3. Concepts and Definitions

In this chapter, we have reviewed concepts and definitions of frequently used terms in collection of educational statistics on school education by leading national and international organizations. These concepts and definitions are presented below.

3.1 Age in Completed Years of Student.

Age of the student should be calculated in competed years as on 30th September. For example, if the child is seven years and eleven months as on 30th September 2003 as per date of birth recorded in school admission register, the age should be reported as seven years only and not eight years.

3.2 Alternative Schooling/Schools.

The alternative schooling refers to non-traditional public and private educational approaches available by choice to both the parents and students.

The schools set up in un-served habitations (with no schooling facilities within one km) under the Education Guarantee Scheme (EGS) component of the EGS&AIE Scheme to provide education to out of school children are termed as Alternative Schools. EGS schools in the States of Madhya Pradesh, Orissa, Uttar Pradesh; Maavadi in Andhra Pradesh; Multi-grade learning centres in Kerala; Shishu Shiksha Karamsuchi Kendras in West Bengal; Contract schools in Maharashtra; Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan are some of the examples of Alternative Schools.

3.3 Alternative and Innovative Education (AIE) Centers.

The centers set up for very specific, difficult groups of ‘out of school’ children for mainstreaming or otherwise, under the AIE component of the EGS&AIE scheme, are termed as Alternative & Innovative Education Centers. Some of the examples of AIE Centers are seasonal hostels for migrating children, condensed/bridge courses/back to school camps for mainstreaming out of school children and to achieve

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2 The terms having direct relevance to the manual are presented in this chapter.
competencies appropriate for their age in a short period, residential camps/drop-in centers for street and slum children.

3.4 **Ashram Schools.**

Ashram Schools are residential schools located in sparsely populated areas to provide functional and liberal education to tribal boys and girls on the educational pattern of Gurukuls with free boarding and lodging facilities.

3.5 **Attached Classes (XI & XII) to Degree Colleges.**

In certain States of India in addition to higher secondary schools, Classes XI and XII running in Degree Colleges (having highest level of teaching as degree) will be considered as attached classes.

3.6 **Attendance (Current Status).**

The current attendance status refers to whether a person is currently attending any educational institution or not. While every person who is attending an educational institution is necessarily enrolled in that institution, it may so happen that a person who is enrolled is not currently attending the institution. While most of the official educational statistics are based on enrolment, the NSSO Survey, because of its household approach, bases its analysis on the current attendance status.

3.7 **Basic Education.**

The concept of basic education in India was mooted primarily by Mahatma Gandhi to make school education self-reliant. All the primary and upper primary schools were supposed to teach one craft to the children, the output there from to make up the salaries of staff. Hence, all primary and upper primary schools were, then, converted as junior and senior basic schools in India. On the other hand, the international community defines basic education as below.

The whole range of educational activities that take place in different settings and that aim to meet basic learning needs as defined in the World Declaration on Education for all (Jomtien, Thailand, 1990). It thus comprises both formal schooling (primary and sometimes upper primary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.
3.8 Disability.

Disability may be defined as “any restriction or lack of abilities to perform an activity in the manner or within the range considered normal for a human being”. Persons having any of the disabilities, namely, visual, communication (hearing and/or speech) and locomotor, will be considered physically disabled.

**Visual Impairment:** A person having no light perception, or having light perception but not able to count the fingers of a hand correctly (using the glasses if ordinarily used) from a distance of 3 metres in good day light with both eyes open.

**Hearing Impairment:** A person, who can not hear at all, or could hear only loud sounds, or can hear only shouted words, or can hear only when the speaker is sitting in the front, or usually asking to repeat the words spoken or would like to see the face of the speaker.

**Orthopaedic (Locomotor) Disability:** Loss or lack of normal ability of an individual to move himself / herself and / or objects from one place to another.

**Intellectual Impairment (Mental Retardation):** A condition of arrested or incomplete development of mind of a person, which is specially characterised by sub-normality of intelligence.

**Multiple Impairment:** Children with more than one disability will be classified under Multiple Impairment category.

3.9 Distance of a School from Rural Habitation.

The distance of a school from a rural habitation is the convenient walking distance between the central point of the rural habitation and the school.

3.10 Dropout.

A dropout is a pupil who leaves school before the completion of a school stage or leaving at some intermediate or non-terminal point of a given level of education (school stage).

This term ‘dropout’ has been used in two senses. It may mean either: (i) one who has discontinued education before completing the last level of education for which
he/she was enrolled or (ii) one who has discontinued education before attaining a specific level. According to the first definition, for example, if a person has completed the upper primary level but does not enroll for higher education, he/she is not considered a dropout. It is considered as a case of discontinuation. However, if the person enrolls for the secondary level but does not complete it, then he/she is considered a dropout. According to the second definition, in either case the person would be considered a dropout, when, secondary level is considered as specific level. It is assumed that dropout rates are the converse of survival rates.

3.11 Education Volunteers.

The persons appointed for teaching in Alternative Schools/ AIE Centers on a fixed remuneration are called Education Volunteers.

3.12 Educational Institution/School.

An Educational Institution/School is a group of students of one or more grades/classes, organised to receive instruction under one or more than one teacher including the head, in a specific institution/school premises.

3.13 Enrolment.

Number of pupils or students enrolled in a given grade/class or level of education on a specific point of time, regardless of age.

3.14 Exemption from Tuition Fee.

This refers to exemption from payment of tuition fee granted to some students on some special consideration in those institutions where it is reported that the education is not free. The exemption may be full or partial.

3.15 Free Education.

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

Grade/Class is a stage of instruction usually covered in one academic year. It can further be divided into sections depending on strength, medium of instruction, performance of students etc.

3.17 Graduate.

A person who has successfully completed the final year of a level or sub-level of education. In some countries completion occurs as a result of passing an examination or a series of examinations. In other countries, it occurs after a requisite number of course hours have been accumulated. Sometimes both types of completion occur within a country.

3.18 Institutions in the Same Building.

If two institutions are working in the same building with separate heads of institutions and administration for want of accommodation, then, these institutions will be treated as two separate institutions. However, in case an institution having two shifts under the same head and administration, it will be treated as one institution.

3.19 Levels of School Education/School Stages.

In India, the combination of classes for different levels of school education/school stages differs from State to State. The following combinations of classes of the school system constitute pre-primary, primary, upper primary, secondary and higher secondary stages.

Pre-Primary/Pre-Basic School Stage: Nursery/LKG/UKG/Kindergarten Classes.

Primary School Stage: Comprising Classes I-IV/I-V;

Upper Primary School Stage: Comprising Classes V-VII/VI-VII/VI-VIII;

Secondary School Stage: Comprising Classes VIII-X/IX-X; and

Higher Secondary Stage: Comprising Classes XI-XII.

The details of levels of education as per ISCED Classification – 1997, UNESCO, and the diversity in the patterns of education existing in various States/UTs in India are presented in Annexure – II and Annexure – III, respectively.
3.20 **Management of School/Educational Institution.**

The authority, which runs a school, determines its type of management. In India, the management of schools are categorized as under.

**Government:** Institutions/schools managed and financed by Central/State Governments, Autonomous Organisations set up by the Central/State Governments.

**Local Body:** Institutions/schools managed and financed by Municipal Corporation, District Board, Municipal Board, Cantonment Board, Town Area Committee, *Panchayat Samiti*, *Zila Parishad* etc. are classified as local body institutions.

**Private Aided:** Institutions/schools managed by an individual, trust or a private organisation and are receiving regular maintenance grants either from a Local Body or the Central/State Governments.

**Private Unaided:** Institutions/schools managed by an individual, trust or a private organisation and do not receive regular maintenance grants either from Local Body or Government (Central/State). An institution which is in receipt of an ad-hoc grant for a specific purpose like building grant, grant for strengthening of library or laboratory facilities, one time subsidy towards teacher salary etc. but does not receive regular maintenance grant should be treated as an unaided institution.

3.21 **Medium of Instruction.**

Medium of instruction is the language through which subjects other than languages are taught in the school.

3.22 **Mother Tongue.**

From 1881 Census onward, the question on mother-tongue was included in the census though it was put to the enumerators differently in different censuses. In the censuses of 1881, 1931, 1941 and 1951, the question was 'Mother-tongue'. The mother-tongue was defined as the language first spoken by the individual from the cradle. In 1891 Census, the question was 'Parent tongue' which had been defined as the language spoken by the parent of the individual. In 1901 Census, 'Parent tongue' was replaced by 'Language ordinarily used'. In 1911 the question was 'language ordinarily spoken in the household'. In 1921 the question was simply 'Language ordinarily used'. The question on Mother tongue was repeated from census to census.
from 1931 to 1971. In 1971 Census, the Mother-tongue was defined as “language spoken in childhood by the person's mother to the person. If the mother died in infancy the language mainly spoken in the person's home in childhood was recorded as the Mother-tongue”. In 1931 and 1941 censuses, the information about 'Other language in common use' was also collected. Similarly, in 1951 and 1961 Indian Censuses besides Mother-tongue a question 'Bilingualism' was also prescribed in the Census Schedule. In 1971 Census, the information on 'Other languages' was again collected from each individual.

3.23 New Entrants.

Pupils or students entering a programme at a given level or sub-level of education for the first time.

3.24 Out-of-School Children.

Out-of-School children are those in the official school-age group who are not enrolled in school or any other alternative schooling facilities available, i.e., Education Guarantee Scheme, back to school campus etc.

3.25 Private Expenditure on Education by Student.

It is the sum total of all the expenditures incurred by student on education (towards fees, books and stationery, uniform, transport, private coaching, study tours etc.).

3.26 Recognised School.

A recognised school is that in which the course(s) of study followed is/are prescribed or recognised by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorised in this behalf by the Central or State Government and which satisfies one or more of the authorities, e.g., Directorate of Education, Municipal Corporation/Committee, Board etc. with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any.
3.27 Reference Date.

Reference date is a date to which the data information should refer. In India, the reference date taken by major organizations to collect the educational data from schools is 30th September of the academic year.

3.28 Repeaters.

Repeaters are those pupils who were studying in the same grade/class in the previous year.

3.29 Rural and Urban Areas.

Village or Town is recognised as the basic area of habitation. In all censuses throughout the world this dichotomy of Rural and Urban areas is recognised and the data are generally presented for the rural and urban areas separately. In the rural areas the smallest area of habitation, viz., the village generally follows the limits of a revenue village that is recognised by the normal district administration. The revenue village need not necessarily be a single agglomeration of the habitations. But the revenue village has a definite surveyed boundary and each village is a separate administrative unit with separate village accounts. It may have one or more hamlets. The entire revenue village is one unit. There may be un-surveyed villages within forests etc., where the locally recognised boundaries of each habitation area is followed within the larger unit of say the forest range officers jurisdiction.

It is in defining the Urban areas that problems generally arise. However for the 1971 Census the definition adopted for an urban area, which follows the pattern of 1961 was as follows:

(a) all places with a Municipality, Corporation or Cantonment or Notified Town Area.
(b) all other places which satisfied the following criteria:
   (i) a minimum population of 5,000.
   (ii) at least 75% of the male working population was non-agricultural.
   (iii) a density of population of at least 400 sq. km. (i.e. 1000 per sq. mile).

The Director of Census of each State/Union Territory was, however, given some discretion in respect of some marginal cases, in consultation with the State Govt., to include some places that had other distinct urban characteristics and to exclude undeserving cases.
Standard Urban Areas. A new concept that had been developed for the 1971 Census for the tabulation of certain urban data was the Standard Urban Area. The essential of a Standard Urban Area are:

(i) it should have a core town of a minimum population size of 50,000.
(ii) the contiguous areas made up of other urban as well as rural administrative units should have close mutual socio-economic links with the core town and
(iii) the probabilities are that this entire area will get fully urbanised in a period of two to three decades.

The idea is that it should be possible to provide comparable data for a definite area of urbanisation continuously for three decades, which would give a meaningful picture. This replaced the concepts of Town Group that was in vogue at the 1961 Census. The town group was made up of independent urban units not necessarily contiguous to one another but were to some extent inter-dependent. The data for such town groups became incomparable from census to census as the boundaries of the towns themselves changed and the intermediate areas were left out of account; this concept came for criticism at one of the symposium of the International Geographic Union in Nov.-Dec.1968 and the concept of Standard Urban Area came to be developed for adoption at the 1971 Census. If data for this Standard Area were to be made available in the next two or three successive censuses it is likely to yield much more meaningful picture to study urbanisation around large urban nuclei.

3.30 Rural Habitation in a Village.

The concept of rural habitation in a village includes the population and distance criterion. Accordingly, it is defined as below.

(a) A rural habitation is a distinct cluster of houses existing in a compact and contiguous manner; with a local name; and its population should not be less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas. In case there exists more than one such cluster of houses in a village, they will not be treated as separate habitations unless the convenient walking distance between them is more than 200 metres.

(b) Any rural habitation with population less than 25 in plain areas or with population less than 10 in hilly/desert/sparsely populated areas may not be given a separate status of a ‘habitation’ and its population will be included in the nearest habitation of the same village. **But this condition will not apply to a village with one habitation only.**

(c) A village may have one or more than one habitation, except when it is a deserted/bechirag village.
3.31 School Building.

*Pucca Building:* A school building is to be treated as *pucca* if it has its walls and roof made of the following materials.

**Wall Material** - Burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, plywood, artificial wood of synthetic material and PVC.

**Roof Material** - Tiles, GI/metal/asbestos sheets, concrete, bricks, stones, timber, plywood, artificial wood of synthetic material and PVC.

*Partly Pucca Building:* A school building is to be treated as partly *pucca* if it has its walls made of the above-mentioned material but roof is made of the materials other than those mentioned above such as bamboos, grass, thatch, etc.

*Kuchcha Building:* A school building is to treated as *kuchcha* if it has its walls and/or roof made of materials other than those mentioned above such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely backed stones, etc.

3.32 School Category.

School category will be determined as per the State pattern on the basis of highest class in a school. The category of a school will be decided as follows:

A school having Nursery/LKG/UKG/Kindergarten Classes will be termed as **Pre-Primary/Pre-Basic School**.

A school having highest class up to IV or V will be termed as **Primary School**.

A school having highest class up to VII or VIII will be termed as **Upper Primary (Middle) School**.

A school having highest class up to IX or X will be termed as **Secondary School**.

A school having highest class up to XI or XII will be termed as **Higher (Senior) Secondary School/Intermediate College**.
3.33 Section.

All students of a class are divided into groups for the convenience of teaching. Each group is called a Section. A class may have one or more than one Section. If there are more than one Section in a class they are labelled as Section A, Section B, Section C and so on.

3.34 Students.

**Student.** Student is a person enrolled in an educational programme.

**Full-time students.** Students engaged in an educational programme for a number of hours of study statutorily regarded as full-time at the particular level of education in the given country.

**Part-time students.** Students whose statutory study hours are less than those required of full-time students in the given level and country.

3.35 Teachers.

A teacher is a person who is directly engaged in instructing a group of students. Head of the institution is counted as teacher even if he does not teach. The research guiding staff, demonstrators, tutors and Directors of Physical Education & Physical Training Instructors will also be shown as teachers. Teachers registered as research scholars will be shown as teachers. However, research students doing teaching work will not be treated as teachers. Similarly, laboratory attendants, library clerks, game instructors, etc. who do not participate in teaching will not be treated as teachers.

**Full Time Teacher:** A person engaged in teaching for a number of hours of work statutorily fixed is regarded as a full time teacher at a particular level of education in a given year.

**Part Time Teacher:** A part time teacher is one who takes only few classes on contract basis in an academic session. Part time teachers do not qualify as full time teachers of schools/institutions where they are teaching.

**Para Teacher:** A para teacher is full time employee in the school who is not necessarily professionally qualified as full time teachers but are generally from amongst the same population/community. A para teacher is normally appointed on fixed salary/honorarium, which is less than the normal full time teacher. The para teachers are given different
nomenclature in India, e.g., contract teacher, *shiksha karmi*, *guruji*, community teacher, voluntary teacher etc.

**Trained Teacher:** A trained teacher is one who has successfully undergone a course of training through a recognised teacher training institution, i.e., B.Ed./BT, JBT, ETTE/NIT/SV/CT/JEE/LT/BM/PET etc. A deemed trained teacher is one who has been awarded a certificate or exempted from training by the Department of Education on the basis of experience/age etc.

**Untrained Teacher:** An untrained teacher is one who is not a trained teacher as specified above.

3.36 **Types of School/Institution.**

**Boys’ School:** Boys’ school is that in which boys are admitted to all classes and admission of girls is allowed in some specific classes.

**Girls’ School:** Girls’ school is that in which girls are admitted to all classes and admission of boys is allowed in some specific classes.

**Co-educational School:** Co-educational school is that in which both boys and girls are admitted to all classes in the school.

3.37 **Unrecognized School.**

An unrecognized school is that which is not recognised but running regular classes on the pattern of recognised school. This does not include coaching centers.

3.38 **Village.**

Village is a parcel of land whose boundaries are settled and defined for revenue purposes. It should have one or more habitations. Villages with no population will be termed as *bechirag* or deserted or uninhabited.