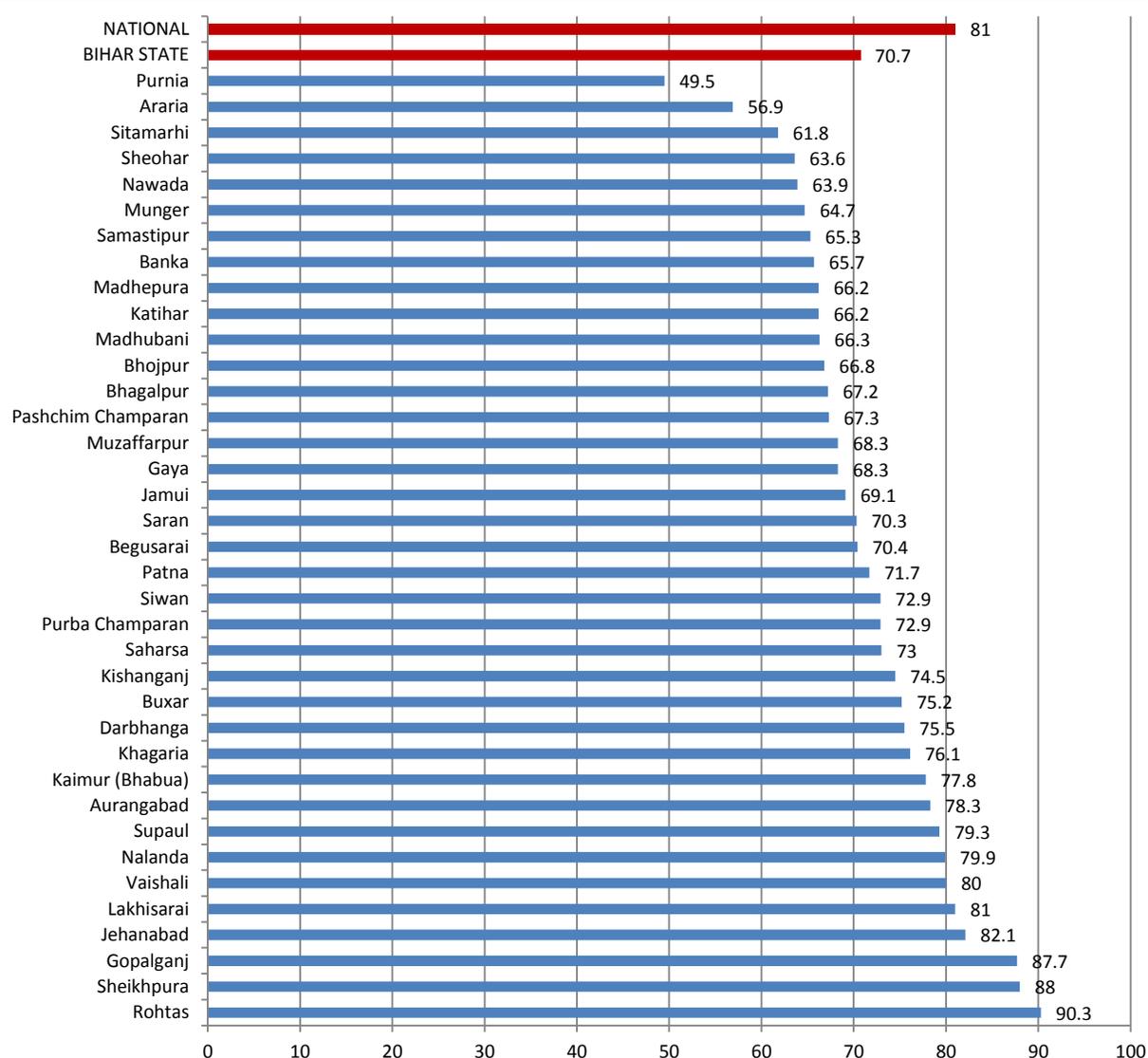
Source: District Information System for Education

D. Transition Rate

Finally, the major findings from the data on the proportion of students transitioning from the primary to upper primary level include:

- 19 out of 37 districts have transition rates lower than the state average of 70.7 percent.
- 32 districts—about 86 percent of the districts in Bihar—have transition rates that are lower than the national average (81 percent).
- The range in rates is 40.8 percentage points with Purnia exhibiting the lowest transition rate of 49.5 percent and Rohtas with the highest of 90.3 percent.
- The top three most affect districts are: Purnia, Araria (56.9 percent) and Sitamarhi (61.8 percent).

Figure 13: Transition Rate by District—Primary to Upper Primary, 2008/09



Source: District Information System for Education

E. District Selection

1. Statistical Ranking

At the district level in Bihar, 35 districts were included in the ranking.²⁰ The average number of points for the districts is 69.9—18 districts scored below the average and 17 districts scored above. The total points ranged from 15 to 117. The top five overall most affected districts are: Sheohar (15 points), Samastipur (31 points), Araria (31 points), Sitamarhi (33 points), and Purnia (36 points). Rohtas (117 points) is the least affected district followed by Sheikhpura (108 points) and Khagaria (106 points).

Table 4: District Ranking

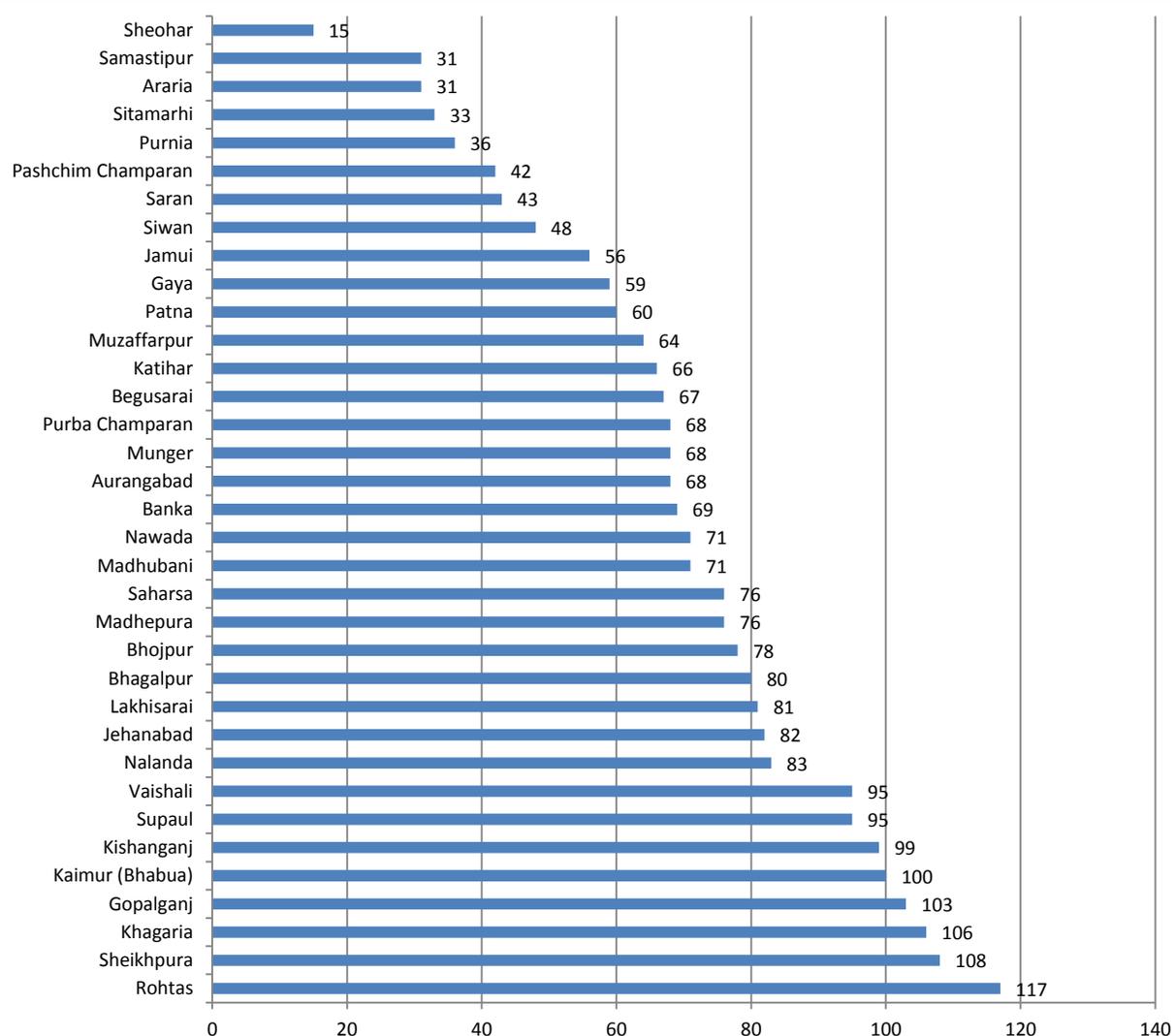
District	Dropout		Promotion		Survival		Transition		Total Points	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Araria	38.5	2	73.4	4	62.3	23	56.9	2	31	2
Aurangabad	18.3	29	74.6	5	48.3	8	78.3	26	68	14
Banka	31.3	11	82.1	20	72.6	30	65.7	8	69	15
Begusarai	28.5	15	82.5	21	54	14	70.4	17	67	13
Bhagalpur	29.6	14	86.3	29	64.2	25	67.2	12	80	19
Bhojpur	32.2	8	86.6	30	69.1	29	66.8	11	78	18
Gaya	31.7	9	83.8	23	53.6	13	68.3	14	59	9
Gopalganj	11	34	87.1	31	47.8	6	87.7	32	103	26
Jamui	26.6	18	72.3	3	59.3	20	69.1	15	56	8
Jehanabad	13.3	33	77.5	9	49.1	9	82.1	31	82	21
Kaimur (Bhabua)	16.7	30	85.7	26	58.7	19	77.8	25	100	25
Katihar	30.7	12	79.8	13	75	32	66.2	9	66	12
Khagaria	23.7	22	89.8	33	66.1	27	76.1	24	106	27
Kishanganj	24.5	21	85.2	24	82.1	33	74.5	21	99	24
Lakhisarai	19	28	80	15	48.3	8	81	30	81	20
Madhepura	33.8	4	89.7	32	73.7	31	66.2	9	76	17
Madhubani	28.2	16	81.8	19	64.4	26	66.3	10	71	16
Munger	31.5	10	81.2	18	84.1	34	64.7	6	68	14
Muzaffarpur	28.1	17	83.4	22	51.9	11	68.3	14	64	11
Nalanda	16.5	31	79.9	14	49.2	10	79.9	28	83	22
Nawada	36.1	3	86.2	28	84.5	35	63.9	5	71	16
Pashchim Champaran	30.4	13	78	11	45.1	5	67.3	13	42	5
Patna	23.6	23	78.3	12	48.2	7	71.7	18	60	10
Purba Champaran	25.8	19	85.8	27	42.5	3	72.9	19	68	14
Purnia	47.9	1	80.5	17	56.4	17	49.5	1	36	4
Rohtas	5.5	36	85.4	25	62.2	22	90.3	34	117	29
Saharsa	23.2	24	80.3	16	55.6	16	73	20	76	17

²⁰ Buxar and Darbhanga were excluded due to insufficient data reported by DISE.

District	Dropout		Promotion		Survival		Transition		Total Points	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Samastipur	33.5	5	76.1	7	53.5	12	65.3	7	31	2
Saran	25.3	20	75.1	6	41	1	70.3	16	43	6
Sheikhpura	8.3	35	83.4	22	56.9	18	88	33	108	28
Sheohar	33.4	6	62.7	1	44.9	4	63.6	4	15	1
Sitamarhi	33	7	68.2	2	60.7	21	61.8	3	33	3
Siwan	25.8	19	77.1	8	42.4	2	72.9	19	48	7
Supaul	19.2	27	85.7	26	55	15	79.3	27	95	23
Vaishali	13.6	32	77.8	10	63.6	24	80	29	95	23

The cumulative points for the districts based on the four primary indicators are presented below.

Figure 14: District Ranking with Total Points



2. Practical Considerations

As in the state selection process, practical considerations were taken into account in order to determine a target area for SDPP interventions. For the districts of Bihar, the practical considerations were:

- Security issues (presence of insurgency and/or civil unrest)
- Receptivity of the local government
- Accessibility of the region

3. Target District Selection

Based on the composite ranking and coupled with practical considerations, Samastipur (2nd most affected/31 points) was selected as the target district for SDPP interventions. Specifically, Samastipur has the 5th highest dropout rate in Bihar (33.5 percent). Additionally, Samastipur is 7th most affected district in terms of promotion and transition (76.1 percent and 65.3 percent, respectively). Lastly, the district's survival rate of 53.5 percent (12th most affected) is 11.8 percentage points below the national average.

VIII. Block Level Trends and Block Selection

Once the target grades were selected, the primary indicators were analyzed by block to determine the geographic areas most affected by dropout. This final layer of analysis was carried out at the block level—rather than lower administrative levels—in order to have a sufficient number of schools from which to gather data for the SDPP situational analysis (32 schools) and to implement and evaluate interventions (70 treatment and 70 control).

Table 5: Number of Schools in Target District

Block	School that include grades 5 & 6
Bibhutipur	72
Bithan	33
Dalsinghsarai	46
Hasanpur	42
Kalyanpur	77
Khanpur	46
Mohanpur	17
Mohiuddin Nagar	39
Morwa	44
Patori	49
Pusa	35
Rosera	42
Samastipur	65
Sarairanjan	58
Shivajinagar	39
Singhia	42
Tajpur	34
Ujiyarpur	66
Vidyapatnagar	35
Warishnagar	46
SAMASTIPUR	927

Source: District Information System for Education, 2010/11

Table 6: Block Ranking

BLOCK	Dropout		Promotion		Survival		Transition		TOTAL POINTS	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Bibhutipur	19.1	14	87.7	12	45.1	6	80.9	14	46	10
Bithan	16.4	17	78.2	2	41.0	1	83.6	17	37	8
Dalsinghsarai	16.9	16	88.7	16	79.9	19	83.1	16	67	17
Hasanpur	31.6	6	80.3	4	43.4	4	68.4	6	20	2
Kalyanpur	29.0	7	92.4	19	80.6	20	71.0	7	53	13
Khanpur	36.1	2	84.7	7	42.0	2	63.9	2	13	1
Mohanpur	33.0	3	81.6	5	48.1	9	67.0	3	20	2
Mohiuddin Nagar	16.1	18	88.4	14	46.5	8	83.9	18	58	15
Morwa	44.9	1	78.5	3	79.7	18	55.1	1	23	3

BLOCK	Dropout		Promotion		Survival		Transition		TOTAL POINTS	RANK
	Rate	Point	Rate	Point	Rate	Point	Rate	Point		
Patori	21.4	11	88.9	17	54.4	11	78.6	11	50	12
Pusa	9.7	20	96.9	20	75.7	17	90.3	20	77	18
Rosera	10.0	19	87.8	13	43.3	3	90.0	19	54	14
Samastipur	20.1	13	87.1	11	45.2	7	79.9	13	44	9
Sarairanjan	23.5	8	45.0	1	57.0	13	76.5	8	30	5
Shivajinagar	17.0	15	88.5	15	62.4	15	83.0	15	60	16
Singhia	31.9	4	86.1	8	49.8	10	68.1	4	26	4
Tajpur	31.7	5	82.8	6	72.7	16	68.3	5	32	6
Ujjiyarpur	22.6	10	86.7	9	44.5	5	77.4	10	34	7
Vidyapatnagar	23.4	9	92.0	18	55.1	12	76.6	9	48	11
Warishnagar	20.5	12	86.8	10	62.2	14	79.5	12	48	11

IX. Profile of the Selected State and District

A. Bihar State

Located in the north eastern part of the country, Bihar borders West Bengal to the east, Uttar Pradesh to the west, Jharkhand to the south, and Nepal to the north. The Ganges River flows through the middle of Bihar from west to east. The state is divided into 9 divisions and 38 districts, which are further divided into 534 blocks, 8,471 *panchayats* and 45,103 villages. Patna is the state capital and the largest city with a population of 5,772,804.

Bihar is the twelfth largest state in terms of geographical size and the third most populous with a population of 103,804,637 (54,185,347 male and 49,619,290 female)—nearly 85 percent of which live in rural areas. The total literacy rate is 63.8 percent (73.4 percent male and 53.33 percent for female). While Hindi and Urdu are the official languages, the majority of the population speaks Angika, Bhojpuri, Magahi, Maithili, and Bajjika.

The economy of Bihar is largely service-oriented, which makes up 55 percent of the state's economy. Other major sectors include agriculture (35 percent) and industry (9 percent). According to the 2010/11 economic survey, Bihar's per capita income has increased to RS17590 compared to RS8527 in 2004/05. Despite the growth, this income level is the lowest in the country and far below the national average of RS40000.



Source: Government of Bihar

B. Samastipur District

Samastipur is one of 38 districts in Bihar and is located in the central region of the state with total area of the district is about 2,904 square kilometers. The district is comprised of 4 subdivisions—Dalsinghsarai, Patori, Rosera, Samastipur Sadar—which are further broken down into 20 blocks. Main crops include tobacco, maize, rice and wheat. The major industries are mills for sugar, paper and jute.

According to the 2011 census, Samastipur has a population of 4,254,782 (2,228,432 males and 2,026,350 females), which represents 4.1 percent of the total Bihar population. The population increased by 25.3 percent compared to the 2001 census.

The census also reported a literacy rate of 63.8 percent (73.1 percent for males and 53.5 for females) in 2011 compared to 45.1 in 2001 (57.6 percent for males and 31.67 for females).

X. Selected Education Indicators in SDPP Target Area

Data on indicators of dropout “predictors”, contextual indicators, and education supply indicators for the target grade and cycle is presented below at state, district and block levels. National level

data is provided, where appropriate, for comparison purposes. An “n/a” in a cell indicates that the data is not available while an “*” means the national level information is not relevant for the particular indicator. All statistics are taken from DISE, unless otherwise indicated.

A. Indicators of Dropout “Predictors”

Table 5 presents the data on the “predictor” group of indicators, which help identify students who are at-risk of not completing the basic education cycle.

Table 7: Indicators of Dropout “Predictors”, 2009/10

Indicators		National	Bihar	Samastipur (2008/09)
Percentage of underage students	Primary	8.9	2.7	n/a
Percentage of overage students	Primary	11.0	3.5	n/a
Repetition rate by grade	Grade 5	n/a	1.5	1.0
Repetition rate by cycle	Primary	3.9	3.9	2.7
Completion rate by cycle ²¹	Primary	97.6	92.3	n/a

B. Contextual Indicators for Students

Table 8 presents the contextual indicators, which gives a snapshot of the target state and district’s educational status relative to the national performance.

Table 8: Contextual Indicators for Students, 2009/10

Indicators		National	Bihar	Samastipur (2008/09)
Gross enrollment ratio by cycle	Primary	115.6	135.5	142.9
Net enrollment rate by cycle	Primary	98.3	n/a	100
First grade intake rate	Male	n/a	n/a	n/a
	Female	n/a	n/a	n/a
Number of out-of-school children ²²	Male	4,105,097 (2005)	614,852 (2005)	n/a
	Female	4,045,521 (2005)	730,845 (2005)	n/a
Youth literacy rate ²³	Male	88.4 (2006)	59.7	n/a
	Female	74.4 (2006)	33.1	n/a
Gender Parity Index ²⁴	GER ²⁵	Primary	.97 (2007)	n/a

²¹ Grade 5 enrollment minus repeaters in Grade 5 in 2009/10 as a percentage of 11 year old child population (based on Registrar General of India estimates).

²² National and state level data taken from the *All India Survey Out-of-School Children in the 6-13 Years Age Group*.

²³ The national youth literacy rate is from UNESCO Institute of Statistics.

²⁴ A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of males and a value greater than 1 indicates disparity in favor of females. However, the interpretation should be the other way around for indicators that should ideally approach 0% (e.g., dropout rate). In these cases, a GPI of less than 1 indicates disparity in favor of females and a value greater than 1 indicates a disparity in favor of males.

²⁵ National and state level data taken from UNESCO.

Indicators		National	Bihar	Samastipur (2008/09)
	NER	.96 (2007)	n/a	n/a
	Dropout rate	n/a	n/a	n/a
	Survival rate	n/a	n/a	n/a
	Promotion rate	n/a	n/a	n/a

C. Education Supply Indicators

Lastly, the supply indicators, which capture the availability of and access to education resources, are presented in Table 9.

Table 9: Education Supply Indicators, 2009/10

Indicators		National	Bihar	Samastipur (2008/09)	
Number of schools by cycle	Primary	809,974	43,679	1452	
	Primary with Upper Primary	n/a	23,171	909	
	Primary with UP & Higher Secondary/Secondary	n/a	533	5	
Number of schools by provider	Government	Primary	709,400	43,677	1452
		Primary with Upper Primary	177,086	23,165	909
		Primary with U. Primary & Higher Sec/Secondary	10,473	528	5
	Private ²⁶	Primary	97,205	2	n/a
		Primary with Upper Primary	69,668	6	n/a
		Primary with U. Primary & Higher Sec/Secondary	29,302	5	n/a
Number of teachers by cycle	Primary ²⁷	2,439,918	154,037	5423	
Number of teachers by provider	Government	1,943,953	154,033	5423	
	Private	495,965	4	n/a	
Pupil: teacher ratio by cycle	Primary	33	57	60	
Pupil: classroom ratio by cycle	Primary	32	88	115	
Textbook: student by cycle	Primary	n/a	n/a	n/a	
Average distance to school in km		n/a	n/a	n/a	

²⁶ Although DISE reports no private schools and purports to collect on all schools, evidence is to the contrary. Unfortunately, there is no data on these schools or the teachers.

²⁷ Includes teachers from schools with primary grades only. Does not include the number of teachers in schools with primary and upper primary grades, and primary with upper primary and secondary/higher secondary grades.

XI. Conclusion

India set forth the goal of universalizing elementary education with the implementation of the Sarva Shiksha Abhiyan (SSA) in 2001. Under this flagship program, the state governments work in partnership with the central administration towards achieving universal access and retention, promoting child-friendly classrooms that are gender-sensitive and inclusive, and enhancing learning levels. The Right of Children to Free and Compulsory Education (RTE) Act, passed in 2009, serves as a building block to ensure that every child has the right to attain a quality elementary education without any direct or indirect costs borne by the child or his/her family.

As evident by the increase in number of schools reported by DISE each year since its formation, access at the primary cycle has been increasing under SSA. Between 2005/06 and 2009/10, the net enrollment rate for the primary level increased from 84.5 percent to 98.3 percent, indicating that India has nearly reached its goal of universal enrollment in the primary school-age population.

However, the data also show that a large number of children are not completing the basic cycle despite the growing demand for primary education. The 40 percentage point difference between the NER for primary and upper primary suggests that formal education for a large proportion of students ends with grade 5, the terminal year of the primary cycle. Additionally, while access may be increasing, data on flow rates show that retention of students in school is still lagging—the primary dropout rate in 2008/09 was 9.1 percent and the survival rate to grade 5 was 65.3 percent. Examining dropout rates by grade found that grade 5 has the highest number of students dropping out of school (15.9 percent in 2009/10).

Using the primary indicators of dropout, promotion, survival and transition rates, India's states were ranked based on their performance in these areas. Jharkhand, Bihar and Uttar Pradesh scored the worst on the composite statistical rankings. Coupled with practical considerations, such as receptivity of the local government and accessibility of the region, Bihar has been proposed to be the target state for SDPP interventions.

Despite its low performance on the indicator ranking, Bihar has been a leader in the educational reform process in India. Its progress in implementing the SSA has been recognized both in India and internationally. An article in the New York Times termed Bihar a “turnaround state”, noting the improvements it has made in several sectors, including education. On 10 May 2011, the Bihar government approved the rules of the Right to Education Act (RTE) under which the children in the age group of 6 to 14 years will be imparted free and compulsory education.

Even with such achievements and the government's proactive approach to education, Bihar faces many challenges in school retention. According to the primary indicator rankings, Bihar is the 3rd most affected state with a grade 5 dropout rate of 26.8 percent (2nd most affected), transition rate of 71 percent (2nd most affected), promotion rate of 85.1 percent (5th most affected) and survival rate of 63.6% (8th most affected). Moreover, Bihar ranked 32nd among the 35 states and union territories in the Education Development Index (EDI) at the primary level and 35th at the composite primary and upper primary levels.

Another level of analysis was conducted at the district level in order to narrow down to a target area within Bihar. At the primary level, the worst performing districts are Sheohar, Samastipur and Araria. Based on the indicator rankings and taking into account practical considerations, Samastipur was chosen as the target district. Target schools will be randomly selected from Samastipur's 20 blocks.

Focusing its efforts on grade 5 male and female students currently enrolled in government schools in Samastipur will allow SDPP to target a student population most at-risk of leaving school before completing the basic education cycle. SDPP will work in schools that have both the primary and upper primary grades in order to track student progress from grade 5 to grade 6.

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Appendix A: Primary Indicators – State Level

- Table A-1: Enrollment by Cycle, 2009/10
- Table A-2: Enrollment by Grade, 2009/10
- Table A-3: Dropout Rate by Cycle, 2009/10
- Table A-4: Dropout Rate by Grade, 2009/10
- Table A-5: Promotion Rate by Cycle, 2009/10
- Table A-6: Promotion Rate by Grade, 2009/10
- Table A-7: Survival Rate to Grade 5, 2009/10
- Table A-8: Transition Rate from Cycle to Cycle, 2009/10

Table A-1: Enrollment by Cycle, 2009/10

State	Primary			Upper Primary			Total Enrollment
	Total	Male	Female	Total	Male	Female	
Andhra Pradesh	7229193	3672362	3556831	3622055	1844736	1777319	10851248
Arunachal Pradesh	245832	126592	119240	88617	45945	42672	334449
Assam	3521862	1772287	1749575	1640238	800925	839313	5162100
Bihar	15156710	7912327	7244383	3850783	2062653	1788130	19007493
Chhattisgarh	3151851	1606816	1545035	1363884	698685	665199	4515735
Goa	112994	58765	54229	65673	35108	30565	178667
Gujarat	5852700	3123165	2729535	1961691	1064437	897254	7814391
Haryana	2221119	1174908	1046211	1115634	586429	529205	3336753
Himachal Pradesh	623198	327272	295926	412919	217996	194923	1036117
Jammu and Kashmir	1308028	687743	620285	665266	359120	306146	1973294
Jharkhand	4939161	2493121	2446040	1584772	812237	772535	6523933
Karnataka	5438628	2809165	2629463	2233516	1158508	1075008	7672144
Kerala	1987815	1001764	986051	1368183	698998	669185	3355998
Madhya Pradesh	10927623	5537898	5389725	4557366	2347858	2209508	15484989
Maharashtra	10356617	5479756	4876861	5497441	2921530	2575911	15854058
Manipur	343935	172282	171653	126352	63240	63112	470287
Meghalaya	470689	234015	236674	135638	63763	71875	606327
Mizoram	181367	93511	87856	65242	33142	32100	246609
Nagaland	278190	142673	135517	123221	62748	60473	401411
Orissa	4366931	2235779	2131152	1622581	835324	787257	5989512
Punjab	1850638	1012564	838074	1057686	580119	477567	2908324
Rajasthan	8627768	4609829	4017939	3547361	2033925	1513436	12175129
Sikkim	88262	45126	43136	35840	16368	19472	124102
Tamil Nadu	6190928	3184943	3005985	3733633	1934108	1799525	9924561
Tripura	444516	228125	216391	219303	111489	107814	663819
Uttar Pradesh	23933247	12092939	11840308	7604400	3798716	3805684	31537647
Uttarakhand	1044735	541869	502866	534994	273876	261118	1579729
West Bengal	10545319	5333084	5212235	4495475	2185032	2310443	15040794
National	131439856	67710680	63729176	53329764	27647015	25682749	184769620

Source: District Information System for Education, 2009/10

Table A-2: Enrollment by Grade, 2009/10

State	Grade 1			Grade 2			Grade 3			Grade 4		
	Total	Male	Female									
Andhra Pradesh	1617930	830226	787704	1438751	730914	707837	1409511	714620	694891	1381969	699034	682935
Arunachal Pradesh	82622	42417	40205	49307	25294	24013	42198	21890	20308	37681	19470	18211
Assam	899564	458006	441558	726292	367404	358888	656730	331198	325532	604489	303685	300804
Bihar	3804511	1969637	1834874	3324121	1711537	1612584	3193587	1655641	1537946	2637399	1392705	1244694
Chhattisgarh	703366	358708	344658	633712	324285	309427	623048	318718	304330	624360	317143	307217
Goa	22253	11549	10704	21646	11112	10534	21116	10739	10377	22688	11820	10868
Gujarat	1242669	663801	578868	1162530	619052	543478	1161485	621246	540239	1148611	613628	534983
Haryana	465433	244067	221366	463020	244494	218526	454230	240679	213551	437502	231845	205657
Himachal Pradesh	126867	66512	60355	121292	63113	58179	121931	63846	58085	125440	66272	59168
Jammu and Kashmir	290097	153244	136853	258854	136036	122818	252548	132305	120243	252597	132067	120530
Jharkhand	1309227	662435	646792	988987	498106	490881	939408	472418	466990	889859	446491	443368
Karnataka	1102745	571535	531210	1075020	555956	519064	1097592	566940	530652	1083552	558879	524673
Kerala	347690	174035	173655	371073	186942	184131	395300	199600	195700	422328	213222	209106
Madhya Pradesh	2484445	1286237	1198208	2240331	1129969	1110362	2186677	1106536	1080141	2088842	1046349	1042493
Maharashtra	2192686	1156910	1035776	2086789	1101400	985389	2057827	1092251	965576	2027468	1071529	955939
Manipur	95817	47719	48098	76040	38168	37872	61230	30748	30482	57114	28576	28538
Meghalaya	131838	66770	65068	102828	51722	51106	89422	44448	44974	73985	36368	37617
Mizoram	44022	22657	21365	36848	19074	17774	35258	18102	17156	31930	16580	15350
Nagaland	64270	33037	31233	60354	31046	29308	56978	29134	27844	51899	26685	25214
Orissa	937817	485192	452625	901496	462888	438608	887480	450104	437376	829171	422987	406184
Punjab	393636	212881	180755	368334	201210	167124	364503	201019	163484	363803	199273	164530
Rajasthan	2239981	1195586	1044395	1840677	974294	866383	1656265	880605	775660	1478845	793655	685190
Sikkim	17041	8918	8123	17639	9235	8404	18784	9785	8999	19198	9682	9516
Tamil Nadu	1218879	627234	591645	1200716	616116	584600	1225585	630182	595403	1252623	645085	607538
Tripura	95984	48864	47120	84458	42958	41500	89685	46285	43400	85459	43984	41475
Uttar Pradesh	5249900	2699615	2550285	4923797	2518060	2405737	4943632	2498618	2445014	4623815	2288908	2334907
Uttarakhand	236285	124034	112251	206730	107781	98949	205361	105911	99450	203256	104622	98634
West Bengal	2698487	1388643	1309844	2070903	1053021	1017882	1975312	999176	976136	1943962	975537	968425
National	30116062	15610469	14505593	26852545	13831187	13021358	26222683	13492744	12729939	24799845	12716081	12083764

Source: District Information System for Education, 2009/10

Table A-2: Enrollment by Grade, 2009/10 (cont'd)

State	Grade 5			Grade 6			Grade 7			Grade 8		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Andhra Pradesh	1381032	697568	683464	1255093	640066	615027	1226043	625252	600791	1140919	579418	561501
Arunachal Pradesh	34024	17521	16503	32707	16835	15872	29308	15172	14136	26602	13938	12664
Assam	634787	311994	322793	607133	297082	310051	591725	289130	302595	441380	214713	226667
Bihar	2197092	1182807	1014285	1464900	784602	680298	1292182	689921	602261	1093701	588130	505571
Chhattisgarh	567365	287962	279403	498584	257097	241487	455602	233146	222456	409698	208442	201256
Goa	25291	13545	11746	23263	12368	10895	21865	11433	10432	20545	11307	9238
Gujarat	1137405	605438	531967	1014109	548009	466100	947267	516265	431002	315	163	152
Haryana	400934	213823	187111	387213	204545	182668	372803	196200	176603	355618	185684	169934
Himachal Pradesh	127668	67529	60139	134260	70992	63268	130947	69153	61794	147712	77851	69861
Jammu and Kashmir	253932	134091	119841	236049	125494	110555	220095	118917	101178	209122	114709	94413
Jharkhand	811680	413671	398009	616775	312641	304134	536342	275363	260979	431655	224233	207422
Karnataka	1079719	555855	523864	993001	513783	479218	990641	511687	478954	249874	133038	116836
Kerala	451424	227965	223459	452280	230412	221868	476461	243525	232936	439442	225061	214381
Madhya Pradesh	1927328	968807	958521	1778333	898448	879885	1532883	791384	741499	1246150	658026	588124
Maharashtra	1989847	1055666	934181	1888824	1002870	885954	1860595	982308	878287	1748022	936352	811670
Manipur	53734	27071	26663	44031	22261	21770	42238	20966	21272	40083	20014	20069
Meghalaya	72616	34707	37909	60164	28348	31816	52683	24868	27815	22791	10547	12244
Mizoram	33309	17098	16211	32948	16778	16170	32294	16364	15930	0	0	0
Nagaland	44689	22771	21918	43714	22343	21371	41269	21028	20241	38238	19377	18861
Orissa	810967	414308	396659	697766	360175	337591	747112	386699	360413	177703	88450	89253
Punjab	360362	198181	162181	340928	188703	152225	348580	190612	157968	368178	200804	167374
Rajasthan	1412000	765689	646311	1266244	714630	551614	1133821	647954	485867	1147296	671341	475955
Sikkim	15600	7506	8094	14256	6558	7698	11332	5124	6208	10252	4686	5566
Tamil Nadu	1293125	666326	626799	1225011	634739	590272	1246114	646868	599246	1262508	652501	610007
Tripura	88930	46034	42896	88127	44915	43212	70717	36197	34520	60459	30377	30082
Uttar Pradesh	4192103	2087738	2104365	2666782	1318421	1348361	2517567	1263883	1253684	2420051	1216412	1203639
Uttarakhand	193103	99521	93582	184005	94149	89856	177251	90902	86349	173738	88825	84913
West Bengal	1856655	916707	939948	1633838	799849	833989	1526586	739085	787501	1335051	646098	688953
National	23446721	12057899	11388822	19680338	10167113	9513225	18632323	9659406	8972917	15017103	7820497	7196606

Source: District Information System for Education, 2009/10

Table A-3: Dropout Rate by Cycle, 2009/10

State	Primary
Andhra Pradesh	5.8
Arunachal Pradesh	20.7
Assam	9.6
Bihar	13.4
Chhattisgarh	6.2
Goa	5
Gujarat	3.9
Haryana	0.2
Himachal Pradesh	2.8
Jammu and Kashmir	3.5
Jharkhand	15.8
Karnataka	4.1
Kerala	-
Madhya Pradesh	8.2
Maharashtra	3.3
Manipur	10.5
Meghalaya	17.3
Mizoram	5.3
Nagaland	11.4
Orissa	6.3
Punjab	4.7
Rajasthan	10.5
Sikkim	4.5
Tamil Nadu	0.1
Tripura	8.8
Uttar Pradesh	16.7
Uttarakhand	9.9
West Bengal	8.7
National	9.1

Source: District Information System for Education, 2009/10

Table A-4: Dropout Rate by Grade, 2009/10

State	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Andhra Pradesh	10.2	4.4	4.6	2.1	7	5.3	10.4
Arunachal Pradesh	40.1	20	11.2	7.1	-	6.3	7.6
Assam	17.2	10.2	8.5	0.4	8.7	7.8	31.6
Bihar	16	9.7	9.3	8.3	26.8	2.8	5
Chhattisgarh	8.1	4.7	5.4	5.7	7	4.8	6.2
Goa	13	10.8	8.4	-	3.3	1.4	-
Gujarat	4.9	2.8	3.1	3.3	5.2	5	-
Haryana	0.9	-	1	-	0.6	-	-
Himachal Pradesh	4.6	2.4	1.6	2.1	3.5	4.1	-
Jammu and Kashmir	7	2.8	1.6	0.6	5.1	-	-
Jharkhand	21.3	10.9	11.5	9.9	24.3	9.8	10.1
Karnataka	6	3	3	3	5.6	3.9	-
Kerala	-	0.6	0.9	-	1	0.9	13.4
Madhya Pradesh	8.3	6.2	7	8.2	11.8	8.3	5.3
Maharashtra	5.3	2.7	2.7	2.6	3.1	3.2	8.4
Manipur	12.7	16.1	3.7	2.2	14.9	1.2	-
Meghalaya	24.2	14.4	17.2	11	14.6	11	-
Mizoram	15.3	4.9	8	-	-	1.3	-
Nagaland	9	11.1	12.5	19	4.9	5.2	7.3
Orissa	4.2	4.8	4.8	4.7	14	2.3	-
Punjab	4.6	4.6	5.5	3.4	5.6	7.1	1.5
Rajasthan	13.8	10.2	10.3	5.6	11.2	9.2	0.9
Sikkim	1.4	-	3.8	10.1	7.8	13.4	8.7
Tamil Nadu	1.2	-	-	-	1.5	0.6	0.6
Tripura	9.6	6.4	8.6	8.1	11.3	13.4	14.1
Uttar Pradesh	9.6	9.8	13.4	13.8	41.2	8.5	6.2
Uttarakhand	13.9	8.8	8.8	7.2	10.5	5.6	2.8
West Bengal	13.2	6	4	6.2	12.2	6.6	7.7
National	10.4	6.7	7.2	6.5	15.9	5.5	5.8

Source: District Information System for Education, 2009/10

Table A-5: Promotion Rate by Cycle, 2009/10

State	Primary
Andhra Pradesh	92.8
Arunachal Pradesh	74.5
Assam	87.8
Bihar	82.7
Chhattisgarh	88.4
Goa	91.9
Gujarat	90.3
Haryana	93.7
Himachal Pradesh	94.9
Jammu and Kashmir	95.3
Jharkhand	77.7
Karnataka	94.5
Kerala	98.5
Madhya Pradesh	83.9
Maharashtra	93
Manipur	85.9
Meghalaya	79.7
Mizoram	92.3
Nagaland	86.5
Orissa	89.1
Punjab	86.6
Rajasthan	82.8
Sikkim	84.2
Tamil Nadu	99.7
Tripura	88.7
Uttar Pradesh	82.7
Uttarakhand	86.4
West Bengal	82.3

Source: District Information System for Education, 2009/10

Table A-6: Promotion Rate by Grade, 2009/10

State	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Andhra Pradesh	86.2	94.4	94.6	97.3	92.5	94.3	89.3
Arunachal Pradesh	54	75.5	84.4	89	95.7	90.8	89.5
Assam	77.9	87.6	89.8	97.8	89.6	91.1	67.3
Bihar	76.6	86.7	88.1	89.7	71.7	96.1	94.2
Chhattisgarh	82	89.8	89.8	90.8	91.3	92.6	92.3
Goa	84.6	87.6	90.3	97	89.7	92.9	93.3
Gujarat	87.2	91.2	90.9	92.1	90.4	91.8	97.7
Haryana	93.1	93.5	91.2	92.9	96.5	94.6	95.1
Himachal Pradesh	90.8	95.7	96.6	96.1	95.2	90.9	96.6
Jammu and Kashmir	91.2	96.2	97.4	98.5	93.9	98.4	98.5
Jharkhand	64.8	83.9	84.6	87.1	73	88.2	88.3
Karnataka	92.6	95.8	95.7	95.8	92.5	94.6	99
Kerala	99.6	97.4	97.4	98.3	97.5	97.6	84.4
Madhya Pradesh	81.7	85.9	84.7	84.5	82.9	83.6	90.7
Maharashtra	88.9	93.7	94.1	95.1	93.6	94.3	89.5
Manipur	77.6	82.7	95.1	96.7	84.1	97.8	98.5
Meghalaya	72	83.2	80.5	87	81.3	86	97.2
Mizoram	80.2	93.3	90.2	98.1	98.8	97.5	97.1
Nagaland	88.7	86.9	85.5	79	92.9	92.5	90.3
Orissa	87.1	91.1	91.6	92.2	83	95.6	95.4
Punjab	85.8	86.9	85.7	88.5	85.9	85.9	93.3
Rajasthan	73.8	82.3	84.8	91.6	86.1	85.3	95.4
Sikkim	88.2	90	85.1	75.5	81.8	74.2	81.1
Tamil Nadu	98.6	99.8	99.8	99.8	98.2	98	98.2
Tripura	87	91.9	89.4	90.1	84.9	75.2	76.9
Uttar Pradesh	89.7	89.6	86	85.7	58.1	91.1	93.5
Uttarakhand	79.8	87.7	87.3	90	88	90.7	94.5
West Bengal	70.5	88.4	92.2	89	76.1	85.5	84.2
National	82.7	89.6	89.7	90.8	81.1	91.4	91.7

Source: District Information System for Education, 2009/10

Table A-7: Survival Rate to Grade 5, 2009/10

State	Primary
Andhra Pradesh	84.2
Arunachal Pradesh	46.2
Assam	51.6
Bihar	63.6
Chhattisgarh	61.7
Goa	98.9
Gujarat	84.6
Haryana	-
Himachal Pradesh	97.9
Jammu and Kashmir	84.6
Jharkhand	53.1
Karnataka	75.9
Kerala	-
Madhya Pradesh	71.8
Maharashtra	87.7
Manipur	45.9
Meghalaya	55.5
Mizoram	69.0
Nagaland	49.7
Orissa	77.5
Punjab	97.0
Rajasthan	53.7
Sikkim	69.5
Tamil Nadu	-
Tripura	71.5
Uttar Pradesh	69.6
Uttarakhand	80.6
West Bengal	73.5
National	65.3

Source: District Information System for Education, 2009/10

Table A-7: Transition Rate from Cycle to Cycle, 2009-10

State	Primary to Upper Primary
Andhra Pradesh	93.9
Arunachal Pradesh	-
Assam	88.4
Bihar	71
Chhattisgarh	92.8
Goa	-
Gujarat	93.9
Haryana	89
Himachal Pradesh	95.6
Jammu and Kashmir	94.3
Jharkhand	74.2
Karnataka	96
Kerala	-
Madhya Pradesh	83
Maharashtra	95.7
Manipur	85.7
Meghalaya	96.9
Mizoram	-
Nagaland	96.8
Orissa	83.2
Punjab	93.8
Rajasthan	86.3
Sikkim	83.1
Tamil Nadu	98.9
Tripura	85.1
Uttar Pradesh	61.5
Uttarakhand	91.8
West Bengal	85.9
National	81.0

Source: District Information System for Education, 2009/10

Appendix B: Primary Indicators – District Level

- Table B-1: Enrollment by Cycle, 2008/09
- Table B-2: Enrollment by Grade, 2008/09
- Table B-3: Dropout Rate by Cycle, 2008/09
- Table B-4: Dropout Rate by Grade, 2008/09
- Table B-5: Promotion Rate by Cycle, 2008/09
- Table B-6: Promotion Rate by Grade, 2008/09
- Table B-7: Survival Rate to Grade 5, 2008/09
- Table B-8: Transition Rate from Cycle to Cycle, 2008/09

Table B-1: Enrollment by Cycle, 2008/09

District	Primary
Araria	38.5
Aurangabad	18.3
Banka	31.3
Begusarai	28.5
Bhagalpur	29.6
Bhojpur	32.2
Buxar	22.2
Darbhanga	19.5
Gaya	31.7
Gopalganj	11
Jamui	26.6
Jehanabad	13.3
Kaimur (Bhabua)	16.7
Katihar	30.7
Khagaria	23.7
Kishanganj	24.5
Lakhisarai	19
Madhepura	33.8
Madhubani	28.2
Munger	31.5
Muzaffarpur	28.1
Nalanda	16.5
Nawada	36.1
Pashchim Champaran	30.4
Patna	23.6
Purba Champaran	25.8
Purnia	47.9
Rohtas	5.5
Saharsa	23.2
Samastipur	33.5
Saran	25.3
Sheikhpura	8.3
Sheohar	33.4
Sitamarhi	33
Siwan	25.8
Supaul	19.2
Vaishali	13.6

Source: District Information System for Education, 2008/09

Table B-2: Enrollment by Cycle, 2008/09

District	Grade 1			Grade 2			Grade 3			Grade 4		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Araria	116636	59517	57119	115265	59666	55599	90500	47959	42541	64318	35655	28663
Aurangabad	120700	60825	59875	74981	37659	37322	63632	32267	31365	54704	28187	26517
Banka	70129	36885	33244	66093	34046	32047	60323	31979	28344	49739	26872	22867
Begusarai	134362	69013	65349	104713	53526	51187	92330	47918	44412	82518	43072	39446
Bhagalpur	106517	55001	51516	101443	51974	49469	80176	42256	37920	68422	36491	31931
Bhojpur	114747	60462	54285	97182	52055	45127	87512	47551	39961	81265	44148	37117
Buxar	69492	34758	34734	61484	30599	30885	56414	28427	27987	50409	26072	24337
Darbhanga	139224	72178	67046	136649	71879	64770	118106	64520	53586	98932	54683	44249
Gaya	157143	80247	76896	128273	65907	62366	115070	59421	55649	100112	52257	47855
Gopalganj	110691	55644	55047	90504	45439	45065	79146	39865	39281	66922	34531	32391
Jamui	89575	45597	43978	64775	33379	31396	47375	25570	21805	36237	20290	15947
Jehanabad	84962	42836	42126	60741	30763	29978	50507	26066	24441	41445	21807	19638
Kaimur (Bhabua)	61666	32094	29572	57253	29497	27756	51135	26868	24267	45525	24124	21401
Katihar	139244	71859	67385	138919	71245	67674	100272	53653	46619	73681	40727	32954
Khagaria	71813	37135	34678	62779	32686	30093	52709	28454	24255	43308	23997	19311
Kishanganj	77500	39440	38060	79403	40036	39367	58850	29925	28925	44351	22909	21442
Lakhisarai	44240	22580	21660	34364	17340	17024	24484	12881	11603	19411	10499	8912
Madhepura	101949	54309	47640	86820	47342	39478	62054	35288	26766	48684	27959	20725
Madhubani	179579	91842	87737	178432	93050	85382	137694	73887	63807	118057	65744	52313
Munger	41958	21555	20403	43802	22600	21202	35780	18801	16979	29881	15755	14126
Muzaffarpur	178638	92598	86040	164814	85569	79245	145359	76031	69328	122524	64606	57918
Nalanda	109109	56084	53025	76786	40102	36684	64352	33490	30862	54568	29201	25367
Nawada	93649	49050	44599	77302	40731	36571	62106	32854	29252	49283	26298	22985
Pashchim Champaran	168863	86397	82466	123247	64964	58283	98307	52259	46048	82628	45058	37570
Patna	152939	77907	75032	125324	63524	61800	109627	56302	53325	91473	47193	44280
Purba Champaran	214754	112033	102721	199848	105829	94019	155421	84499	70922	118753	66013	52740
Purnia	130117	68284	61833	122230	64739	57491	99741	53505	46236	86152	47216	38936
Rohtas	106494	53554	52940	87767	44257	43510	75651	37987	37664	65722	33383	32339
Saharsa	96207	51147	45060	85542	47300	38242	61564	35664	25900	44201	26301	17900
Samastipur	194420	99497	94923	157781	80586	77195	127000	66814	60186	103911	55170	48741
Saran	163984	83202	80782	122780	61735	61045	104520	53178	51342	86249	44502	41747
Sheikhpura	24286	12526	11760	21678	11157	10521	15843	8624	7219	12847	7043	5804
Sheohar	32811	17129	15682	24518	12931	11587	17580	9715	7865	12422	6995	5427
Sitamarhi	133994	70127	63867	127031	66378	60653	98418	52600	45818	72909	40259	32650
Siwan	142747	72180	70567	96539	48099	48440	84493	42521	41972	72412	36645	35767
Supaul	80303	41448	38855	93018	48591	44427	67023	37475	29548	51548	30237	21311
Vaishali	132490	66922	65568	118672	59640	59032	108126	55226	52900	87847	45297	42550

Source: District Information System for Education, 2008/09

Table B-2: Enrollment by Cycle, 2008/09 (cont'd)

District	Grade 5			Grade 6			Grade 7			Grade 8		
	Total	Male	Female									
Araria	48348	27208	21140	28860	16381	12479	24003	13362	10641	19495	11494	8001
Aurangabad	47937	25029	22908	38997	20324	18673	35340	18457	16883	30388	16334	14054
Banka	42179	23646	18533	24370	13858	10512	20333	13866	6467	15673	9206	6467
Begusarai	73699	38409	35290	39735	21326	18409	34051	17734	16317	28262	14755	13507
Bhagalpur	57548	30941	26607	35512	19136	16376	28687	15660	13027	21844	12615	9229
Bhojpur	75033	41749	33284	47945	27147	20798	43382	24843	18539	38262	22562	15700
Buxar	46405	24442	21963	27955	14990	12965	24729	13136	11593	20308	10949	9359
Darbhanga	82220	46225	35995	53167	29692	23475	44455	24868	19587	36340	21008	15332
Gaya	88052	46982	41070	57022	29910	27112	51483	26842	24641	39215	21528	17687
Gopalganj	55086	28309	26777	39302	21137	18165	36153	19400	16753	31289	17119	14170
Jamui	29901	16961	12940	19772	11595	8177	17310	10195	7115	13743	8330	5413
Jehanabad	35557	19327	16230	27558	14754	12804	24674	13308	11366	21074	11894	9180
Kaimur (Bhabua)	41657	22526	19131	29986	16335	13651	26342	14398	11944	21063	11887	9176
Katihar	52633	29634	22999	34824	19535	15289	30005	16407	13598	24533	13758	10775
Khagaria	34145	19359	14786	22709	12758	9951	19452	10857	8595	16272	9468	6804
Kishanganj	34117	17840	16277	22840	11697	11143	18703	9813	8890	16351	8681	7670
Lakhisarai	16597	9305	7292	12449	6894	5555	11649	6364	5285	9551	5458	4093
Madhepura	39911	23270	16641	23796	14051	9745	22016	13080	8936	17458	10972	6486
Madhubani	95967	54779	41188	63556	35659	27897	54620	30651	23969	44609	26225	18384
Munger	26939	14302	12637	17447	9066	8381	17654	8906	8748	13902	7316	6586
Muzaffarpur	103501	55293	48208	65955	34882	31073	54792	29032	25760	42930	23068	19862
Nalanda	50015	27336	22679	37951	20336	17615	37567	19970	17597	32527	17793	14734
Nawada	43169	23676	19493	25101	13448	11653	22355	12128	10227	17191	9583	7608
Pashchim Champaran	68041	37465	30576	40118	21899	18219	31881	17283	14598	25327	13987	11340
Patna	80858	42461	38397	59419	31082	28337	52296	27377	24919	40154	21850	18304
Purba Champaran	92908	52386	40522	57807	32883	24924	46804	26937	19867	36286	21191	15095
Purnia	73949	40927	33022	31236	18038	13198	24566	14089	10477	18782	11178	7604
Rohtas	59489	30841	28648	49309	26037	23272	43032	23116	19916	36371	20240	16131
Saharsa	33323	20328	12995	20515	12735	7780	16743	10337	6406	14299	9005	5294
Samastipur	87280	46842	40438	60135	32122	28013	50866	27189	23677	43835	23511	20324
Saran	73208	38033	35175	52825	27221	25604	47375	24551	22824	34698	18669	16029
Sheikhpura	11614	6533	5081	8101	4468	3633	7159	4038	3121	5479	3125	2354
Sheohar	10112	5824	4288	7774	4391	3383	5876	3356	2520	4517	2548	1969
Sitamarhi	55971	31070	24901	36966	20511	16455	29159	16358	12801	22218	12631	9587
Siwan	62944	32117	30827	44425	22542	21883	41468	20666	20802	35814	18414	17400
Supaul	41806	25317	16489	32758	19114	13644	27169	15570	11599	22481	12946	9535
Vaishali	71920	38080	33840	54719	28386	26333	47755	24907	22848	38635	20706	17929

Source: District Information System for Education, 2008/09

Table B-3: Dropout Rate by Cycle, 2008/09

District	Primary
Araria	38.5
Aurangabad	18.3
Banka	31.3
Begusarai	28.5
Bhagalpur	29.6
Bhojpur	32.2
Buxar	22.2
Darbhanga	19.5
Gaya	31.7
Gopalganj	11
Jamui	26.6
Jehanabad	13.3
Kaimur (Bhabua)	16.7
Katihar	30.7
Khagaria	23.7
Kishanganj	24.5
Lakhisarai	19
Madhepura	33.8
Madhubani	28.2
Munger	31.5
Muzaffarpur	28.1
Nalanda	16.5
Nawada	36.1
Pashchim Champan	30.4
Patna	23.6
Purba Champan	25.8
Purnia	47.9
Rohtas	5.5
Saharsa	23.2
Samastipur	33.5
Saran	25.3
Sheikhpura	8.3
Sheohar	33.4
Sitamarhi	33
Siwan	25.8
Supaul	19.2
Vaishali	13.6

Table B-4: Dropout Rate by Grade, 2008/09

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Araria	14.2	11.6	13.9	20.2	38.5	10.1	2.3
Aurangabad	23.9	9.5	10.6	10.4	18.3	1.8	3.4
Banka	19.1	5.4	4.1	2.7	31.3	10.2	14
Begusarai	32.3	8	0.4	-	28.5	12	6.7
Bhagalpur	9.5	-	2.3	4.7	29.6	12.1	4.9
Bhojpur	13.1	0.6	1.1	2.4	32.2	3.9	-
Buxar	5.1	-	-	-	-	24.5	28.7
Darbhanga	-	-	-	-	19.5	-	-
Gaya	25.7	8	7.1	6.5	31.7	6.6	10.5
Gopalganj	17.6	1.6	-	-	11	-	-
Jamui	25.3	4.9	6.9	6.1	26.6	2.8	1.5
Jehanabad	19.8	1.7	3.9	3.8	13.3	1.9	1.4
Kaimur (Bhabua)	7.7		1.5	2	16.7	4.9	11.4
Katihar	12.9	8.9	15.2	17.8	30.7	8.9	6.5
Khagaria	16.5	4.1	4	1.3	23.7	-	-
Kishanganj	13.3	7.8	11.4	12	24.5	-	-
Lakhisarai	33.6	9	10.2	9.7	19	-	1
Madhepura	16.3	3.1		-	33.8	-	-
Madhubani	10.6	8.3	13.3	11.2	28.2	8.5	2.7
Munger	17.8	2.2	3.9	3.8	31.5	6.9	7.7
Muzaffarpur	8.5	3.5	7.5	6.2	28.1	8.3	7.5
Nalanda	14.9	3.6	3.2	0.8	16.5	-	0.6
Nawada	22.8	1.8	1.9	2.1	36.1	6.6	13.6
Pashchim Champaran	21	6.3	6.7	5.6	30.4	8.6	14.3
Patna	13.9	6.8	8.6	8.2	23.6	2.6	7
Purba Champaran	13.5	6.6	6.3	5	25.8	6	9.8
Purnia	14.4	5	10.1	6.1	47.9	15.3	13.1
Rohtas	17.5	0.3	-	-	5.5	5.9	5.1
Saharsa	16.3	7.4	7.8	4.4	23.2	17.4	17.6
Samastipur	22.8	13.9	15.6	16.1	33.5	6	3.1
Saran	15.5	6.2	9.7	10.7	25.3	-	6.1
Sheikhpura	16.3	-	2.2	-	8.3	5.8	-
Sheohar	31.7	25.3	27.4	28	33.4	14.7	14.9
Sitamarhi	19.7	17.1	20.1	19.7	33.0	12.3	14.6
Siwan	20.6	7.8	9.3	7.1	25.8	4.1	6.4
Supaul	-	11.7	14.4	18	19.2	-	-
Vaishali	1.8	5.9	5.2	6.8	13.6	1.6	3.8

Source: District Information System for Education, 2008/09

Table B-5: Promotion Rate by Cycle, 2008/09

District	Primary
Araria	56.9
Aurangabad	78.3
Banka	65.7
Begusarai	70.4
Bhagalpur	67.2
Bhojpur	66.8
Buxar	75.2
Darbhanga	75.5
Gaya	68.3
Gopalganj	87.7
Jamui	69.1
Jehanabad	82.1
Kaimur (Bhabua)	77.8
Katihar	66.2
Khagaria	76.1
Kishanganj	74.5
Lakhisarai	81
Madhepura	66.2
Madhubani	66.3
Munger	64.7
Muzaffarpur	68.3
Nalanda	19.9
Nawada	63.9
Pashchim Champaran	67.3
Patna	71.7
Purba Champaran	72.9
Purnia	49.5
Rohtas	90.3
Saharsa	73
Samastipur	65.3
Saran	70.3
Sheikhpura	88
Sheohar	63.6
Sitamarhi	61.8
Siwan	72.9
Supaul	79.3
Vaishali	80

Source: District Information System for Education, 2008/09

Table B-6: Promotion Rate by Grade, 2008/09

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Araria	72.9	78.5	77.3	73.6	56.9	85.6	94.5
Aurangabad	58.2	83.2	84.3	85.2	78.3	95.8	94.9
Banka	72.2	88.9	91.3	93.9	65.7	87	83
Begusarai	63.5	89.5	98	-	70.4	86.5	92.3
Bhagalpur	81.7	-	93.2	91.8	67.2	85.8	92.7
Bhojpur	78.7	95.5	96.4	95.9	66.8	95.5	-
Buxar	84.9	-	-	-	75.2	74	70.1
Darbhanga	-	-	-	-	75.5	-	-
Gaya	74.3	92	92.9	93.5	68.3	93.4	89.5
Gopalganj	68.5	94.1	-	-	87.7	-	-
Jamui	56.8	84.3	86	88.4	69.1	93.3	94.3
Jehanabad	59.2	88	88.6	90.6	82.1	95.6	96.4
Kaimur (Bhabua)	79.2	-	90.1	91.3	77.8	91.6	85.9
Katihar	80.3	86	80.1	78.4	66.2	88.9	91.6
Khagaria	83.3	95.8	95.8	98.6	76.1	-	-
Kishanganj	84.8	89.6	85.8	86	74.5	85.2	-
Lakhisarai	66.4	91	89.8	90.3	81	-	99
Madhepura	83.7	96.9	-	-	66.2	-	-
Madhubani	85.3	86.3	81.4	82.9	66.3	86.5	90.9
Munger	71.5	91.1	91.1	92	64.7	89.3	89.5
Muzaffarpur	80.3	89.6	86.8	89.1	68.3	89.5	90.6
Nalanda	63	87.6	90.6	94.7	79.9	-	97
Nawada	77	97.7	97.6	97.6	63.9	93.3	86.3
Pashchim Champaran	64.8	87.4	89.3	91.4	67.3	90	84.7
Patna	69.4	84.3	84.1	86.1	71.7	93.9	90.1
Purba Champaran	80.3	90.8	91.6	93.3	72.9	92.9	89.3
Purnia	78.3	89.8	85.5	90.2	49.5	81.9	85.2
Rohtas	68.2	91.5	-	-	90.3	91.1	92.4
Saharsa	73	85.2	85.8	91.4	73	80.4	81.1
Samastipur	69.4	82.7	82.3	82.5	65.3	93.2	96.3
Saran	63.8	82.4	82.3	83.4	70.3	-	90.5
Sheikhpura	66.3	-	92.7	-	88	91.9	-
Sheohar	55.4	68.2	67.2	68.1	63.6	83.4	83.9
Sitamarhi	62.7	73	71.9	73.8	61.8	82.8	81.5
Siwan	59.9	88.3	88.5	91.2	72.9	94.9	92.3
Supaul	-	84.5	82.6	79.9	79.3	-	-
Vaishali	68.2	79	83.3	84.9	80	93.4	91.7

Source: District Information System for Education, 2008/09

Table B-7: Survival Rate to Grade 5, 2008/09

District	Primary
Araria	62.3
Aurangabad	48.3
Banka	72.6
Begusarai	54
Bhagalpur	64.2
Bhojpur	69.1
Buxar	82.1
Darbhanga	68.4
Gaya	53.6
Gopalganj	47.8
Jamui	59.3
Jehanabad	49.1
Kaimur (Bhabua)	58.7
Katihar	75
Khagaria	66.1
Kishanganj	82.1
Lakhisarai	48.3
Madhepura	73.7
Madhubani	64.4
Munger	84.1
Muzaffarpur	51.9
Nalanda	49.2
Nawada	84.5
Pashchim Champaran	45.1
Patna	48.2
Purba Champaran	42.5
Purnia	56.4
Rohtas	62.2
Saharsa	55.6
Samastipur	53.5
Saran	41
Sheikhpura	56.9
Sheohar	44.9
Sitamarhi	60.7
Siwan	42.4
Supaul	55
Vaishali	63.6

Source: District Information System for Education, 2008/09

Table B-8: Transition Rate from Cycle to Cycle, 2008/09

District	Primary to Upper Primary
Araria	56.9
Aurangabad	78.3
Banka	65.7
Begusarai	70.4
Bhagalpur	67.2
Bhojpur	66.8
Buxar	75.2
Darbhanga	75.5
Gaya	68.3
Gopalganj	87.7
Jamui	69.1
Jehanabad	82.1
Kaimur (Bhabua)	77.8
Katihar	66.2
Khagaria	76.1
Kishanganj	74.5
Lakhisarai	81
Madhepura	66.2
Madhubani	66.3
Munger	64.7
Muzaffarpur	68.3
Nalanda	79.9
Nawada	63.9
Pashchim Champaran	67.3
Patna	71.7
Purba Champaran	72.9
Purnia	49.5
Rohtas	90.3
Saharsa	73
Samastipur	65.3
Saran	70.3
Sheikhpura	88
Sheohar	63.6
Sitamarhi	61.8
Siwan	72.9
Supaul	79.3
Vaishali	80

Source: District Information System for Education, 2008/09