



About All India School Education Survey

Project Status: On-going

After independence of the country, systematic and planned efforts were needed to fulfil the national commitment enshrined under Article 45 of the Constitution for providing free and compulsory education for children up to the age of 14 years. Certain basic inputs such as identification of school-less habitations, their population and distance at which schooling facility is available were required for making planned efforts in the direction of fulfilling the said commitment. The First All India Educational Survey (AIES), undertaken in 1957 by the then Union Ministry of Education provided this information by covering all the States/UTs. Since then six more surveys have been undertaken by the National Council of Educational Research and Training (NCERT) which provided basic inputs for planning new schools, upgrading existing schools, and also for enhancing the essential facilities in them. In addition, these surveys have also provided inputs to make schools more attractive as well as to provide quality education. Therefore, contribution of these education surveys in macro as well as micro-level planning of school education is recognised as quite significant. It may be pertinent to mention that, over a period of time, these surveys have acquired important status and are considered major source of educational statistics by different organisations at the national and international levels. The seventh in the series of AIESs was renamed as 7th All India school Education Survey (7th AISES) to specifically indicate its scope i.e., School Education. NIC has been associated with the MoHRD / NCERT since the 6th survey.

The current Survey is eighth in the series of AISESs. Its date of reference is **30th September 2009**. The eighth AISES data would be useful for monitoring of implementation and assessing the impact of SSA, to provide Universal access, enrolment, retention and improvement of quality in elementary education and planning for universalisation of Secondary Education.

NIC, Arunachal Pradesh has been associated with the School Education Department, since the 6th survey and has played a very pivotal role in successful and timely completion of the surveys.

The URL of the project is:

<http://aises.nic.in>

Objectives of the Survey

In school education, lots of changes have taken place since 2002 in term of schooling facilities and growth in enrolment due to various initiatives such as SSA. The objective of the survey is to develop the database to calculate and analyze a set of educational indicators for:

- i. Describing the current status of School education system at different levels with respect to access, enrolment, retention, participation in school process and achievement,
- ii. Assessing the progress of educational development and indirectly the success of policies, programmes and project interventions by tracking the direction and magnitude of change in the values of the indicators over time, and identifying problems or deficiencies in the system for necessary intervention, and
- iii. Assessing equity in educational opportunities and achievements across relevant levels and sub-populations of the education system for possible interventions needed to remove disparity by administrators, policy makers and researchers

The objectives will be met by collecting data on the aspects broadly listed hereunder:

- i. Availability of schooling facility for primary, upper-primary, secondary and higher secondary stages within the habitations (including SC/ST) in different population slabs. In case the facility is not within the habitation, the distance at which available.
- ii. Availability of basic facilities in the recognised schools such as building, classrooms, drinking water, electricity, urinals, lavatories, incentive schemes and beneficiaries, medical check-up and vaccination/inoculation of students.
- iii. Class-wise enrolment (Total, SC, ST, OBC, EBMC – muslim) and children with disabilities by sex) in primary, upper primary, secondary and higher secondary stages of recognised schools.
- iv. The number of children with disabilities along with degree of disability in primary, upper primary, secondary and higher secondary schools.
- v. The subject-wise enrolment at higher secondary stage, availability of laboratories and library, physical education teachers, librarian, guidance counselor, non-teaching staff in the recognized secondary and higher secondary schools.
- vi. The position of teachers (by sex and SC/ST/OBC/) with academic and professional qualifications at different school stages in recognised schools.
- vii. Distribution of recognised schools in regard to languages taught and languages used as medium of instruction.
- viii. Enrolment and teachers in primary/upper primary classes of unrecognised schools.
- ix. The position of enrolment and instructors in schools/centres under Education Guarantee Scheme & Alternative and Innovative Education (EGS&AIE).
- x. Number of children and teachers by sex in pre-primary schools.
- xi. The position of enrolment and teachers in oriental schools, viz., Maktabas, Madrasas and Sanskrit Pathshalas.
- xii. Class-wise enrolment by single age, new entrants, promotees, and repeaters in the context of UEE.

State Level Project Team:

Sl. No.	Name of the Officer	Designation	Department
1.	Director, School Education	State Survey Officer	GoAP
2.	Sh. DEBASISH NATH	Technical Director	NIC
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