India

National Sample Survey Office, NSSO

# Participation in Education :: NSS 52nd. round :: July 1995 - July 1996

National Sample Survey :: 52nd Round (July-1995 to June-1996 ):: Schedule- 25.2 :: PARTICIPATION IN EDUCATION

November 21, 2011

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#### India (1995-1996) Participation in Education :: NSS 52nd. round :: July 1995 - July 1996

Overview	
Туре	Other Household Survey [hh/oth]
Identification	IND-MOSPI-NSSO-NSS-52-25.2-1995-V2.
Version	Production Date: 2011-10-31 -v2.1: Anonymised dataset for public distribution.
Series	52 round of National Sample Survey : Socio-Economic Survey

#### Abstract

Introduction:

This is the 52nd round of NSS conducted from 1.7.1995 to 30.6.1996. The National Sample Survey (NSS), set up by the Government of India in 1950 to collect socio-economic data employing scientific sampling methods. The third survey on social consumption. Two topics, viz. utilisation of the public distribution system and utilisation of family planning services, were dropped as these were covered in the NSS 50th round and by a nationwide survey by the Ministry of Health and Family Welfare, respectively.

Subject Coverage:

The four main topics covered in the 52nd round are:

(i) Utilisation of maternity and child health care services

(ii) Morbidity and utilisation of medical services

(iii) Problems of aged persons

(iv) Participation in education

In addition, the topics of household consumer expenditure and employment unemployment were covered as is usual with every round.

Geographical coverage:

The survey covered the whole of the Indian Union except (i) Leh (Ladakh) and Kargil districts of Jammu & Kashmir (for central sample), (ii) interior villages of Nagaland situated beyond five kilometres of the bus route and (iii) villages in Andaman and Nicobar Islands which remain inaccessible throughout the year.

Period of survey and work programme:

The period of survey is from 1.7.1995 to 30.6.1996.

The survey period is divided into four sub-rounds of three months' duration each as follows:

sub-round 1 : July - September 1995 sub-round 2 : October - December 1995 sub-round 3 : January - March 1996 sub-round 4 : April - June 1996

In each of these four sub-rounds equal number of sample villages/ blocks (FSUs) was covered to ensuring uniform spread of sample FSUs over the entire survey period.

Kind of Data Sample survey data [ssd]

Unit of Analysis

Households and household members.

#### Scope & Coverage

#### <u>Scope</u>

The survey collected data on household characteristics, demographic particulars of household members, education participation for the currently attending persons.

The scope of the Multiple Indicator Sample Survey includes:

- IDENTIFICATION OF SAMPLE HOUSEHOLD:

Sample(Central, State), Sector(Rural, Urban), FOD sub region, found number, schedule number, state region, stratum number, district code, sub sample, sub round, serial number of sample village/block, hamlet group/sub block number, second stage stratum number, sample household number, serial number of informant, response code, reason for substitution of original household.

#### - HOUSEHOLD PARTICULARS

Household size, social group, expenditure on members staying away from home, average monthly expenditure, monthly per capita consumption expenditure, distance to nearest primary school

- DEMOGRAPHIC PARTICULARS OF PERSONS IN HOUSEHOLD

Serial number of person, name, relation to head, sex, age, literate, education level, status of current attendance, current enrolment status.

#### - EDUCATION PARTICULRS FOR CURRENTLY ATTENDING AT PRIMARY & POST PRIMARY

Serial number of person, age at entry in school, no of courses attended, type of current education, level of current attendance, present class / grade / year of study, type of institution, nature of institution, medium of instruction, type of course, is education free, whether tuition fee waived, annual amount waived, reason for waiver, received scholarship / stipend, annual amount of scholarship / stipend received with reason for receiving, received textbooks, received stationery, agency if any provided free mid-day meal / tiffin / nutrition, distance of institution from place of residence, mode of transport, whether concession received in case of public transport, whether changed educational institution last one year

- PARTICULARS OF PRIVATE EXPENDITURE OF CURRENTLY ATTENEDING AT PRIMARY & POST PRIMARY

Tuition fee, examination fee, other fees & payments, books, stationery, uniform, transport, private coaching, total expenditure, other expenditure, amount of donation if any paid to whom.

- PARTICULARS OF EXPENDITURE ON DEPENDANTS STUDYING AWAY FROM HOME Name, relation, sex, course, level, fees, boarding, lodging, books, others

#### - PARTICULARS OF CURRENTLY NOT ATTENDING PERSONS

Whether ever enrolled, age at first enrolment in school (years), level of enrolment, type of education, whether completed, grade/class completed before dropping / discontinuance, age when discontinued / dropped, type of institution last attended, reason for never enrolling / discontinuing / dropping out, usual principal activity status, number of years of schooling

# KeywordsParticipation, Education, Expenditure, School Enrollment, School Attendance, Course,<br/>Nature of institution, Type of institution, Medium of Instruction, Mode of transport, Reason<br/>for fee exemption, Donation, Not attending reason, Drop out reason, Never enrolled<br/>reason, Usual activity status

#### Geographic Coverage

The survey covered the whole of the Indian Union except (i) Leh (Ladakh) and Kargil districts of Jammu & Kashmir (for central sample), (ii) interior villages of Nagaland situated beyond five kilometres of the bus route and (iii) villages in Andaman and Nicobar Islands which remain inaccessible throughout the year.

#### <u>Universe</u> Households and members of the household

Producers & Sponsors	
Primary Investigator(s)	National Sample Survey Office, NSSO
Funding Agency/ies	Govt. Of India Ministry of Statistics & Programme Implementation

#### Sampling

#### Sampling Procedure Sample Design

General:

A stratified two-stage design was adopted in this round. The first-stage units were the census villages for the rural areas (panchayat wards in case of Kerala) and the NSSO Urban Frame Survey(UFS) blocks for the urban areas. The second stage units were the households in both the cases.

Sampling Frame for First-Stage Units (FSUs):

The list of census villages of the 1991 census (1981 census list for Jammu & Kashmir) constituted the sampling frame for the rural areas. For Kerala, however, the list of panchayat wards was used as the sampling frame for the selection of first stage units in the rural areas. For Nagaland, the villages located within 5 km of a bus route constituted the sampling frame, whereas for Andaman & Nicobar Islands, the list of 'accessible' villages formed the sampling frame. For the urban areas, the list of NSSO Urban Frame Survey(UFS) blocks has been used as the sampling frame.

Stratification:

For the socio-economic surveys of the NSSO, each state or union territory (u.t.) is divided into one or more agroclimatic regions by grouping contiguous districts which are similar with respect to population density and crop pattern. In Gujarat, however, some districts are subdivided for the purpose of region formation on the basis of location of dry areas and the distribution of tribal population in the state. In all, there are 78 regions covering the entire geographical area of the country.

Stratification for Rural areas:

In the rural areas, each district within a region was treated as a separate stratum. However, if the 1991 census population of the district was found to be greater than or equal to 2 million (1.8 million population as per 1981 census for Jammu & Kashmir), the district was split into two or more strata, by grouping contiguous tehsils to form strata. In Gujarat, in the case of districts extending over more than one NSS region, the part of a district falling within each NSS region formed a separate stratum.

Stratification for Urban areas :

In the urban areas, strata were formed, within each NSS region, by grouping towns on the basis of the population of towns. The urban strata were formed as shown in Table.

Table: Composition of urban strata in an NSS region

Stratum No. Population size class (as per 1991 census) of towns

1 all towns with population less than 50,000 2 all towns with population 50,000 - 1, 99,999 3 all towns with population 2, 00,000 - 9, 99,999 4, 5... each city with population 10,00,000 or more

Allocation of First Stage Units (FSUs):

A sample of 13,000 FSUs (rural & urban combined) was selected as the 'central sample' at the all-India level. The sample size of FSUs (rural & urban combined) for the central sample for a state/u.t. was allocated to its rural and urban areas considering the relative sizes of the rural and urban population with double weightage to the urban areas. The state level rural sample size was allocated to the rural strata in proportion to their rural population figures as per the census. Similarly, urban sample size of the state/u.t. was allocated to the urban strata in proportion to urban population figures as per the census. All the stratum-level allocations were adjusted to multiples of 8 as far as possible (otherwise to multiples of 4) in order to allocate them equally in each sub-sample x sub-round combination (2 sub-samples x 4 sub-rounds).

Selection of First-Stage Units:

The sample FSUs in the rural areas were selected circular systematically with equal probability. In the Union Territory of Daman & Diu, the district Diu consists of only two villages. These two were selected for the survey in both the central and the state sample. Sample blocks in the urban areas were also selected circular systematically with equal probability. Sample FSUs of both the rural and urban areas were selected in the form of two independent sub-samples. The only departure from the general procedure of selection of FSUs was made for the rural areas of Arunachal Pradesh for which the procedure of cluster sampling was followed. The nucleus villages were selected circular systematically with equal probability, in the form of two independent sub-samples. A cluster, generally of 4 to 6 villages, was formed around each nucleus village.

Selection of Hamlet-Groups/ Sub-Blocks (for 'large' FSUs only):

A large FSU was divided into a suitable number of hamlet-groups/ sub-blocks having equal population content. Two hamlet-groups were selected from each large FSU in the rural areas and only one sub-block was selected from each large FSU of the urban areas.

Selection of Households (Second-Stage Units):

In each of the selected FSUs, three different enquiries, viz. "Survey on Health Care", "Survey on Participation in Education" and "Survey on Consumer Expenditure", were conducted on three independent samples of the households. For the present enquiry, i.e. survey on education, a sample of 6 households was selected for the detailed enquiry. However, before selection, the listed households were first grouped into two second-stage strata. The composition of the second-stage strata and the number of sample households selected from each of them are shown in following table.

Table: Second-stage stratum composition and number of households selected

No. Second-stage stratum Composition selected Number of households

1 households with at least one member of age group 5-24 3 years and studying in post-primary level 2 remaining households 3

Response Rate 100% of households

Data Collection	
Data Collection Dates	start 1995-07-01 end 1996-06-30
Time Period(s)	4: start 1995-07-01 4: end 1996-06-30
Data Collection Mode	Face-to-face [f2f]

#### **Questionnaires**

In the present round, Schedule 25.2 on participation and expenditure in education consists of following 7 blocks which comprised of questions on:

#### BLOCK 1 - IDENTIFICATION OF SAMPLE HOUSEHOLD:

Sample(Central, State), Sector(Rural, Urban), FOD sub region, found number, schedule number, state region, stratum number, district code, sub sample, sub round, serial number of sample village/block, hamlet group/sub block number, second stage stratum number, sample household number, serial number of informant, response code, reason for substitution of original household.

#### **BLOCK 2 - HOUSEHOLD PARTICULARS**

size, social group, expenditure on members staying away from home, average monthly expenditure, monthly per capita consumption expenditure, distance to nearest primary school

## BLOCK 3 - DEMOGRAPHIC PARTICULARS OF PERSONS IN HOUSEHOLD serial number, name, relation to head, sex, age, literate, education level, status of current attendance, current enrolment status.

BLOCK 4 - EDUCATION PARTICULRS FOR CURRENTLY ATTENDING AT PRIMARY & POST PRIMARY Serial number, age at entry in school, no of courses attended, type of current education, level of current attendance, present class / grade / year of study, type of institution, nature of institution, medium of instruction, type of course, is education free, whether tuition fee waived, annual amount waived, reason for waiver, received scholarship / stipend, annual amount of scholarship / stipend received with reason for receiving, received textbooks, received stationery, agency if any provided free mid-day meal / tiffin / nutrition, distance of institution from place of residence, mode of transport, whether concession received in case of public transport, whether changed educational institution last one year

## BLOCK 5 - PARTICULARS OF PRIVATE EXPENDITURE OF CURRENTLY ATTENEDING AT PRIMARY & POST PRIMARY

Tuition fee, examination fee, other fees & payments, books, stationery, uniform, transport, private coaching, total expenditure, other expenditure, Amount of donation if any paid to whom.

BLOCK 6 - PARTICULARS OF EXPENDITURE ON DEPENDANTS STUDYING AWAY FROM HOME Name, relation, sex, course, level, fees, boarding, lodging, books, others

#### BLOCK 7 - PARTICULARS OF CURRENTLY NOT ATTENDING PERSONS

Whether ever enrolled, age at first enrolment in school (years), level of enrolment, type of education, whether completed, grade/class completed before dropping / discontinuance, age when discontinued / dropped, type of institution last attended, reason for never enrolling / discontinuing / dropping out, usual principal activity status, number of years of schooling

Data Collector(s)	National sample survey Office (NSSO), Ministry of planning &f Programme
	Implementation

Accessibility	
Access Authority	Computer Centre (CC) , <u>http://mospi.gov.in</u>
Contact(s)	ADG, SDRD, M/O Statistics & PI, G/O India , <u>http://mospi.gov.in</u> DDG, Computer Centre, CSO, M/O Statistics & PI, G/O India , <u>http://mospi.gov.in</u>

#### Access Conditions

Validated unit level data relating to various survey rounds are available on CD-ROMS which can be obtained from the Deputy Director General, Computer Centre, M/O Statistics and PI, East Block No. 10 R.K. Puram, New Delhi-110066 by remitting the price along with packaging and postal charges as well as giving an undertaking duly signed in a specified format. The amount is to be remitted by way of demand draft drawn in favour of Pay & Accounts Officer, Ministry of Statistics & Programme Implementation, payable at New Delhi. For more details (including Price list, undertaking form etc) may kindly visit Ministry of Statistics & Programme Implementation web site (http://mospi.gov.in).

#### **Rights & Disclaimer**

#### **Disclaimer**

The user of the data acknowledges that the original collector of the data, the authorized distributor of the data, and the relevant funding agency bear no responsibility for use of the data or for interpretations or inferences based upon such uses.

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## **Files Description**

Dataset contains 7 file(s)

#### BLOCK 1 & 2 Identification & household particulars

# Cases	72883
# Variable(s)	35
File Structure	Type: relational Key(s): hhid (Household unique identification number - Primary key)

#### File Content

Identification particulars of sample household : In these two blocks the identification particulars of the sample households are to be recorded. As the contents of these blocks are the same as in other schedules, the instructions for filling up these two blocks are the same as those for blocks 0 and 1 of schedule 25.0 and they may be referred.

#### **Producer**

CC, MOS&PI

#### **BLOCK 3 Demographic particulars of all persons**

# Cases	371608
# Variable(s)	31
File Structure	Type: relational Key(s): hhid (Household identification number), pid (Person unique identification number)

#### File Content

Demographic particulars of all persons in the household :

Used to record the demographic details of the members of the household like relation to head, age, sex, literacy, education level, status of current enrollment/and attendance.

#### **Producer**

CC, MOS&PI

BLOCK 4 Education particulars	
# Cases	92311
# Variable(s)	48
File Structure	Type: relational Key(s): hhid (Household Identification Number), pid (Person Identification Number)

#### File Content

education particulars for currently attending in primary & post-primary (for persons in 5-24 years age group):

In this block particulars of the course which the person is attending and the extent of benefits being received will be recorded. Also an attempt will be made to collect the nature and type of the institution imparting the education as also the medium of education followed. The coverage of this block will be limited to person in the age group 5 years and above and below 25 years and are currently attending.

Producer CC, MOS&PI

BLOCK 5 Particulars of private expenditure	
# Cases	92311
# Variable(s)	38
File Structure	Type: relational Key(s): HHID (Household identification number) , PID (Person identification number)

#### File Content

Particulars of private expenditure of currently attending at primary and post primary (for persons in the 5-24 years age group) :

This block is meant to record all the expenditures incurred and/or to be incurred during the current academic year by the student member. The amount will be recorded in nearest rupees. Obviously some imputation will have to be made for the portion of the academic year left on the date of survey on an objective basis.

#### **Producer**

CC, MOS&PI

## BLOCK 6 Particulars of expenditure on dependants # Cases 2554

# 00303	2004
# Variable(s)	33
File Structure	Type: relational Key(s): hhid (Household Identification Number)

#### File Content

Particulars of expenditure on dependents studying away from home :

This block is meant to take into account the expenditure made by the household towards meeting the needs of dependents studying away from home. Whenever a household reports any such expenditure in block 2, item 3, then this block will be filled in.

#### Producer

CC, MOS&PI

BLOCK 7 Particulars of currently not attending persons							
# Cases 66226							
# Variable(s) 36							
File Structure         Type: relational           Key(s):         hhid (Household Identification Number), pid (Person Identification Number)							
File Content particulars of currently not attending persons in the age group 5-24 years							
Producer CC, MOS&PI							

WORKSHEET for household consumer expenditure						
<b># Cases</b> 1185264						
# Variable(s)	26					
File Structure	Type: relational					

#### Key(s): hhid (Household Identification Number)

#### File Content

The worksheet used for estimating the household consumer expenditure is also to be attached to the schedule

#### Producer

CC, MOS&PI

## **Variables List**

Dataset contains 247 variable(s)

#	Name	Label	Туре	Format	Valid	Invalid	Question
1	SL_NO	Serial Number	discrete	character-1	0	0	-
2	ROUND_SCH	Round Schedule	discrete	character-3	72883	0	-
3	STATE	State	discrete	character-2	72883	0	state to which a person belongs
4	REGION	Region	discrete	character-1	72883	0	region to which a person belongs
5	SUB_ROUND	Sub Round	discrete	character-1	72883	0	-
6	FLOT_NO	Folt No.	discrete	character-5	72883	0	-
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	72883	0	-
8	HG_SB_NO	Hg / sb / sample vill / bl. no.	discrete	character-3	72883	0	-
9	SECOND_STG_	2nd stage stratum / schedule type	discrete	character-1	72883	0	second stage stratum number ?
10	HH_NO	Household Number	discrete	character-2	72883	0	-
11	LVL_NO	Level No.	discrete	character-2	72883	0	-
12	ZERO_FILLER	Zero filler	discrete	character-4	72883	0	-
13	SL_NO_INF	Srl. No. of informant	discrete	character-3	72852	0	-
14	EDUCATION_L	Education level	discrete	character-2	72883	0	general education level of informant
15	RESPONSE_CO	Response code	discrete	character-1	72874	0	response code
16	SURVEY_CODE	Survey code	discrete	character-1	72860	0	survey code
17	REASON_FOR_	Reason for substitution	discrete	character-1	72883	0	reason for substitution of original household
18	HH_SIZE	Household size	continuous	numeric-2.0	72883	0	size of the household
19	SOCIAL_GR	Social group	discrete	character-1	72883	0	social group
20	HH_INCUR_AN	Household incurred any expenditure	discrete	character-1	72883	0	Is the hh incurring any expenditure for dependents studying away from home ?
21	AVG_M_HH_EX	Average monthly household expenditure	continuous	numeric-5.0	72883	0	Average monthly household expenditure(Rs.)
22	MPCE	Monthly per capita expenditure	discrete	numeric-7.2	72876	7	Monthly per capita expenditure ( Rs 0.00 )
23	DIST_PRIMARY	Distance to nearest primary school	discrete	character-1	72883	0	Distance to nearest primary school
24	<u>BLANK</u>	Blank	discrete	character-9	72883	0	-
25	SAMPLE	Sample	discrete	character-1	72883	0	Sample
26	SECTOR	Sector	discrete	character-1	72883	0	Sector
27	<u>STRATUM</u>	Stratum	discrete	character-2	72883	0	Stratum no.
28	DISTRICT	District	discrete	character-2	72883	0	District code
29	SUB_SAMPLE	Sub sample	discrete	character-1	72883	0	Sub-sample
30	UPDATE_CODE	Update code	discrete	character-1	0	0	-
31	MULTIPLIER_SI	Multiplier (Subround 1/2)	discrete	numeric-9.2	72883	0	-

File	File BLOCK 1 & 2 Identification & household particulars									
#	Name	Label	Туре	Format	Valid	Invalid	Question			
32	MULTIPLIER_C	Multiplier ( Combined )	discrete	numeric-8.2	72883	0	-			
33	<u>hhid</u>	Household unique identification number - Primary key	discrete	character-23	72883	0	-			
34	state_region	State_region	discrete	character-3	72883	0	-			
35	state_region_dis	State_region_district	discrete	character-5	72883	0	-			

гпе	The BLOCK 3 Demographic particulars of all persons									
#	Name	Label	Туре	Format	Valid	Invalid	Question			
1	<u>SL_NO</u>	Serial Number	discrete	character-1	0	0	-			
2	ROUND_SCH	Round Schedule	discrete	character-3	371608	0	-			
3	<u>STATE</u>	State	discrete	character-2	371608	0	-			
4	REGION	Region	discrete	character-1	371608	0	-			
5	SUB_ROUND	Sub Round	discrete	character-1	371608	0	-			
6	FLOT_NO	Flot No.	discrete	character-5	371608	0	-			
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	371608	0	-			
8	HG_SB_NO	Hg/Sb/Sample vill / Bl. No.	discrete	character-3	371608	0	-			
9	SECOND_STG_	2nd. stage stratum	discrete	character-1	371608	0	-			
10	HH_NO	Household No.	discrete	character-2	371608	0	-			
11	LVL_NO	Level No.	discrete	character-2	371608	0	-			
12	SL_NO_PERSO	Serial no. of person	discrete	character-3	371608	0	Serial no. of person in the househiold			
13	ZERO_FILLER	zero filler	discrete	character-1	371608	0	-			
14	RELN_TO_HEA	Relation to head	discrete	character-1	371608	0	Relation to head (code)			
15	<u>SEX</u>	Sex	discrete	character-1	371608	0	sex			
16	AGE	Age	continuous	numeric-2.0	371468	140	Age			
17	LITERATE	Literate	discrete	character-1	371608	0	Literate			
18	EDUCATION_LE	Education level	discrete	character-2	371608	0	Education level			
19	STAT_CUR_ATT	Status of current attendance	discrete	character-1	371608	0	Status of current attendance (code)			
20	STAT_CUR_EN	Status of current enrolment	discrete	character-1	371608	0	Current enrollment status (code)			
21	BLANK	Blank	discrete	character-1	0	0	-			
22	SAMPLE	Sample	discrete	character-1	371608	0	-			
23	SECTOR	Sector	discrete	character-1	371608	0	-			
24	STRATUM	Stratum	discrete	character-2	371608	0	-			
25	DISTRICT	District	discrete	character-2	371608	0	-			
26	SUB_SAMPLE	Sub Sample	discrete	character-1	371608	0	-			
27	UPDATE_CODE	Update code	discrete	character-1	0	0	-			
28		Multiplier (Subround 1/2)	discrete	numeric-9.2	371608	0	-			
29	MULTIPLIER_C	Multiplier ( Combined )	discrete	numeric-8.2	371608	0	-			

File	File BLOCK 3 Demographic particulars of all persons								
#	Name	Label	Туре	Format	Valid	Invalid	Question		
30	hhid	Household identification number	discrete	character-23	371608	0	-		
31	pid	Person unique identification number	discrete	character-26	371608	0	-		

#### File BLOCK 4 Education particulars...

File	Ile BLOCK 4 Education particulars									
#	Name	Label	Туре	Format	Valid	Invalid	Question			
1	<u>SL_NO</u>	-	discrete	character-1	0	0	-			
2	ROUND_SCH	Round Schedule	discrete	character-3	92311	0	-			
3	<u>STATE</u>	State	discrete	character-2	92311	0	-			
4	REGION	Region	discrete	character-1	92311	0	-			
5	SUB_ROUND	Sub Round	discrete	character-1	92311	0	-			
6	FLOT_NO	Flot No.	discrete	character-5	92311	0	-			
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	92311	0	-			
8	HG_SB_NO	Hg. / Sb / Sample Vill / Bl. No.	discrete	character-3	92311	0	-			
9	SECOND_STG	Second statge stratum	discrete	character-1	92311	0	-			
10	HH_NO	Household number	discrete	character-2	92311	0	-			
11	LVL_NO	Level No.	discrete	character-2	92311	0	-			
12	SL_NO_PERSO	SI. no. of person	discrete	character-3	92311	0	-			
13	ZERO_FILLER	Zero filler	discrete	character-1	92311	0	-			
14	AGE	Age	discrete	numeric-2.0	92311	0	Age ( years )			
15	AGE_AT_SCHO	Age at entry at school	discrete	numeric-2.0	91728	583	Age at entry at school			
16	TYPE_CUR_ED	Type of current education	discrete	character-1	92311	0	Type of current education			
17	COURSE	For general education : course	discrete	character-1	92311	0	For general education : course			
18	LVL_EDUCATIO	For general education : Level	discrete	character-2	92311	0	For general education : Level			
19	CLASS_YR_OF	For general education : Class / year of study	discrete	character-2	92311	0	For general education : Class / year of study			
20	NATURE_OF_IN	Nature of institution	discrete	character-1	92311	0	Nature of institution (code)			
21	TYPE_OF_INST	Type of institution	discrete	character-1	92311	0	Type of institution (code)			
22	TYPE_OF_COU	Type of course	discrete	character-1	92311	0	Type of course (part-time - 1, full - time - 2)			
23	MEDIUM_OF_IN	Medium of instruction	discrete	character-1	92311	0	Medium of instruction (code)			
24	EDUCATION_F	Education free	discrete	character-1	92311	0	Is education free ?			
25	WHTHR_TUTIO	Whether tuition fee exempted	discrete	character-1	92311	0	if not free, whether tuition fee exempted ?			
26	ANNUAL_AMT_	Annual amount exempted	discrete	numeric-5.0	2462	89849	Annual amount exempted (Rs.)			
27	REASON_FOR	Reason for exemption	discrete	character-1	92311	0	Reason for exemption ( code )			
28	SCHOLARSHIP	Scholarship / stipend received	discrete	character-1	92311	0	Received scholarship / stipend ? (yes-1, no-2)			

#	Name	Label	Туре	Format	Valid	Invalid	Question
29	AMOUNT_SCH	Amount received	continuous	numeric-4.0	6653	85658	If received scholarship / stipend, amount received ( Rs. )
30	REASON_FOR_	Reason for receiving	discrete	character-1	6772	0	If received scholarship / stipend, Reason for receiving (code)
31	RECEIVED_TEX	Received text books	discrete	character-1	92311	0	Received text books ? (free-1, subsidised -2, no -3)
32	RECEIVED_STA	Received stationary	discrete	character-1	92311	0	Received stationery ? (free -1, subsidised -2, no -3)
33	IS_MID_DAY_M	Is mid-day meal provided	discrete	character-1	92311	0	Is mid-day meal/tiffin/nutrition provided ? (yes -1, no -2)
34	IF_PROVIDED_	If provided, agency	discrete	character-1	92311	0	if mid-day meal/tiffin/nutrition is provided, Agency ( Govt-1, Others-2 )
35	MODE_OF_TRA	Mode of transport	discrete	character-1	92311	0	Mode of transport (code)
36		concession received	discrete	character-1	92311	0	any concession received (yes -1, no -2) if mode of transport code=3 ( i.e others ) ?
37	AMOUNT_CON	Amount received	continuous	numeric-4.0	3765	88546	If concession received, amount of concession received
38	BLANK	Blank	discrete	character-31	92311	0	-
39	SAMPLE	Sample	discrete	character-1	92311	0	-
40	SECTOR	Sector	discrete	character-1	92311	0	-
41	<u>STRATUM</u>	Stratum	discrete	numeric-2.0	92311	0	-
42	DISTRICT	District	discrete	character-2	92311	0	-
43	SUB_SAMPLE	Sub Sample	discrete	character-1	92311	0	-
44	UPDATE_CODE	Update code	discrete	character-1	0	0	-
45		Multiplier (Subround 1/2)	discrete	numeric-9.2	92311	0	-
46	MULTIPLIER_C	Multiplier ( Combined )	discrete	numeric-8.2	92311	0	-
47	hhid	Household Identification Number	discrete	character-23	92311	0	-
48	pid	Person Identification Number	discrete	character-26	92311	0	-

## File BLOCK 5 Particulars of private expenditure

#	Name	Label	Туре	Format	Valid	Invalid	Question
1	<u>SL_NO</u>	Serial number	discrete	character-1	0	0	-
2	ROUND_SCH	Round Schedule	discrete	character-3	92311	0	-
3	<u>STATE</u>	State	discrete	character-2	92311	0	-
4	REGION	Region	discrete	character-1	92311	0	-
5	SUB_ROUND	Sub Round	discrete	character-1	92311	0	-
6	FLOT_NO	Flot No.	discrete	character-5	92311	0	-
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	92311	0	-
8	HG_SB_NO	Hg / Sb / Sample Village / Bl. No.	discrete	character-3	92311	0	-

#	Name	Label	Туре	Format	Valid	Invalid	Question
9	SECOND_STG	2nd. stage stratum	discrete	character-1	92311	0	-
10	HH_NO	Household Number	discrete	character-2	92311	0	-
11	LVL_NO	Level No.	discrete	character-2	92311	0	-
12	SL_NO_PERSO	Serial no. of person	discrete	character-3	92311	0	-
13	ZERO_FILLER	Zero filler	discrete	character-1	92311	0	-
14	AGE	Age	discrete	numeric-2.0	92311	0	-
15	TOT_EXP_TUTI	Total expenditure for the academic year on Tuition fee	continuous	numeric-5.0	25113	67198	Total expenditure for the current academic year (Rs.) :: tuition fee
16	TOT_EXP_EXA	Total expenditure for the academic year on Examination fee	continuous	numeric-4.0	60502	31809	Total expenditure for the current academic year (Rs.) :: examination fee
17	TOT_EXP_OTH	Total expenditure for the academic year on Other fees and pays	continuous	numeric-5.0	58111	34200	Total expenditure for the current academic year (Rs.) :: other fees and payments
18	TOT_EXP_BOO	Total expenditure for the academic year on Books	continuous	numeric-5.0	78092	14219	Total expenditure for the current academic year (Rs.) :: books
19	TOT_EXP_STAT	Total expenditure for the academic year on Stationaries	continuous	numeric-5.0	89479	2832	Total expenditure for the current academic year (Rs.) :: stationery
20	TOT_EXP_UNIF	Total expenditure for the academic year on Uniforms	continuous	numeric-4.0	56622	35689	Total expenditure for the current academic year (Rs.) :: uniform
21	TOT_EXP_TPT	Total expenditure for the academic year on Transport charges	continuous	numeric-4.0	11715	80596	Total expenditure for the current academic year (Rs.) :: private coaching / tuition
22	TOT_EXP_COA	Total expenditure for the academic year on Private coaching / tuition	continuous	numeric-5.0	18496	73815	amount spent on Private coaching/ tuition
23	TOT_OTHER_E	Total expenditure for the academic year on other expenditures	continuous	numeric-5.0	46452	45859	Total expenditure for the current academic year (Rs.) :: other expenditure
24	TOTAL_EXPEN	Total expenditure for the academic year	continuous	numeric-5.0	91452	859	Total expenditure for the current academic year (Rs.) :: total expenditure
25	ANY_DONATIO	Whether any donation paid	discrete	character-1	92311	0	whether any donation paid ? ( yes-1, no-2 )
26	AMOUNT_PAID	If donation paid, amount paid ( Rs.)	continuous	numeric-6.0	2022	90289	if donation paid then how much
27	AGENCY_TO_V	If donation paid, agency to whom paid	discrete	character-1	92311	0	if donation paid then to whom
28	<u>BLANK</u>	Blank	discrete	character-1	0	0	-
29	SAMPLE	Sample	discrete	character-1	92311	0	-
30	SECTOR	Sector	discrete	character-1	92311	0	-
31	STRATUM	Stratum	discrete	character-2	92311	0	-
32	DISTRICT	District	discrete	character-2	92311	0	-
33	SUB_SAMPLE	Sub sample	discrete	character-1	92311	0	-
34	UPDATE_CODE	Update code	discrete	character-1	0	0	-

File	File BLOCK 5 Particulars of private expenditure									
#	Name	Label	Туре	Format	Valid	Invalid	Question			
35	MULTIPLIER_SI	Multiplier ( Subround 1 / 2 )	discrete	numeric-9.2	92311	0	-			
36	MULTIPLIER_C	Multiplier ( Combined )	discrete	numeric-8.2	92311	0	-			
37	HHID	Household identification number	discrete	character-23	92311	0	-			
38	PID	Person identification number	discrete	character-26	92311	0	-			

## File BLOCK 6 Particulars of expenditure on dependants

#	Name	Label	Туре	Format	Valid	Invalid	Question
1	<u>SL_NO</u>	Serial Number	discrete	character-1	0	0	-
2	ROUND_SCH	Round Schedule	discrete	character-3	2554	0	-
3	<u>STATE</u>	State	discrete	character-2	2554	0	-
4	REGION	Region	discrete	character-1	2554	0	-
5	SUB_ROUND	Sub Round	discrete	character-1	2554	0	-
6	FLOT_NO	Flot No.	discrete	character-5	2554	0	-
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	2554	0	-
8	HG_SB_NO	Hg / Sb / Sample Vill / Bl. No.	discrete	character-3	2554	0	-
9	SECOND_STG	2nd stage stratum	discrete	character-1	2554	0	-
10	HH_NO	Household Number	discrete	character-2	2554	0	-
11	LVL_NO	Level No.	discrete	character-2	2554	0	-
12	SL_NO_PERSO	Serial Number of person	discrete	character-3	2554	0	-
13	ZERO_FILLER	Zero filler	discrete	character-1	2554	0	-
14	REL_TO_HEAD	Relation to head	discrete	character-1	2554	0	relation to the head
15	<u>SEX</u>	Sex	discrete	character-1	2554	0	Sex
16	COURSE_COD	Course (code )	discrete	character-1	2554	0	Course
17	LEVEL_CODE	Level ( code )	discrete	character-2	2554	0	Level
18	ANNUAL_EXP_	Annual expenditure on Fees	continuous	numeric-6.0	1768	786	Annual expenditure ( Rs. ) :: fees
19	ANNUAL_EXP_	Annual expenditure on Boarding	continuous	numeric-5.0	1269	1285	Annual expenditure ( Rs. ) :: boarding
20	ANNUAL_EXP_	Annual expenditure on Lodging	continuous	numeric-5.0	1024	1530	Annual expenditure ( Rs. ) :: lodging
21	ANNUAL_EXP_	Annual expenditure on Books	continuous	numeric-5.0	2092	462	Annual expenditure ( Rs. ) :: books
22	ANNUAL_EXP_	Annual expenditure on Others	continuous	numeric-5.0	2274	280	Annual expenditure ( Rs. ) :: others
23	<u>BLANK</u>	Blank	discrete	character-1	0	0	-
24	SAMPLE	Sample	discrete	character-1	2554	0	-
25	SECTOR	Sector	discrete	character-1	2554	0	-
26	STRATUM	Stratum	discrete	character-2	2554	0	-
27	DISTRICT	District	discrete	character-2	2554	0	-

File	File BLOCK 6 Particulars of expenditure on dependants							
#	Name	Label	Туре	Format	Valid	Invalid	Question	
28	SUB_SAMPLE	Sub sample	discrete	character-1	2554	0	-	
29	UPDATE_CODE	Update code	discrete	character-1	0	0	-	
30	MULTIPLIER_SI	Multiplier ( sub round 1 / 2 )	discrete	numeric-8.2	2554	0	-	
31	MULTIPLIER_C	Multiplier ( combined )	discrete	numeric-8.2	2554	0	-	
32	<u>hhid</u>	Household Identification Number	discrete	character-23	2554	0	-	
33	PID	Person Identification Number	discrete	character-26	2554	0	-	

## File BLOCK 7 Particulars of currently not attending persons...

#	Name	Label	Туре	Format	Valid	Invalid	Question
1	SL_NO	Serial Number	discrete	character-1	0	0	-
2	ROUND_SCH	Round Schedule	discrete	character-3	66226	0	-
3	<u>STATE</u>	State	discrete	character-2	66226	0	-
4	REGION	Region	discrete	character-1	66226	0	-
5	SUB_ROUND	Sub Round	discrete	character-1	66226	0	-
6	FLOT_NO	Flot No.	discrete	character-5	66226	0	-
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	66226	0	-
8	HG_SB_NO	Hg/Sb/Sample Vill/ Bl. No.	discrete	character-3	66226	0	-
9	SECOND_STG	2nd. stage stratum	discrete	character-1	66226	0	-
10	HH_NO	Household Number	discrete	character-2	66226	0	-
11	LVL_NO	Level Number	discrete	character-2	66226	0	-
12	SL_NO_PERSO	Serial No. of person	discrete	character-3	66226	0	Serial no. of person
13	ZERO_FILLER	Zero filler	discrete	character-1	66226	0	-
14	AGE	Age	discrete	numeric-2.0	66226	0	Age
15	REASON_FOR	Reason for not attending	discrete	character-2	66226	0	Reason for not attending (code)
16	EVER_ENROLL	Ever enrolled	discrete	character-1	66226	0	ever enrolled ? (yes-1, no-2)
17	TYPE_OF_EDU	Type of education	discrete	character-1	66226	0	If enrolled, details of last course attended type of education (gen-1, tech-2)
18	LEVEL_CODE	Level code	discrete	character-2	66226	0	level ( code )
19	WHETHER_CO	Whether completed	discrete	character-1	66226	0	whether completed ? ( yes-1, no-2)
20	AGE_DROPPED	Age when dropped out	discrete	numeric-2.0	18873	47353	Age when dropped out ( years )
21	REASON_DROP	Reason for dropping out	discrete	character-2	66226	0	Reason for dropping out ( code )
22	AGE_AT_SCHO	Age at entry at school	discrete	numeric-2.0	32455	33771	Age at entry at school ( years )
23	NO_YRS_OF_S	No. of years of schooling	discrete	numeric-2.0	32495	33731	no. of years of schooling
24	IF_NEVER_ENF	If never enrolled, Reason	discrete	character-2	66226	0	if never enrolled, reason ( code )
25	USUAL_ACTIVI	Usual activity	discrete	character-1	66226	0	Usual activity status ( code )
26	<u>BLANK</u>	Blank	discrete	character-3	4	0	-
27	SAMPLE	Sample	discrete	character-1	66226	0	-

File BLOCK 7 Particulars of currently not attending persons							
#	Name	Label	Туре	Format	Valid	Invalid	Question
28	SECTOR	Sector	discrete	character-1	66226	0	-
29	STRATUM	Stratum	discrete	character-2	66226	0	-
30	DISTRICT	District	discrete	character-2	66226	0	-
31	SUB_SAMPLE	Sub sample	discrete	character-1	66226	0	-
32	UPDATE_CODE	Update code	discrete	character-1	0	0	-
33	MULTIPLIER_SI	Multiplier ( Sub round 1 / 2 )	discrete	numeric-9.2	66226	0	-
34	MULTIPLIER_C	Multiplier ( combined )	discrete	numeric-8.2	66226	0	-
35	hhid	Household Identification Number	discrete	character-23	66226	0	-
36	pid	Person Identification Number	discrete	character-26	66226	0	-

## File WORKSHEET for household consumer expenditure

#	Name	Label	Туре	Format	Valid	Invalid	Question
1	<u>SL_NO</u>	Serial number	discrete	character-1	0	0	-
2	ROUND_SCH	Round Schedule	discrete	character-3	1185264	0	-
3	<u>STATE</u>	State	discrete	character-2	1185264	0	-
4	REGION	Region	discrete	character-1	1185264	0	-
5	SUB_ROUND	Sub round	discrete	character-1	1185264	0	-
6	FLOT_NO	Flot No.	discrete	character-5	1185264	0	-
7	VILL_SL_NO	Village / Bl. Srl. No.	discrete	character-5	1185264	0	-
8	HG_SB_NO	Hg / Sb / Sample vill / Bl. No.	discrete	character-3	1185264	0	-
9	SECOND_STG	2nd. stage stratum	discrete	character-1	1185264	0	-
10	HH_NO	Household Number	discrete	character-2	1185264	0	-
11	LVL_NO	Level No.	discrete	character-2	1185264	0	-
12	SL_NO_ITEM	Serial no of items	discrete	character-3	1185264	0	Item-group
13	ZERO_FILLER	Zero filler	discrete	character-1	1185264	0	-
14	HOME_GROWN	Home grown	discrete	character-6	82184	0	Value of last 30 days consumption :: Home grown
15	<u>OTHER</u>	Other	discrete	character-6	416332	0	-
16	TOTAL	Total	discrete	character-6	1184282	0	-
17	<u>BLANK</u>	Blank	discrete	character-1	0	0	-
18	<u>SAMPLE</u>	Sample	discrete	character-1	1185264	0	-
19	SECTOR	Sector	discrete	character-1	1185264	0	-
20	<u>STRATUM</u>	Sector	discrete	character-2	1185264	0	-
21	DISTRICT	District	discrete	character-2	1185264	0	-
22	SUB_SAMPLE	Sub sample	discrete	character-1	1185264	0	-
23	UPDATE_CODE	Update code	discrete	character-1	0	0	-

File	File WORKSHEET for household consumer expenditure							
#	Name	Label	Туре	Format	Valid	Invalid	Question	
24	MULTIPLIER_S	Multiplier (Subround 1 / 2)	discrete	numeric-9.2	1185264	0	-	
25	MULTIPLIER_C	Multiplier ( combined )	discrete	numeric-8.2	1185264	0	-	
26	<u>hhid</u>	Household Identification Number	discrete	character-23	1185264	0	-	

## **Variables Description**

Dataset contains247 variable(s)

## File BLOCK 1 & 2 Identification & household particulars

#1 SL_NO: So	orial Nun						
Information		nber					
		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/	w]	[Valid=0 /-] [Invalid=0 /-]					
Definition		This is the serial number of the observation					
Universe		a block of variables on education related to the population	ulation aged 5 to 2	4 year			
Source these are given in accordance to the surve taken by the surveyor							
#2 ROUND_S	CH: Rou	nd Schedule					
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/	wj	[Valid=72883 /-] [Invalid=0 /-]					
Definition		this is the schedule number of a round					
Universe		a block of variables on education related to the population	ulation aged 5 to 2	4 year			
Source		assigned in a pre defined manner by the surveyor					
Value	Label		Cases	Percentage			
523			72883	100.0%			
Warning: these figur	es indicate the	number of cases found in the data file. They cannot be interprete	d as summary statistic	s of the population of interest.			
#3 STATE: St	ate						
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/	wj	/alid=72883 /-] [Invalid=0 /-]					
Definition		this is a code which specifies to which state the pers	vhich specifies to which state the person belongs				
Universe		a block of variables on education related to the population	o the population aged 5 to 24 year				
			accordance to the household where it is surveyed				
			ordance to the ho	usehold where it is surveyed			
Literal question	1	these codes are first created & then assigned in acc state to which a person belongs	ordance to the ho	usehold where it is surveyed			

## #3 STATE: State

#3 STATE:	: State				
		03 Arunachal Pradesh 28 Chandigarh 29 Dadra & Nagar Haveli 31 Delhi 06 Goa 32 Lakshdweep 17 Mizoram 33 Pondicherry 30 Daman & Diu Chattigarh Jharkhand Uttaranchal			
		Frequency table r	ot shown (32 Modalities	;)	
#4 REGIO	N: Region				
Information		[Type= discrete] [Format=character] [M	issing=*]		
Statistics [N	w/w]	[Valid=72883 /-] [Invalid=0 /-]			
Definition		region to which a person belongs			
Universe		a block of variables on education relate	d to the population aged	d 5 to 24 year	
Source		person interviewed			
Literal ques	tion	region to which a person belongs			
Value	Label	1	Cases	Percentage	
1			28564	-	39.2%
2			18547	25.4%	
3			12581	17.3%	
4			9222	12.7%	
5			2732	3.7%	
6			685	0.9%	
7			552	0.8%	
-	-	ne number of cases found in the data file. They can	not be interpreted as summary	y statistics of the population of interest.	
	OUND: Sub				
Information		[Type= discrete] [Format=character] [M	issing=*]		
Statistics [N	IW/ W]	[Valid=72883 /-] [Invalid=0 /-]			
Definition       The survey period is divided into four sub-rounds of three months' duration each as follows:         sub-round 1 : July - September 1995       sub-round 2 : October - December 1995         sub-round 3 : January - March 1996       sub-round 4 : April - June 1996					
Universe		a block of variables on education relate	d to the population ageo	d 5 to 24 year	
Interviewer' instructions		to include a particular observation in the	e subround as per the de	efinition	
Value	Label		Cases	Percentage	
	luly - Ser	otember 1995	18382		25.2%
1	July - Oep				
1 2		December 1995	18146		24.9%
	October -	December 1995 March 1996	18146 18187		24.9% 25.0%

#6 FLOT_NO: Folt No	».
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]
Universe	a block of variables on education related to the population aged 5 to 24 year
#7 VILL_SL_NO: Villa	ge / Bl. Srl. No.
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]
Universe	a block of variables on education related to the population aged 5 to 24 year
#8 HG_SB_NO: Hg / s	sb / sample vill / bl. no.
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]
Definition	In a large village there exists usually a few localities or pickets where to houses of the village tend to cluster together. These are called 'hamlets'
Universe	a block of variables on education related to the population aged 5 to 24 year
Interviewer's instructions	With a view to controlling the work load mainly at the stage of listing of households, hamlet-groups/sub-block selection will be resorted to in FSU's having 'large' population. A village/block having present population 1200 or more ( 600 or more for rural areas of H.P., Sikkim and Punch. Rajouri, Udhampur and Doda districts of J & K) will be divided into a certain number(D) of sub-divisions called 'hamlet-groups' (rural) <i>I</i> 'sub-blocks' (urban). In the rural sector, two hamlet-groups will be selected circular systematically and the survey will be confined only to the selected hamlet-groups considering them as one unit. It the urban sector, however, only one sub-block will be selected for the purpose. The investigator will first ascertain the approximate present population of the sample village/block at the time of survey. This has to be ascertained mainly from the knowledgeable individuals by putting certain probing questions. The starting point can be the 1991 census population. In the case of large difference with the 1991 census population, it may be asked : whether there has been any abnormal influx into or exodus from the FSU after 1991 census and if so, what is the approximate increase or decrease of population ascribable to such events; whether any new settlements have come up after 1991 census and if so what is the approximate population or the 1991 census population or the 1991 census population may be used for the purpose. The number of hamlet-groups/sub-blocks to be formed (D) will be decided as follows :
	Table : Number of hamlet-groups (h.g)/sub-blocks (s.b) to be formed (D). rural samples urban samples app. present popu value* of D app. present popu value of D (1) (2) (3) (4) less than 1200 1 (i.e.no h.g. formation) less than 1200 1 (i.e.no s.b. formation) 1200 - 1799 4 1200 - 1999 2 1800 - 2199 5 2000 - 2799 3 2200 - 2599 6 2800 - 3599 4 2600 - 2999 7 3600 - 4399 5 (and so on) (and so on) * Note : For rural areas of Himachal Pradesh, Sikkim and Punch, Rajouri, Udhampur and Doda districts of Jammu & Kashmir, the values of D will be D=1 for population less than 600; D=4 for population 600 to 1199; D=5 for population 1200 to 1499; D=6 for population 1500 to 1799 and so on. Formation of hamlet-groups : In a large village there exists usually a few localities or pickets where to houses of the village tend to cluster together. These are called 'hamlets'. In case there are no such recognised hamlets in the village, the census sub-divisions of the village (e.g. enumeration blocks or groups of census house numbers or geographically distinct blocks of houses) may be treated as 'hamlets'. Large hamlets may be divided artificially to achieve equality of population content for the purpose of hamlet-group formation

#8 HG_SB_N	O: Hg / s	b / sample vill / bl. no.					
		The procedure for formation of hamlet-groups is be involved. These are as follows :	st describec	, perhaps, by listing sequentially the st	eps		
		(i) Identify the hamlets as described above.					
		(ii) Ascertain approximate present population of eac	h of the han	nlets.			
		<ul> <li>(iii) Draw a notional map in block 2 showing the app serpentine order starting from the north-west corner uninhabited area (non-abadi area) of the village will the village is left out. The boundaries of the hamlets footpaths, railway lines, roads, cadastral survey plo locate the geographical boundaries of the hamlet-gr.</li> <li>(iv) List the hamlets in order of their numbering and percentages.</li> <li>(v) Grouping the hamlets into 'D' hamlet-groups is the formation are equality of population content and geometry.</li> </ul>	r and proceed be included s may be de t numbers e roups to be indicate the men to be do ographical c	eding southwards. While drawing this n I as part of the nearby hamlet, so that r fined with the help of some landmarks tc., so that it would be possible to iden formed in the village. present population content in terms of ne. The criteria to be adopted for hamle ontiguity. (Numbering of hamlets is not	nap, no area of like canals, tify and et-group to be		
		adopted as a guideline for grouping). In case there is to be given priority. Indicate the grouping in the m		between the two aspects, 'geographica	al contiguity		
Value	Label		Cases	Percentage			
000			72883		100.0%		
		e number of cases found in the data file. They cannot be interprete	ed as summary	statistics of the population of interest.			
<sup>#9</sup> SECOND_	STG_ST	RM: 2nd stage stratum / schedule type					
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/	W]	/alid=72883 /-] [Invalid=0 /-]					
Universe		a block of variables on education related to the population	ulation aged	5 to 24 year			
Literal question	ì	second stage stratum number ?					
Interviewer's		no. composition no. of households to be selected					
instructions		1 households reporting at least one member in the age group 3 5-24 years as currently enrolled at post-primary level*					
		2 remaining households 3					
		* Hospitalisation : A case of hospitalisation means a (including the one who died during the reference per public/ private hospital, community health centers, petc.	eriod ) as an orimary heal	indoor patent in any hospital. Hospital th centers (if provided with beds), nurs	covers ing homes,		
		* Enrollment at post-primary level : A member will be he/she is enrolled for studies at any education level I to IV or I to V standard depending upon the system class VI/ class VIII or in the level of education: seco considered to be currently enrolled at post-primary	above the l n followed ir ndary/ high	evel primary. Primary level means clas n the state/ u.t. Thus students studying	sed up to in, say ,		
Value	Label		Cases	Percentage			
1			34959		48.0%		
2			37924		52.0%		
		e number of cases found in the data file. They cannot be interprete	ed as summary	statistics of the population of interest.			
#10 <b>HH_NO:</b>	Househo	ld Number					
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/ W] [Valid=72883 /-] [Invalid=0 /-]							

#10 HH_NC	D: Househo	old Number			
Value	Label		Cases	Percentage	
01			24002		32.9%
02			23804		32.7%
03			23631		32.4%
04 05			629	0.9%	
			482	0.7%	
06	6		334	0.5%	
20 Warning: these i	figures indicate th	e number of cases found in the data file. The	1 ev cannot be interpreted as summar	0.0% v statistics of the population of interest.	
-	O: Level N			,	
Information		[Type= discrete] [Format=characte	er] [Missing=*]		
Statistics [N	w/ wi	[Valid=72883 /-] [Invalid=0 /-]	1		
-	-		_	_	
Value	Label		Cases	Percentage	
01 Warning: these t	figuras indicata th	e number of cases found in the data file. The	72883	v statistics of the nonvelation of interact	100.0%
-	-		y cannot be interpreted as summar	y statistics of the population of interest.	
	_FILLER: Z		1 FR 41 1 41		
Information		[Type= discrete] [Format=characte	erj [Missing=*]		
Statistics [N	W/ W]	[Valid=72883 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
0000			72883		100.0%
-		e number of cases found in the data file. The	ey cannot be interpreted as summar	y statistics of the population of interest.	
	J_INF: 51.	No. of informant			
Information		[Type= discrete] [Format=characte	er] [Missing=*]		
Statistics [N	w/ w]	[Valid=72852 /-] [Invalid=0 /-]			
		, ,	able not shown (60 Modalities	5)	
#14 EDUC/	ATION_LVL	.: Education level			
Information		[Type= discrete] [Format=characte	er] [Missing=*]		
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-]			
Definition It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above be noted that if a person has successfully passed the final year of a given level, then and only then will her considered to have attained that level of education. For example, the level attained by a person studying in IX will be middle but the level at which he/she is currently studying is secondary.					and above. It man nen will he/she be
Universe     a block of variables on education related to the population aged 5 to 24 year					
Literal question         general education level of informant					
Interviewer's Education level refers to the high		Education level refers to the higher failed in his B. A. examination, the various levels are as follows :			

#### #14 EDUCATION\_LVL: Education level

_			
	secondary -06		
	higher secondary -07		
	diploma /certificate course -08		
	graduate -09		
	post graduate and above -10		
	For most of the formal education courses, with which	this schedule is concerned	coding in the above fashion will
	not create any difficulties. However when a person h		•
	university stream coding has to be done with some of		
	course is above higher secondary in standard, then		
	other cases the level of the course has to be identified		
	school education upto class XI it is known that differe		
	purpose of identifying and recording the levels, the p	-	•
	as mentioned below :		ouve stages are to be considered
	as mentioned below .		
	Educational pattern in States/Union Territories		
		iddla) accordory atoga Lin (	Son stars Ur Son attached to
	SI. no. State/ut primary stage upper primary stage(mi	dule) secondary stage HL 3	Sec. stage HI. Sec. attached to
	(1) (2) (3) (4) (5) (6) (7)		
	1. Andhra Pradesh I-V VI-VII VIII-X XI-XII		
	2. Arunachal Pradesh I-V VI-VIII IX-X XI-XII		
	3. Assam I-IV V-VII VIII-X XI-XII YES		
	4. Bihar I-V VI-VIII IX-X XI-XII YES		
	5. Goa I-IV V-VII VIII-X XI-XII YES		
	6. Gujarat * I-IV V-VII VIII-X XI-XII		
	7. Haryana I-V VI-VIII IX-X XI-XII YES		
	8. Himachal Pradesh I-V VI-VIII IX-X XI-XII YES		
	9. Jummu & Kashmir I-V VI-VIII IX-X XI-XII		
	10. Karnataka I-IV V-VII VIII-X XI-XII YES		
	11. Kerala I-IV V-VII VIII-X XI-XII YES		
	12. Madhya Peadesh I-V VI-VIII IX-X XI-XII		
	13. Maharashtra I-IV V-VII VIII-X XI-XII YES		
	14. Manipur I-V VI-VIII IX-X XI-XII		
	15. Meghalaya I-IV V-VIII IX-X XI-XII YES		
	16. Mizoram I-IV V-VII VIII-X XI-XII YES		
	17. Nagaland I-IV V-VIII IX-X XI-XII YES		
	18. Orissa I-V VI-VIII IX-X XI-XII YES		
	19. Punjab I-V VI-VIII IX-X XI-XII YES		
	20. Rajasthan I-V VI-VIII IX-X XI-XII		
	21. Sikkim I-V VI-VIII IX-X XI-XII		
	22. Tamil Nadu I-V VI-VIII IX-X XI-XII		
	23. Tripura I-V VI-VIII IX-X XI-XII		
	24. Uttar Pradesh I-V VI-VIII IX-X XI-XII		
	25. West Bengal** I-V VI-VIII IX-X XI-XII YES		
	26. A & N Islands I-V VI-VIII IX-X XI-XII		
	27. Chandigarh I-V VI-VIII IX-X XI-XII		
	28. D & N Haveli I-IV V-VII VIII-X XI-XII		
	29. Daman & Diu I-IV V-VII VIII-X XI-XII		
	30. Delhi I-V VI-VIII IX-X XI-XII		
	31. Lakshadweep I-IV V-VII VIII-X XI-XII		
	32. Pondicherry I-V VI-VIII IX-X XI-XII		
	* (Composite primary stage consisting of classes I-V		
	** (More than 90% primary schools have classes I-IV	)	
	I		
Value Labe		Cases	Percentage

Value	Label	Cases	Percentage
00		181	0.2%
01	not literate	27504	37.7%
02	literate : without formal schooling	1427	2.0%
03	below primary	6523	8.9%
04	primary	11162	15.3%
05	middle	10617	14.6%

#### #14 EDUCATION\_LVL: Education level

Value	Label	Cases	Percentage		
06	secondary	7237	9.9%		
07	higher secondary	3560	4.9%		
08	diploma/certificarte course	374	0.5%		
09	graduate	3561	4.9%		
10	post graduate & above	737	1.0%		
Warning: these t	figures indicate the number of cases found in the data file. They cannot be interpre	ted as summa	ry statistics of the population of interest.		

#### #15 RESPONSE\_CODE: Response code

9

others

Information	[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW	tatistics [NW/ W] [Valid=72874 /-] [Invalid=0 /-]				
<b>Definition</b> it defines the type of response received by the surveyor in the form of a code as specified					
Universe		a block of variables on education related to the po	pulation age	d 5 to 24 year	
Literal question	on	response code			
Interviewer's instructions					
Value	Label		Cases	Percentage	
0			1	0.0%	
1	informant co-operative & capable		56849		78.0%
2	informant co-operative & but not capable		13926	19.1%	
3	informant	busy	1312	1.8%	
4	informant	reluctant	669	0.9%	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#16 SURV	EY_CODE:	Survey code			
Information		[Type= discrete] [Format=character] [Missing:	=*]		
Statistics [N	IW/ W]	[Valid=72860 /-] [Invalid=0 /-]			
Definition gives the information whether the household was surveyed or not					
Universe	a block of variables on education related to the population aged 5 to 24 year				
Literal ques	survey code				
Interviewer's instructions		The codes are to assigned in following manners 1 original household surveyed 2 substituted household surveyed 3 nothing surveyed	er		
Value	Label		Cases	Percentage	
1	original ho	original household surveyed			97.5%
2	substitute	substituted household surveyed		2.5%	
3	nothing surveyed		0	0.0%	
9	others		2	0.0%	
Warning: these	figures indicate th	e number of cases found in the data file. They cannot be ir	nterpreted as summar	y statistics of the population of interest.	

0.2%

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			•		
#17 <b>REAS</b>	ON_FOR_S	UBST: Reason for substitution			
Information		[Type= discrete] [Format=character] [Miss	sing=*]		
Statistics [N	IW/ W]	[Valid=72883 /-] [Invalid=0 /-]			
Definition		reason for substitution of original househo	old		
Universe		a block of variables on education related	to the population ageo	d 5 to 24 year	
Literal ques	tion	reason for substitution of original househo	old		
Interviewer instructions	-	The codes are to assigned in following ma 1 household member : not available 2 household member : unwilling 9 others	anner		
Value	Label		Cases	Percentage	
0			71072		97.5%
1	household	l member : not available	1375	1.9%	
2	household	I member : unwilling	255	0.3%	
9	others		181	0.2%	
Warning: these	figures indicate th	e number of cases found in the data file. They cannot	be interpreted as summary	y statistics of the population of interest.	
#18 HH_S	ZE: Housel	nold size			
Information		[Type= continuous] [Format=numeric] [Ra	nge= 1-49] [Missing=	*]	
Statistics [N	IW/ W]	[Valid=72883 /-] [Invalid=0 /-] [Mean=5.10	2 /-] [StdDev=2.551 /-	]	

Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-] [Mean=5.102 /-] [StdDev=2.551 /-]		
Definition	Size refers to the number of members listed in the household. The exact number of members normally resident in the household including temporary stay aways but excluding visitors and guests will be recorded against this item. This number will tally with the number of persons listed in the demographic block		
Universe	a block of variables on education related to the population aged 5 to 24 year		
Literal question size of the household			
Interviewer's instructions	Size refers to the number of members listed in the household. The exact number of members normally resident in the household including temporary stay aways but excluding visitors and guests will be recorded against this item. This number will tally with the number of persons listed in the demographic block (i.e. block 3).		

## #19 SOCIAL\_GR: Social group

Information	า	[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]         [Valid=72883 /-] [Invalid=0 /-]						
Definition         it is the social group to which a person belongs.						
Universe	a block of variables on education related to the population aged 5 to 24 year					
Literal ques	stion	social group				
Interviewer instructions	······································			• •		
		in codes. For scheduled tribe, code 1 and for sche	duled caste	e, code 2 will be given. For t	those not belonging to	
Value	Label	in codes. For scheduled tribe, code 1 and for sche			those not belonging to	
<b>Value</b> 0	Label	in codes. For scheduled tribe, code 1 and for sche	duled caste	e, code 2 will be given. For t	those not belonging to	
	Label S.T.	in codes. For scheduled tribe, code 1 and for sche	duled caste	, code 2 will be given. For the given of the	those not belonging to	
		in codes. For scheduled tribe, code 1 and for sche	Cases	e, code 2 will be given. For the given of th	those not belonging to	

	COR_ANY	_EXP: Household incurred any expenditu	ne				
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [N	W/ W]	[Valid=72883 /-] [Invalid=0 /-]					
Definition		household incurring any expenditure for dependents	studying	away from ho	me		
Universe		a block of variables on education related to the population	lation age	d 5 to 24 yea	r		
Literal quest	tion	Is the hh incurring any expenditure for dependents s	tudying av	vay from hom	e ?		
Interviewer's instructions		Is the hh incurring any expenditure for dependents s to identify those households which are incurring exp head of the household staying in hostels or with oth to be collected in block 6. Thus persons who would for pursuing studies only will be considered. Obviou is not necessary that the expenditure is incurred by Contributions by hh members for education of perso Code 1 or 2 will be recorded depending on whether be filled in only for persons age 5-24 years, this iten this age group	benditure f ers away have been sly these the head ons who a the hh is	or education of from househo n members of dependents w of the hh. It m re not depend incurring any	of children/other depend ld, for which the details a the hh but for their stayi vill not be listed as hh me ay be by any member of lents will not be taken int expenditure or not. As th	ents of the are needed ng away embers. It the hh. o accounts. ie block 6 is t	
Value	Label		Cases		Percentage		
1	yes		2017	2.8%			
2	no		70866			97.2%	
¥	<u> </u>	ne number of cases found in the data file. They cannot be interprete		ry statistics of th	e population of interest.		
#21 AVG_N	/_HH_EXP	: Average monthly household expenditu	re				
Information		[Type= continuous] [Format=numeric] [Missing=*]					
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-] [Mean=2047.599 /-] [Si	dDev=13	52.989 /-]			
Definition		Average monthly household expenditure(Rs.)					
Universe		a block of variables on education related to the population	a block of variables on education related to the population aged 5 to 24 year				
Literal quest	tion	Average monthly household expenditure(Rs.)					
Interviewer's instructions		Average monthly household expenditure(Rs.) : The average monthly expenditure of the hh worked out using the worksheet provided for this purpose is to be recorded against this item in whole rupees.					
#22 MPCE:	: Monthly p	per capita expenditure					
Information		[Type= discrete] [Format=numeric] [Missing=*]					
Statistics [N	w/ w]	[Valid=72876 /-] [Invalid=7 /-]					
Definition		monthly per capita expenditure in Rs 0.00					
Literal quest	tion	Monthly per capita expenditure ( Rs 0.00 )					
Interviewer's instructions		The mpce will be obtained by dividing the average monthly household expenditure by the household size. the entry will be made in two decimals.					
#23 DIST_F	PRIMARY_	SCHOOL: Distance to nearest primary so	chool				
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-]					
Definition		distance from the primary school					
Universe		a block of variables on education related to the population aged 5 to 24 year					
Literal quest	tion	Distance to nearest primary school					
Interviewer's	6	To find the availability of a primary school within a re distance to the nearest such school from the hh is to way of transport in the normal course. The following	be ascer	tained. The d	istance to be covered by	the usual	
		less than 1 kilometer - 1 1 to less than 2 kilometer - 2					

#23 DIST_	PRIMARY_	SCHOOL: Distance to nearest	primary school		
		2 to less than 5 kilometer - 3 5 kilometers and above - 4			
Value	Label		Cases	Percentage	
0			242	0.3%	
1	< 1 km		61123		83.9%
2	1 - 2 kms		8471	11.6%	
3	2 - 5 kms		2398	3.3%	
4		and above	649	0.9%	
-	-	ne number of cases found in the data file. They can	not be interpreted as summar	y statistics of the population of interest.	
#24 BLANI	K: Blank				
Information		[Type= discrete] [Format=character] [N	lissing=*]		
Statistics [N	W/ W]	[Valid=72883 /-] [Invalid=0 /-]			
		Frequency table n	ot shown (129 Modalitie	s)	
#25 SAMP	LE: Sample	9			
Information		[Type= discrete] [Format=character] [N	lissing=*]		
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-]			
Literal question Sample					
Value	Label		Cases	Percentage	
1	central		72883	l crocinage	100.0%
2	state		0	0.0%	100.07
		ne number of cases found in the data file. They can			
#26 SECTO	OR: Sector				
Information		[Type= discrete] [Format=character] [M	lissing=*]		
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-]			
Literal ques		Sector			
Value	Label		Cases	Percentage	
1			43076	Fercentage	59.1%
2	rural urban		29807	40.9%	59.1%
		ne number of cases found in the data file. They can			
#27 STRA	UM: Strate	um			
Information		[Type= discrete] [Format=character] [M	lissing=*]		
Statistics [N	w/ w]	[Valid=72883 /-] [Invalid=0 /-]			
Literal ques	-	Stratum no.			
			not shown (97 Modalities	5)	
#28 DISTR	ICT: Distrie			/	
Information		[Type= discrete] [Format=character] [M	lissing=*1		
Statistics [N	W/ W1	[Valid=72883 /-] [Invalid=0 /-]			
-	-	District code			
Literal ques					

#29 SUB_SAMPL	.E: Sub sample		
Information	[Type= discrete] [Format=character	r] [Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
Literal question	Sub-sample		
Value Lat	pel	Cases	Percentage
1		36403	49.9%
2		36480	50.1%
	licate the number of cases found in the data file. They	y cannot be interpreted as summary statistics	of the population of interest.
#30 UPDATE_CO	DE: Update code		
Information	[Type= discrete] [Format=character	r] [Missing=*]	
Statistics [NW/ W]	[Valid=0 /-] [Invalid=0 /-]		
#31 MULTIPLIER	_SUB_RND: Multiplier ( Subrour	nd 1/2)	
Information	[Type= discrete] [Format=numeric]	[Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
#32 MULTIPLIER	_COMB: Multiplier ( Combined )		
Information	[Type= discrete] [Format=numeric]	[Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
#33 hhid: House	hold unique identification number	er - Primary key	
Information	[Type= discrete] [Format=character	r] [Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
Definition			schedule, state region, sub round, flot no., I number.
Universe	a block of variables on education re	elated to the population aged 5 to 24	year
#34 state_region	: State_region		
Information	[Type= discrete] [Format=character	r] [Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
Universe	a block of variables on education re	elated to the population aged 5 to 24	year
	Frequency tak	ble not shown (78 Modalities)	
#35 state_region	_district: State_region_district		
Information	[Type= discrete] [Format=character	r] [Missing=*]	
Statistics [NW/ W]	[Valid=72883 /-] [Invalid=0 /-]		
Universe	a block of variables on education re	elated to the population aged 5 to 24	year
	Frequency tab	ole not shown (521 Modalities)	
File BLOCK	3 Demographic partic	ulars of all persons	
<sup>#1</sup> SL_NO: Seria	l Number		
Information	[Type= discrete] [Format=character	r] [Missing=*]	
<u> </u>			

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=0 /-] [Invalid=0 /-]
Definition	This is the serial number of the observation

		Demographic particu		
#2 ROUND_	SCH: Rou	und Schedule		
Information		[Type= discrete] [Format=character] [I	Missing=*]	
Statistics [NW	// <b>W]</b>	[Valid=371608 /-] [Invalid=0 /-]		
Value	Label	1	Cases	Percentage
523			371608	100.0%
Warning: these figu	ures indicate th	e number of cases found in the data file. They ca	nnot be interpreted as summary statistic:	
#3 STATE: S	State			
Information		[Type= discrete] [Format=character] [I	Missing=*]	
Statistics [NW	// <b>W]</b>	[Valid=371608 /-] [Invalid=0 /-]		
Definition		this is a code which specifies to which S.No. States Codes 1. Andhra Pradesh 02 2. Assam 04 3. Bihar 05 4. Gujarat 07 5. Haryana 08 6. Himachal Pradesh 09 7. Jammu & Kashmir 10 8. Karnataka 11 9. Kerala 12 10. Madhya Pradesh 13 11. Maharashtra 14 12. Manipur 15 13. Meghalaya 16 14. Nagaland 18 15. Orissa 19 16. Punjab 20 17. Rajasthan 21 18. Sikkim 22 19. Tamil Nadu 23 20. Tripura 24 21. Uttar Pradesh 25 22. West Bengal 26 23. A & N Islands 27 24. Arunachal Pradesh 03 25. Chandigarh 28 26. Dadra & Nagar Haveli 29 27. Delhi 31 28. Goa 06 29. Lakshdweep 32 30. Mizoram 17 31. Pondicherry 33 32. Daman & Diu 30 33. Chattigarh 34. Jharkhand 35. Uttaranchal	n state the person belongs	
		Frequency table	not shown (32 Modalities)	
#4 REGION:	Region			
Information		[Type= discrete] [Format=character] [I	Missing=*]	
Statistics [NW	// <b>W]</b>	[Valid=371608 /-] [Invalid=0 /-]		
Value	Label		Cases	Percentage
1			137556	37.0%
2			96303	25.9%

#4 REGION: Region			
Value	Label	Cases	Percentage
3		65258	17.6%
4		51395	13.8%
5		14276	3.8%
6		3582	1.0%
7		3238	0.9%
/ Warning: these figu	res indicate the number of cases found in the data file. They cannot be interprete		-

Manning, the set figure	an indiante the number of concertained in the de-	to file. These common he internet		an of the new detien of internet
warning: these nour	es indicate the number of cases found in the da	la file. They cannot de interdre	eeo as summarv statisti	cs of the dodulation of interest.

#### #5 SUB\_ROUND: Sub Round

#0 30B_K	JUND. Sur	Round				
Information		[Type= discrete] [Format=character] [Miss	ing=*]			
Statistics [NW/ W]		[Valid=371608 /-] [Invalid=0 /-]				
Definition		The survey period is divided into four sub- sub-round 1 : July - September 1995 sub-round 2 : October - December 1995 sub-round 3 : January - March 1996 sub-round 4 : April - June 1996	rounds of three months	s' duration each as follows:		
Value	Label		Cases	Percentage		
1	July - Sep	tember 1995	93657		25.2%	
2	October - December 1995 92234		24.8%			
3	January - March 1996		93123		25.1%	
4	April - Jun		92594		24.9%	
Warning: these f	igures indicate th	e number of cases found in the data file. They cannot	be interpreted as summary s	tatistics of the population of interest.		
#6 FLOT_N	IO: Flot No					
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]		[Valid=371608 /-] [Invalid=0 /-]				
#7 VILL_SI	L_NO: Villa	ge / Bl. Srl. No.				
Information		[Type= discrete] [Format=character] [Miss	ing=*]			
Statistics [N	w/ w]	[Valid=371608 /-] [Invalid=0 /-]				
#8 HG_SB_	_NO: Hg/SI	o/Sample vill / Bl. No.				
Information		[Type= discrete] [Format=character] [Miss	ing=*]			
Statistics [N	w/ w]	[Valid=371608 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
000			371608		100.0%	
Warning: these f	igures indicate th	e number of cases found in the data file. They cannot	be interpreted as summary s	tatistics of the population of interest.		
#9 SECON	D_STG_ST	RM: 2nd. stage stratum				
Information		[Type= discrete] [Format=character] [Miss	ing=*]			
Statistics [N	w/ w]	[Valid=371608 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
1			205167		55.2%	
2			166441		44.8%	
Warning: these f	igures indicate th	e number of cases found in the data file. They cannot	be interpreted as summary s	tatistics of the population of interest.		

	O: Househ	old No.				
Information	1	[Type= discrete] [Format=character] [Missing	=*]			
Statistics [I	NW/ W]	[Valid=371608 /-] [Invalid=0 /-]				
Value	Label		Cases	Percenta	ge	
01			123156		33.1%	
02			121374		32.7%	
03			120684		32.5%	
04			2803	0.8%		
05			2123	0.6%		
06			1465	0.4%		
20			3	0.0%		
-	-	the number of cases found in the data file. They cannot be in	nterpreted as summar	y statistics of the population of intere	est.	
_	IO: Level I					
Information		[Type= discrete] [Format=character] [Missing	=*]			
Statistics [I	ww/ w]	[Valid=371608 /-] [Invalid=0 /-]				
Value	Label		Cases	Percenta	ge	
02			371608		100.0%	
	-	the number of cases found in the data file. They cannot be in	nterpreted as summar	y statistics of the population of intere	est.	
#12 SL_N	O_PERSO	N: Serial no. of person				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [I	w/ w]	[Valid=371608 /-] [Invalid=0 /-]				
Definition         A running serial number will be given in this column for each member of the sample household in head of the household. The other members will be listed in the usual fashion with the spouse of their children following and the non-relatives at the end.						
Definition		head of the household. The other members	will be listed in the			
	stion	head of the household. The other members	will be listed in the			
Literal ques	's	head of the household. The other members their children following and the non-relatives	will be listed in the at the end. column for each m will be listed in the	e usual fashion with the spous	e of the head and	
Literal ques	's	<ul> <li>head of the household. The other members of their children following and the non-relatives</li> <li>Serial no. of person in the household</li> <li>A running serial number will be given in this of head of the household. The other members of the household.</li> </ul>	will be listed in the at the end. column for each m will be listed in the at the end.	e usual fashion with the spous ember of the sample househo usual fashion with the spous	e of the head and	
Literal ques Interviewer instructions	's	head of the household. The other members of their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives         Frequency table not show	will be listed in the at the end. column for each m will be listed in the at the end.	e usual fashion with the spous ember of the sample househo usual fashion with the spous	e of the head and	
Literal ques Interviewer instructions #13 ZERO	's s 	head of the household. The other members of their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives         Frequency table not show	will be listed in the at the end. column for each m will be listed in the at the end. <i>cown (51 Modalities</i> )	e usual fashion with the spous ember of the sample househo usual fashion with the spous	e of the head and	
Literal ques Interviewer instructions #13 ZERO Information	's s FILLER: :	head of the household. The other members of their children following and the non-relatives Serial no. of person in the household A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives <i>Frequency table not sho</i> <b>zero filler</b>	will be listed in the at the end. column for each m will be listed in the at the end. <i>cown (51 Modalities</i> )	e usual fashion with the spous ember of the sample househo usual fashion with the spous	e of the head and	
Literal ques Interviewer instructions	's s FILLER: :	head of the household. The other members of their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives         Frequency table not show         cero filler         [Type= discrete] [Format=character] [Missing	will be listed in the at the end. column for each m will be listed in the at the end. <i>cown (51 Modalities</i> )	e usual fashion with the spous ember of the sample househo usual fashion with the spous	e of the head and	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I	's s FILLER: : NW/ W]	head of the household. The other members of their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives         Frequency table not show         cero filler         [Type= discrete] [Format=character] [Missing	will be listed in the at the end. column for each m will be listed in the at the end. <i>own (51 Modalities</i> =*]	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s)	e of the head and	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0	S S FILLER: 1 W/W W/W] Label	head of the household. The other members of their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives         Frequency table not show         cero filler         [Type= discrete] [Format=character] [Missing	will be listed in the at the end. column for each m will be listed in the at the end. cown (51 Modalities =*] Cases 371608	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percenta	e of the head and old starting with the se of the head and ge 100.0%	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0 Warning: these	S S S S S S S S S S S S S S S S S S S	head of the household. The other members in their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members in their children following and the non-relatives         Frequency table not show         zero filler         [Type= discrete] [Format=character] [Missing         [Valid=371608 /-] [Invalid=0 /-]	will be listed in the at the end. column for each m will be listed in the at the end. cown (51 Modalities =*] Cases 371608	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percenta	e of the head and old starting with the e of the head and ge 100.0%	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0 Warning: these #14 RELN	S S S S S S S S S S S S S S S S S S S	head of the household. The other members of their children following and the non-relatives Serial no. of person in the household A running serial number will be given in this of head of the household. The other members of their children following and the non-relatives <i>Frequency table not sho</i> <b>zero filler</b> [Type= discrete] [Format=character] [Missing [Valid=371608 /-] [Invalid=0 /-]	will be listed in the at the end. column for each m will be listed in the at the end. <i>bwn (51 Modalities</i> =*] Cases 371608 <i>nterpreted as summar</i>	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percenta	e of the head and old starting with the e of the head and ge 100.0%	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0 Warning: these #14 RELN Information	S S S S S S S S S S S S S S S S S S S	head of the household. The other members in their children following and the non-relatives Serial no. of person in the household A running serial number will be given in this of head of the household. The other members is their children following and the non-relatives <i>Frequency table not shot</i> <b>zero filler</b> [Type= discrete] [Format=character] [Missing [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They cannot be in <b>D: Relation to head</b>	will be listed in the at the end. column for each m will be listed in the at the end. <i>bwn (51 Modalities</i> =*] Cases 371608 <i>nterpreted as summar</i>	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percenta	e of the head and old starting with the e of the head and ge 100.0%	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0 Warning: these	S S S S S S S S S S S S S S S S S S S	head of the household. The other members in their children following and the non-relatives Serial no. of person in the household A running serial number will be given in this of head of the household. The other members their children following and the non-relatives <i>Frequency table not sho</i> <b>zero filler</b> [Type= discrete] [Format=character] [Missing [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They cannot be in <b>D: Relation to head</b> [Type= discrete] [Format=character] [Missing	will be listed in the at the end. column for each m will be listed in the at the end. <i>bwn (51 Modalities</i> =*] Cases 371608 <i>nterpreted as summar</i> =*]	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percentag	e of the head and old starting with the e of the head and ge 100.0% est.	
Literal ques Interviewer instructions #13 ZERO Information Statistics [I Value 0 Warning: these #14 RELN Information Statistics [I	S S S S S S S S S S S S S S S S S S S	head of the household. The other members in their children following and the non-relatives         Serial no. of person in the household         A running serial number will be given in this of head of the household. The other members in their children following and the non-relatives         Frequency table not shot         (Type= discrete] [Format=character] [Missing         [Valid=371608 /-] [Invalid=0 /-]         Kelation to head         [Type= discrete] [Format=character] [Missing         [Valid=371608 /-] [Invalid=0 /-]         The relationship of each of the members to the	will be listed in the at the end. column for each m will be listed in the at the end. <i>bwn (51 Modalities</i> =*] Cases 371608 <i>nterpreted as summar</i> =*]	e usual fashion with the spous ember of the sample househo e usual fashion with the spous s) Percentag	e of the head and old starting with the e of the head and ge 100.0% est.	
### #14 RELN\_TO\_HEAD: Relation to head

Relation to head (codes):
1 self
2 spouse of head
3 married child
4 spouse of married child
5 unmarried child
6 grand child
7 father /mother/father-in-law/mother-in-law
8 brother/sister/brother-in-law/sister-in-law/other relatives
9 servant/employee/other non relative

Value	Label	Cases	Percentage
0		42	0.0%
1	self	73039	19.7%
2	spouse of head	60431	16.3%
3	married child	16402	4.4%
4	spouse of married child	15733	4.2%
5	unmarried child	152831	41.1%
6	grand child	26707	7.2%
7	father /mother/father-in-law/mother-in-law	9198	2.5%
8	brother/sister/brother-in-law/sister-in-law/other relatives	16439	4.4%
9	servant/employee/other non relative	786	0.2%
Warning: these fig	ures indicate the number of cases found in the data file. They cannot be interpre	ted as summar	y statistics of the population of interest.

### #15 SEX: Sex

Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=371608 /-] [Invalid=0 /-]         Definition       the sex of each member is to be recorded         Literal question       sex         Interviewer's instructions       The sex of each member is to be recorded with code 1 for male and code 2 for female.         Value       Label       Cases       Percentage         1       male       194546       52.49					
Definition       the sex of each member is to be recorded         Literal question       sex         Interviewer's instructions       The sex of each member is to be recorded with code 1 for male and code 2 for female.         Value       Label       Cases       Percentage	Information		[Type= discrete] [Format=character] [Missing=*]		
Literal question     sex       Interviewer's instructions     The sex of each member is to be recorded with code 1 for male and code 2 for female.       Value     Label     Cases     Percentage	Statistics [NW/	w]	[Valid=371608 /-] [Invalid=0 /-]		
Interviewer's instructions     The sex of each member is to be recorded with code 1 for male and code 2 for female.       Value     Label       Cases     Percentage	Definition		the sex of each member is to be recorded		
instructions Value Label Cases Percentage	Literal question	1	sex		
			The sex of each member is to be recorded with code 1 for male and code 2 for female.		e and code 2 for female.
1 male 194546 52.49	Value	Label		Cases	Percentage
	1	male		194546	52.4%
2 female 177062 47.6%	2	female		177062	47.6%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #16 AGE: Age

Information	[Type= continuous] [Format=numeric] [Missing=*]
Statistics [NW/ W]	[Valid=371468 /-] [Invalid=140 /-] [Mean=25.298 /-] [StdDev=18.293 /-]
Definition	age of the member
Literal question	Age
Interviewer's instructions	The age of the members will be recorded in completed years in two digits. If any member has reported age greater than 99, the age will be recorded as 99 years for them.

### #17 LITERATE: Literate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=371608 /-] [Invalid=0 /-]
Definition	A person is considered a literate if he/she can read and write a simple sentence in any language with understanding

# #17 LITERATE: Literate

Literal question	n	Literate				
Interviewer's instructions		Literate (yes-1, no-2) : The literacy status of here. A person is considered a literate if he understanding. For children below 5 years them. For others it will be essential to prob person is not sufficient to accept the respo of school education. Mere questions like if consistent estimates of literacy, the concept	e/she can read and this question need or in detail wheneve nse as it is particula the person has atte	write a simple not be asked er it is felt that arly if the pers ended school	e sentence in any language and code 2 may be recorde the educational achieveme son has not completed prima is not considered enough. T	with ed for nt of the ary level To obtain
Value	Label		Cases		Percentage	
0			62	0.0%		
1	yes		222278			59.8%
2 Warning: these figu	NO	he number of cases found in the data file. They cannot b	149268 e interpreted as summa	ry statistics of th	40.2%	
		VEL: Education level				
Information	1011_22	[Type= discrete] [Format=character] [Missir	na=*1			
Statistics [NW/	14/1	[Valid=371608 /-] [Invalid=0 /-]	ig- ]			
Definition       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate an be noted that if a person has successfully passed the final year of a given level, then and only the considered to have attained that level of education. For example, the level attained by a person st IX will be middle but the level at which he/she is currently studying is secondary.				nd, (x) postgraduate and ab evel, then and only then will attained by a person studyir	ove. It may he/she be	
Universe		a block of variables on education related to			•	
Literal question	n	Education level				
Interviewer's instructions		Education level refers to the highest level s failed in his B. A. examination, then his lev various levels are as follows : 01 not literate 02 literate : without formal schooling 03 below primary 04 primary 05 middle 06 secondary 07 higher secondary 08 diploma/certificarte course 09 graduate 10 post graduate & above For most of the formal education courses, v not create any difficulties. However when a university stream coding has to be done w course is above higher secondary in stand	el will be treated or with which this sche a person has under ith some care. Whe	edule is conce taken a cours en such a cour	erned, coding in the above fa which is not in the formal rse is after higher secondary	ashion will schooling/ y and the
		In other cases the level of the course has the For school education upto class XI it is known for the purpose of identifying and recording considered. These are as below : Educational pattern in States/Union Territor SI. no. State/ut primary stage upper primary Degree college (1) (2) (3) (4) (5) (6) (7) 1. Andhra Pradesh I-V VI-VII VIII-X XI-XII 2. Arunachal Pradesh I-V VI-VII VIII-X XI-XII 3. Assam I-IV V-VII VIII-X XI-XII YES 4. Bihar I-V VI-VIII IX-X XI-XII YES	own that different pa g the levels, the pat ries y stage(middle) sec	atterns exist ir tern followed	n different stages. In this sur in the respective stages are	vey, to be

### #18 EDUCATION\_LEVEL: Education level

		5. Goa I-IV V-VII VIII-X XI-XII YES				
		6. Gujarat * I-IV V-VII VIII-X XI-XII				
		7. Haryana I-V VI-VIII IX-X XI-XII YES				
		8. Himachal Pradesh I-V VI-VIII IX-X XI-XII 9. Jummu & Kashmir I-V VI-VIII IX-X XI-XII				
		10. Karnataka I-IV V-VII VIII-X XI-XII YES				
		11. Kerala I-IV V-VII VIII-X XI-XII YES				
		12. Madhya Peadesh I-V VI-VIII IX-X XI-XII				
		13. Maharashtra I-IV V-VII VIII-X XI-XII YES 14. Manipur I-V VI-VIII IX-X XI-XII	S			
		15. Meghalaya I-IV V-VIII IX-X XI-XII YES				
		16. Mizoram I-IV V-VII VIII-X XI-XII YES				
		17. Nagaland I-IV V-VIII IX-X XI-XII YES				
		18. Orissa I-V VI-VIII IX-X XI-XII YES 19. Punjab I-V VI-VIII IX-X XI-XII YES				
		20. Rajasthan I-V VI-VIII IX-X XI-XII				
		21. Sikkim I-V VI-VIII IX-X XI-XII				
		22. Tamil Nadu I-V VI-VIII IX-X XI-XII				
		23. Tripura I-V VI-VIII IX-X XI-XII 24. Uttar Pradesh I-V VI-VIII IX-X XI-XII				
		25. West Bengal** I-V VI-VIII IX-X XI-XII YE	ES			
		26. A & N Islands I-V VI-VIII IX-X XI-XII				
		27. Chandigarh I-V VI-VIII IX-X XI-XII 28. D & N Haveli I-IV V-VII VIII-X XI-XII				
		29. Daman & Diu I-IV V-VII VIII-X XI-XII				
		30. Delhi I-V VI-VIII IX-X XI-XII				
		31. Lakshadweep I-IV V-VII VIII-X XI-XII				
		32. Pondicherry I-V VI-VIII IX-X XI-XII * (Composite primary stage consisting of c	lasses I-VII)			
		* (Composite primary stage consisting of c ** (More than 90% primary schools have cl				
Value	Label	* (Composite primary stage consisting of c			Percentage	
		* (Composite primary stage consisting of c ** (More than 90% primary schools have cl	asses I-IV)	0.0%	Percentage	
00 01	not literat	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl	asses I-IV) Cases 120 149194		Percentage	40.1%
00 01 02	not literat	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl	asses I-IV) Cases 120 149194 4518	0.0%		40.1%
00 01 02 03	not literat	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling	Cases           120           149194           4518           58793		15.8%	40.1%
00 01 02 03 04	not literat literate : v below prin primary	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling	asses I-IV) Cases 120 149194 4518	1.2%	15.8% 16.0%	40.1%
00 01 02 03	not literat literate : v below prin	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling	Cases           120           149194           4518           58793	1.2%	15.8%	40.1%
00 01 02 03 04	not literat literate : v below prin primary	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling mary	asses I-IV) Cases 120 149194 4518 58793 59626	1.2%	15.8% 16.0%	40.1%
00 01 02 03 04 05 06	not literat literate : v below prin primary middle	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling mary	ASSES I-IV) Cases 120 149194 4518 58793 59626 46623	1.2%	15.8% 16.0%	40.1%
00 01 02 03 04 05	not literat literate : v below prim primary middle secondar higher se	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling mary	Cases           120           149194           4518           58793           59626           46623           26394	1.2% 1 7.1%	15.8% 16.0%	40.1%
00 01 02 03 04 05 06 07	not literat literate : v below prim primary middle secondar higher se	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling mary	Cases           120           149194           4518           58793           59626           46623           26394           12506	1.2% 1.2% 7.1% 3.4%	15.8% 16.0%	40.1%
000 01 002 003 004 005 006 007 008	not literate literate : v below prin primary middle secondar higher se diploma/c graduate	* (Composite primary stage consisting of c ** (More than 90% primary schools have cl e vithout formal schooling mary	Cases           120           149194           4518           58793           59626           46623           26394           120           120           149194           4518           58793           59626           46623           12506           1145	1.2% 1 7.1% 3.4% 0.3%	15.8% 16.0%	40.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#19 STAT_CUR_AT	#19 STAT_CUR_ATTENDANCE: Status of current attendance				
Information	[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]	[Valid=371608 /-] [Invalid=0 /-]				
Definition	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.				
Literal question	Status of current attendance (code)				
Interviewer's instructions	The current attendance status refers to whether the person is currently attending any educational institution or not. Persons who are temporally not attending due to reasons like illness, vacation etc. will be treated as				

### #19 STAT\_CUR\_ATTENDANCE: Status of current attendance

		currently attending. So also will be persons we The codes are to be given to identify the broad currently attending any educational institution 2 will be given. Similarly code 3 is to be given generally apply for children attending kinder blocks. As the non-formal education is not pr education classes are not to be considered a attending courses other than those coming up considered as currently attending and code of The formal education include :	ad level of course, ns will be given co n for primary and garten/ nursery et oposed to be cov and code 1 may be inder the scope of	/ education currently attending de 1. For currently attending code 4 for attending post-price c. though they are not cover ered in this survey, persons e given to such persons. Si formal education as define	ing. Those who are not og preprimary level code rimary . Preprimary will ered in the subsequent attending non-formal imilarly for persons
		I School education commencing from class I	to X or XII as the	case may be.	
		II Higher secondary/Pre-university/University enrollment in private unrecognised institution education as in schools or colleges and whic external candidates.	ns having regular o	classes and following the sy	llabus and pattern of
		III Professional courses conducted by recogn	nised Universities	or Institutions deemed to be	e Universities.
		IV Technical/Vocational courses conducted b followed.	by Government bo	dies/Institutions where a re	gular course of study is
		V Correspondence courses conducted by re- certificate courses.	cognised universit	ies for awarding regular de	gree/diplomas or
		Specifically excluded will be :			
		Education in nursery/Kinder gartens/Preparat	tory levels excent	for their enrollment statues	
		Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses	institutions and w	hich sponsors students for	Govt. recognised
		Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time.	institutions and w	hich sponsors students for vate agencies/institutions, v	Govt. recognised vhether full time or part
Value	Label	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses	institutions and w	hich sponsors students for vate agencies/institutions, v plomas/certificates in variou	Govt. recognised whether full time or part is subjects.
<b>Value</b> 0	Label	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time.	institutions and w s organised by pri- te agencies for dip	hich sponsors students for vate agencies/institutions, v	Govt. recognised vhether full time or part is subjects.
		Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time.	institutions and w s organised by pri- te agencies for dip <b>Cases</b>	hich sponsors students for vate agencies/institutions, v plomas/certificates in variou <b>Percen</b>	Govt. recognised vhether full time or part is subjects.
0	not curre	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva	institutions and w s organised by privi- te agencies for dip Cases 194	hich sponsors students for vate agencies/institutions, v plomas/certificates in variou <b>Percen</b>	Govt. recognised whether full time or part is subjects. tage
	not curre attending	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva	institutions and w s organised by priv- te agencies for dip <b>Cases</b> 194 274900	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou <b>Percen</b> 0.1%	Govt. recognised whether full time or part is subjects. tage
0 1 2	not curre attending attending	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva	institutions and w s organised by priv- te agencies for dig Cases 194 274900 3609	hich sponsors students for vate agencies/institutions, v plomas/certificates in variou Percen 0.1% 1.0%	Govt. recognised whether full time or part is subjects. tage
0 1 2 3 4	not curre attending attending attending	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva ntly attending/enrolled /enrolled in pre primary /enrolled in primary	institutions and w s organised by priv- te agencies for dip <b>Cases</b> 194 274900 3609 40194 52711	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou 0.1% 1.0% 10.8% 14.2%	Govt. recognised whether full time or part is subjects. tage 74.0%
0 1 2 3 4 Warning: these f	not curre attending attending attending	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva ntly attending/enrolled /enrolled in pre primary /enrolled in primary /enrolled post primary	institutions and w s organised by priv- te agencies for dig <b>Cases</b> 194 274900 3609 40194 52711	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou 0.1% 1.0% 10.8% 14.2%	Govt. recognised whether full time or part is subjects. tage 74.0%
0 1 2 3 4 <i>Warning: these f</i> #20 <b>STAT_</b>	not curre attending attending attending	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva ntly attending/enrolled /enrolled in pre primary /enrolled in pre primary /enrolled post primary /enrolled post primary	institutions and w s organised by priv- te agencies for dip 274900 3609 40194 52711 nterpreted as summar ent	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou 0.1% 1.0% 10.8% 14.2%	Govt. recognised whether full time or part is subjects. tage 74.0%
0 1 2 3 4 Warning: these f	not curre attending attending attending figures indicate t	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva ntly attending/enrolled /enrolled in pre primary /enrolled in primary /enrolled post primary me number of cases found in the data file. They cannot be in OLMENT: Status of current enrolme	institutions and w s organised by priv- te agencies for dip 274900 3609 40194 52711 nterpreted as summar ent	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou 0.1% 1.0% 10.8% 14.2%	Govt. recognised whether full time or part is subjects. tage 74.0%
0 1 2 3 4 <i>Warning: these f</i> #20 <b>STAT_</b>	not curre attending attending attending figures indicate t	Typewriting/Shorthand classes conducted by examinations. Technical/Vocational or other general courses time. Correspondence courses conducted by priva ntly attending/enrolled /enrolled in pre primary /enrolled in pre primary /enrolled post primary he number of cases found in the data file. They cannot be in <b>OLMENT: Status of current enrolme</b> [Type= discrete] [Format=character] [Missing:	institutions and w s organised by priv- te agencies for dip <b>Cases</b> 194 274900 3609 40194 52711 nterpreted as summar ent =*]	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou Percen 0.1% 1.0% 10.8% 14.2% y statistics of the population of im rrently attending any educar is necessarily enrolled in the	Govt. recognised whether full time or part is subjects. tage 74.0% terest. tional institution or not. nat institution, it may so nal statistics are
0 1 2 3 4 <i>Warning: these f</i> #20 <b>STAT_</b> Information Statistics [N	not curre attending attending figures indicate t CUR_ENR	Typewriting/Shorthand classes conducted by examinations.         Technical/Vocational or other general courses time.         Correspondence courses conducted by privation.         Intly attending/enrolled         /enrolled in pre primary         /enrolled post primary         /enrolled post primary         Interpretent Status of current enrolmed         [Type= discrete] [Format=character] [Missing:         [Valid=371608 /-] [Invalid=0 /-]         The current attendance status refers to wheth         While every person who is attending an educ         happen that a person         who is enrolled is not currently attending the is         based on enrolment, the NSSO Survey, beca	institutions and w s organised by priv- te agencies for dip <b>Cases</b> 194 274900 3609 40194 52711 nterpreted as summar ent =*]	hich sponsors students for vate agencies/institutions, v blomas/certificates in variou Percen 0.1% 1.0% 10.8% 14.2% y statistics of the population of im rrently attending any educar is necessarily enrolled in the	Govt. recognised whether full time or part is subjects. tage 74.0% terest. tional institution or not. hat institution, it may so hal statistics are

# #20 STAT\_CUR\_ENROLMENT: Status of current enrolment

instructions	5	While every person who is attending ar happen that a person who is enrolled i enrolled but currently not attending, it i codes will be given as per the instruction	s not currently attending s to be ascertained if the	the institution. In order to identify person is currently enrolled. Enroll	ersons who are
Value	Label		Cases	Percentage	
0			96977	26.1%	
1	not curre	ently attending/enrolled	274255		73.8%
2	attending	g/enrolled in pre primary	83	0.0%	
3	attending	g/enrolled in primary	70	0.0%	
4	attending	g/enrolled post primary	223	0.1%	
Warning: these f	igures indicate t	the number of cases found in the data file. They can	not be interpreted as summar	statistics of the population of interest.	
#21 BLANK	K: Blank				
Information		[Type= discrete] [Format=character] [M	issing=*]		
Statistics [N	w/ w]	[Valid=0 /-] [Invalid=0 /-]			
#22 SAMPL	LE: Sampl	e			
Information		[Type= discrete] [Format=character] [M	issing=*]		
Statistics [N	w/ w]	[Valid=371608 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1	central		371608	-	100.0%
			0	0.0%	
2	state		U		
2 Warning: these fi	state Figures indicate t	the number of cases found in the data file. They can			
Warning: these f	ïgures indicate t	· · · · · · · · · · · · · · · · · · ·			
Warning: these fi #23 SECTC	ïgures indicate t	· · · · · · · · · · · · · · · · · · ·	not be interpreted as summar		
Warning: these fi #23 SECTC Information	iigures indicate t	r	not be interpreted as summar		
Warning: these fi #23 SECTC Information	iigures indicate t	r [Type= discrete] [Format=character] [M	not be interpreted as summar		
Warning: these fi #23 SECTC Information Statistics [N1	igures indicate t DR: Sector W/ W]	r [Type= discrete] [Format=character] [M	not be interpreted as summary issing=*]	/ statistics of the population of interest.	61.5%
Warning: these fi #23 SECTO Information Statistics [NI Value	igures indicate t DR: Sector W/W] Label	r [Type= discrete] [Format=character] [M	not be interpreted as summary issing=*] Cases	/ statistics of the population of interest.	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2	igures indicate t DR: Sector W/W] Label rural urban	r [Type= discrete] [Format=character] [M	issing=*] Cases 228684 142924	y statistics of the population of interest. Percentage 38.5%	61.5%
Warning: these fi #23 SECTO Information Statistics [N Value 1 2 Warning: these fi	igures indicate t DR: Sector W/W] Label rural urban igures indicate t	[Type= discrete] [Format=character] [M         [Valid=371608 /-] [Invalid=0 /-]         the number of cases found in the data file. They can	issing=*] Cases 228684 142924	y statistics of the population of interest. Percentage 38.5%	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2 Warning: these fi #24 STRAT	igures indicate t DR: Sector W/W] Label rural urban igures indicate t	[Type= discrete] [Format=character] [M         [Valid=371608 /-] [Invalid=0 /-]         the number of cases found in the data file. They can	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary	y statistics of the population of interest. Percentage 38.5%	61.5%
Warning: these fi #23 SECTC Information Statistics [NN Value 1 2 Warning: these fi #24 STRAT Information	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t UM: Strat	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary	y statistics of the population of interest. Percentage 38.5%	61.5%
Warning: these fi #23 SECTC Information Statistics [NN Value 1 2 Warning: these fi #24 STRAT Information	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t UM: Strat	Image: Type = discrete] [Format=character] [M         [Valid=371608 /-] [Invalid=0 /-]         Image: Type = discrete] [Format=character] [M         [Type = discrete] [Format=character] [M         [Valid=371608 /-] [Invalid=0 /-]	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary	y statistics of the population of interest. Percentage 38.5% y statistics of the population of interest.	61.5%
Warning: these fi #23 SECTC Information Statistics [NN Value 1 2 Warning: these fi #24 STRAT Information Statistics [NN	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t 'UM: Strat	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table re-	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*]	y statistics of the population of interest. Percentage 38.5% y statistics of the population of interest.	61.5%
Warning: these fi #23 SECTC Information Statistics [NN Value 1 2 Warning: these fi #24 STRAT Information Statistics [NN #25 DISTRI	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t 'UM: Strat	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table re-	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*]	y statistics of the population of interest. Percentage 38.5% y statistics of the population of interest.	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t TUM: Strat W/ W] ICT: Distric	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r ct	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*]	y statistics of the population of interest. Percentage 38.5% y statistics of the population of interest.	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2 Warning: these fi #24 STRAT Information Statistics [NI #25 DISTRI Information	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t TUM: Strat W/ W] ICT: Distric	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r ct [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-]	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*]	y statistics of the population of interest.  Percentage  38.5% y statistics of the population of interest.  ) )	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2 Warning: these fi #24 STRAT Information Statistics [NI #25 DISTRI Information Statistics [NI	igures indicate t DR: Sector W/ W] Label rural urban rigures indicate t TUM: Strat W/ W] ICT: Distriction W/ W]	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r ct [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-]	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*] not shown (97 Modalities issing=*]	y statistics of the population of interest.  Percentage  38.5% y statistics of the population of interest.  ) )	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2 Warning: these fi #24 STRAT Information Statistics [NI #25 DISTRI Information Statistics [NI	igures indicate t DR: Sector W/ W] Label rural urban rigures indicate t TUM: Strat W/ W] ICT: Distriction W/ W]	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r [Valid=371608 /-] [Invalid=0 /-] Frequency table r	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*] not shown (97 Modalities issing=*]	y statistics of the population of interest.  Percentage  38.5% y statistics of the population of interest.  ) )	61.5%
Warning: these fi #23 SECTC Information Statistics [NI Value 1 2 Warning: these fi #24 STRAT Information Statistics [NI #25 DISTRI Information Statistics [NI #26 SUB_S	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t 'UM: Strat W/ W] ICT: Distrin W/ W]	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r ct [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r Sub Sample	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*] not shown (97 Modalities issing=*]	y statistics of the population of interest.  Percentage  38.5% y statistics of the population of interest.  ) )	61.5%
Warning: these fi #23 SECTC Information Statistics [NN Value 1 2 Warning: these fi #24 STRAT Information Statistics [NN #25 DISTRI Information Statistics [NN #26 SUB_S Information	igures indicate t DR: Sector W/ W] Label rural urban igures indicate t 'UM: Strat W/ W] ICT: Distrin W/ W]	r [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] the number of cases found in the data file. They can tum [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r ct [Type= discrete] [Format=character] [M [Valid=371608 /-] [Invalid=0 /-] Frequency table r Frequency table r Sub Sample [Type= discrete] [Format=character] [M	not be interpreted as summary issing=*] Cases 228684 142924 not be interpreted as summary issing=*] not shown (97 Modalities issing=*]	y statistics of the population of interest.  Percentage  38.5% y statistics of the population of interest.  ) )	61.5%

Value	Label		Cases	Percentage
2			186301	50.1%
-	-	he number of cases found in the data file. They cannot l	be interpreted as summary statistics	of the population of interest.
<sup>#27</sup> UPDAT	E_CODE:	Update code		
nformation		[Type= discrete] [Format=character] [Missi	ng=*]	
Statistics [NV	w/ w]	[Valid=0 /-] [Invalid=0 /-]		
<sup>#28</sup> MULTIF	PLIER_SU	B_RND: Multiplier ( Subround 1/2	)	
nformation		[Type= discrete] [Format=numeric] [Missin	g=*]	
Statistics [NV	w/ w]	[Valid=371608 /-] [Invalid=0 /-]		
<sup>#29</sup> MULTIF	PLIER_CO	MB: Multiplier ( Combined )		
nformation		[Type= discrete] [Format=numeric] [Missin	g=*]	
Statistics [NV	w/ w]	[Valid=371608 /-] [Invalid=0 /-]		
<sup>#30</sup> hhid: H	lousehold	identification number		
nformation		[Type= discrete] [Format=character] [Missi	ng=*]	
Statistics [NV	w/ w]	[Valid=371608 /-] [Invalid=0 /-]		
<sup>#31</sup> pid: Pe	rson uniq	ue identification number		
nformation		[Type= discrete] [Format=character] [Missi	ng=*]	
Statistics [NV	w/ w]	[Valid=371608 /-] [Invalid=0 /-]		
Definition		pid consists of 26 characters obtained by j identification of a person.	oining hhid number & person	serial number & it is meant for unique
File BL	OCK 4	Education particulars		
<sup>#1</sup> SL_NO				
nformation		[Type= discrete] [Format=character] [Missi	ng=*]	
Statistics [NV	w/ w]	[Valid=0 /-] [Invalid=0 /-]		
Definition		This is the serial number of the observatio	n	
	_SCH: Ro	und Schedule		
nformation		[Type= discrete] [Format=character] [Missi	ng=*]	
Statistics [NV	w/ w]	[Valid=92311 /-] [Invalid=0 /-]		
Value	Label		Cases	Percentage

### #3 STATE: State

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	this is a code which specifies to which state the person belongs
	S.No. States Codes
	1. Andhra Pradesh 02
	2. Assam 04 3. Bihar 05

### #3 STATE: State

4. Gujarat 07
5. Haryana 08
6. Himachal Pradesh 09
7. Jammu & Kashmir 10
8. Karnataka 11
9. Kerala 12
10. Madhya Pradesh 13
11. Maharashtra 14
12. Manipur 15
13. Meghalaya 16
14. Nagaland 18
15. Orissa 19
16. Punjab 20
17. Rajasthan 21
18. Sikkim 22
19. Tamil Nadu 23
20. Tripura 24
21. Uttar Pradesh 25
22. West Bengal 26
23. A & N Islands 27
24. Arunachal Pradesh 03
25. Chandigarh 28
26. Dadra & Nagar Haveli 29
27. Delhi 31
28. Goa 06
29. Lakshdweep 32
30. Mizoram 17
31. Pondicherry 33
32. Daman & Diu 30
33. Chattigarh
34. Jharkhand
35. Uttaranchal
Frequency table not shown (32 Modalities)

### #4 REGION: Region

	-							
Information		[Type= discrete] [Format=character] [Missing=*]						
Statistics [NV	v/ w]	[Valid=92311 /-] [Invalid=0 /-]						
Value	Label		Cases		I	Percent	tage	
1			35536					38.5%
2			23711				25.7%	
3			15810			17.1%		
4			12111		13.1	%		
5			3568		3.9%			
6			783		0.8%			
7			792		0.9%			
Warning: these fig	gures indicate th	e number of cases found in the data fi	e. They cannot be interpreted as summ	nary	statistics of the populat	tion of int	erest.	

# #5 SUB\_ROUND: Sub Round

—	
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	The survey period is divided into four sub-rounds of three months' duration each as follows:
	sub-round 1 : July - September 1995 sub-round 2 : October - December 1995 sub-round 3 : January - March 1996 sub-round 4 : April - June 1996

### #5 SUB\_ROUND: Sub Round

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.           96 FLOT_NO: Flot No.           Information         [Type= discrete] [Format=character] [Missing="]           Statistics [NW/ W]         [Valid=92311 /:] [Invalid=0 /:]           97 VILL_SL_NO: VIllage / BI. Srl. No.         Information           If Type= discrete] [Format=character] [Missing="]         Interpreted as summary statistics of the population of interest.           98 BG_SB_NO: Hg. / Sb / Sample VIII / BI. No.         Information         [Type= discrete] [Format=character] [Missing="]           94 BG_SB_NO: Hg. / Sb / Sample VIII / BI. No.         Information         [Type= discrete] [Format=character] [Missing="]           94 Maring: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         100.0%           95 ECOND_STG_STRM: Second statge stratum         Information         [Type= discrete] [Format=character] [Missing="]           Value         Label         Cases         Percentage           1         [Valid=92311 /:] [Invalid=0 /:]         Interst.           Value         Label         Cases         Percentage           1         [Yupe= discrete] [Format=character] [Missing="]         Its 2%         81.8%           2         18.2%         18.2% <th>#5 SUB_ROL</th> <th>JND: Sub</th> <th>Round</th> <th></th> <th></th> <th></th>	#5 SUB_ROL	JND: Sub	Round			
2         October         December 1995         22688         24.6%           3         January - March 1996         23386         25.3%           4         April -June 1996         23380         25.3%           Kennig: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         25.3%           KFLOT_NO: Flot Noteria         [Type= discrete] [Format=character] [Missing=']         55.3%           Statistics [NW/W]         [Valid=92311 //] [Invalid=0 //]         75.7%           YULL_SL_NO: VIII_30 / BL SrL No.         Ifformation         [Type= discrete] [Format=character] [Missing=']           Statistics [NW/W]         [Valid=92311 //] [Invalid=0 //]         2331         100.0%           Yalue         Label         Cases         Percentage         2331         100.0%           Marcing these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         79.8%         79.	Value	Label		Cases	Percentage	
3       January - March 1996       23360       25.3%         4       April - June 1996       23369       25.3%         6       FLOT_NO: Flot No-       The production of interest.       23369       25.3%         %       FLOT_NO: Flot No-       The production of interest.       23369       25.3%         %       FLOT_NO: Flot No-       The production of interest.       23369       25.3%         %       FLOT_NO: Flot No-       The production of interest.       23369       25.3%         %       FLOT_NO: Flot No-       The production of interest.       23369       25.3%         %       Gase Proceedings.       100.0%       100.0%       100.0%         %       Market No.       The production of interest.       100.0%       100.0%         %       Market No.       The production of interest.       100.0%       100.0%         %       SECOND_STG_STRM: Second statge stratum       100.0%       100.0%       100.0%         %       SECOND_STG_STRM: Second statge stratum       100.0%       100.0%       100.0%         %       Second Statge stratum       110.0%       100.0%       100.0%         %       Second Statge stratum       110.0%       100.0%       100.0%	1	July - Sep	tember 1995	22868		24.8%
4         April June 1990         23369         25.3%           9 FLOT_NO: Flot No.         Flot No.         Flot No.         Flot No.           16º FLOT_NO: Flot No.         [Valid=92311 /2] [Invalid=0 /2]         Flot No.         Flot No.           16º FLOT_NO: Flot No.         [Type= discrete] [Format=character] [Missing=*]         Flot No.         Flot Plot No.           16º FLOT_NO: Flot No.         [Type= discrete] [Format=character] [Missing=*]         Flot Plot No.         Flot Plot No.           16º FLOT_NO: Flot No.         [Type= discrete] [Format=character] [Missing=*]         Flot Plot No.         Flot Plot No.           16º FLOT_NO: Flot No.         [Type= discrete] [Format=character] [Missing=*]         Flot Plot No.         Flot Plot Plot Plot Plot Plot Plot Plot P	2	October -	December 1995	22688		24.6%
Wankay: these figures indicate the number of cases found in the data file. They cannot be integreted as summary statistics of the population of interest.         We FUC_NO: Flot No:         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /;] [Invalid=0 /:]         Yi NLL_SL_NO: Village / BI. Srl. No.         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /;] [Invalid=0 /:]         Yi NLL_SL_NO: Statistics [NW/W]       [Valid=92311 /;] [Invalid=0 /:]         Yi Made SL_SCAND       gaster indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         Yi Mu Label       Cases       Percentage         Yi Mathew figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         Yi SECOND_STG_STRM: Second statge stratum       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /; [Invalid=0 /:]       81.8%         Yeine discrete in the outber of cases found in the data file. They cannot be integreted as summary statistics of the population of interest.         Yeine Mathew indicate the number of cases found in the data file. They cannot be integreted as summary statistics of the population of interest.         Yeine Sittistics [NW/W]       [Yape= discrete] [Format=character] [	3	January -	March 1996	23386		25.3%
#6 FLOT_NO: Flot No.         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]         #7 VILL_SL_NO: Village / Bl. Srl. No.       If ype= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]         #8 HG_SB_NO: Hg. / Sb / Sample Vill / Bl. No.       If ype= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]         Value       Label       Cases         000       92311       100.0%         #stratistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]       100.0%         Value       Label       Cases       Percentage         000       92311       100.0%       100.0%         #stratistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]       100.0%       100.0%         #stratistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]       100.0%       100.0%       100.0%         Yalue       Label       Cases       Percentage       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       100.0%       10	4					25.3%
Information         [Type= discrete] [Format=character] [Missing="]           Statistics [NW/W]         [Valid=92311 /:] [Invalid=0 /:]           *7 VILL_SL_NO: Village / BI. Srl. No.           Information         [Type= discrete] [Format=character] [Missing="]           *8 HG_SB_NO: Hg. / Sb / Sample VIII / BI. No.           Information         [Type= discrete] [Format=character] [Missing="]           *8 HG_SB_NO: Hg. / Sb / Sample VIII / BI. No.           Information         [Type= discrete] [Format=character] [Missing="]           Statistics [NW/W]         [Valid=92311 /:] [Invalid=0 /:]           *8 HG_SB_NO: Hg. / Sb / Sample VIII / BI. No.				lot be interpreted as summar	y statistics of the population of interest.	
Statistics [NW/ W]       [Valid=92311/.] [Invalid=0/.]         \$7 VILL_SL_NO: VIIlage / Bl. Srl. No.         information       [Type= discrete] [Format=character] [Missing="]         \$8 HG_SB_NO: Hg. / Sb / Sample Vill / Bl. No.         information       [Type= discrete] [Format=character] [Missing="]         \$8 HG_SB_NO: Hg. / Sb / Sample Vill / Bl. No.         information       [Type= discrete] [Format=character] [Missing="]         \$8 HG_SB_NO: Hg. / Sb / Sample Vill / Bl. No.         information       [Type= discrete] [Format=character] [Missing="]         \$8 tatistics [NW/ W]       [Valid=92311 /.] [Invalid=0 /.]         Value       Label       Cases       Percentage         000       92311       100.0%         warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         *9 SECOND_STG_STRM: Second statge stratum       [Type= discrete] [Format=character] [Missing="]         Value       Label       Cases       Percentage         1       75476       18.2%       81.8%         Value       Label       Cases       Percentage         1       154.3%       18.2%       33.6%         2       154.3%       18.2%       33.6%         2       10 Alid=0.7]				i*1		
#7 VILL_SL_NO: VIIIage / BI. Srt. No.         information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]         #8 HG_SB_NO: Hg. / Sb / Sample VIII / BI. No.       If ype= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /:] [Invalid=0 /:]         Value       Label       Cases       Percentage         000       92311       100.09         Wains: these figures indicate the number of cases found in the data file. They cannot be integrated as summary statistics of the population of interest.         #9 SECOND_STG_STRM: Second statge stratum         nformation       [Type= discrete] [Format=character] [Missing="]         Value       Label       Cases       Percentage         12       75476       18.2%       81.8%         12       18.2%       18.2%       81.8%         2       19.2%       19.2%       100.09         Value       Label       Cases       Percentage         14       [Type= discrete] [Format=character] [Missing="]       81.8%         12       [Yalid=92311 /:] [Invalid=0 /:]       81.8%         2       18.2%       30.6619       33.2%         30863       30.6619       33.2%       30.6619       3				ssing="]		
Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         **8 HG_SB_NO: Hg, / Sb / Sample Vill / Bl. No.         information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         000       92311       100.0%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #9 SECOND_STG_STRM: Second statge stratum       100.0%         mformation       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         1       75476       81.8%         2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #1       75476       81.8%         2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #1       Cases						
Statistics [NW/ W] [Valid=92311 /-] [Invalid=0 /-] <sup>17</sup> / <sub>1</sub> <sup>17</sup> / <sub>1</sub> <sup></sup>	<sup>#</sup> ′ VILL_SL_	NO: Villa	-			
RHG_SB_NO: Hg. / Sb / Sample VIII / BI. No.   Information   [Type= discrete] [Format=character] [Missing="]   Value Label   Cases   Percentage   000   9 SECOND_STG_STRM: Second statge stratum   Information   [Type= discrete] [Format=character] [Missing="]   Value   Label   Value   Label   Value   Value   Label   Cases   Percentage   100.09   Value   Value   Label   Cases   Percentage   1   1   Yalue   Label   Cases   Percentage   1   1   Yalue   Label   Cases   Percentage   1   1   Yalue   Label   Cases   Percentage   1   2   Yalue   Label   Cases   Percentage   1   1   Yalue   Label   Cases   Percentage   10   Yalue   Label   Cases   Percentage   10   Yalue   Label   Cases   Percentage   10   Yalue   Label   Cases   Percentage   101   Ya	nformation		[Type= discrete] [Format=character] [Mi	ssing=*]		
Information         [Type= discrete] [Format=character] [Missing="]           Statistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]         Cases         Percentage           000         92311         100.09           Walue         Label         Cases         Percentage           000         92311         100.09           Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.           #9 SECOND_STG_STRM: Second statge stratum         [Type= discrete] [Format=character] [Missing="]           Value         Label         Cases         Percentage           1         [Type= discrete] [Format=character] [Missing="]         18.2%           Value         Label         Type= discrete] [Format=character] [Missing="]         18.2%           Value         Label         Type= discrete] [Format=character] [Missing="]         18.2%           Value         Label         Type= discrete] [Format=character] [Missing="]         18.2%           Value         Label         Cases         Percentage           10         [Yupe= discrete] [Format=character] [Missing="]         18.2%           Value         Label         Cases         Percentage           10         Utpl== discrete] [Format=character] [Missing="]	Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]			
Statistics [NW/ W]         [Valid=92311 /.] [Invalid=0 /.]           Value         Label         Cases         Percentage           000         92311         100.0%           #aming: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         100.0%           #9 SECOND_STG_STRM: Second statge stratum         [Type= discrete] [Format=character] [Missing="]         100.0%           Statistics [NW/ W]         [Valid=92311 /.] [Invalid=0 /.]         Cases         Percentage           1	<sup>#8</sup> HG_SB_N	IO: Hg. /	Sb / Sample Vill / Bl. No.			
Value         Label         Cases         Percentage           000         92311         100.0%           Marning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         9311         100.0%           #9 SECOND_STG_STRM: Second statge stratum         [Type= discrete] [Format=character] [Missing=*]         Item to the population of interest.           #9 SECOND_Strg_stratistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]         75476         81.8%           2         16835         18.2%         81.8%           2         16835         18.2%         81.8%           2         16835         18.2%         81.8%           2         16835         18.2%         81.8%           2         16835         18.2%         81.8%           4Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         81.8%           4Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         81.8%           910 H_NO:         [Type= discrete] [Format=character] [Missing=*]         104.32%         30.819         30.819         30.82%         30.819         30.22%         30.2%	Information		[Type= discrete] [Format=character] [Mi	ssing=*]		
000         9231         100.0°           Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         100.0°           *9 SECOND_STG_STRM: Second statge stratum         [Type= discrete] [Format=character] [Missing=*]         100.0°           statistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]         [Valid=92311 /-] [Invalid=0 /-]         81.8%           2         75476         81.8%         81.8%           2         16835         18.2%           Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         81.8%           10 HH_NO: HOUSENOT number         [Type= discrete] [Format=character] [Missing=*]         81.8%           10 He_NO: HouseNot number         [Type= discrete] [Format=character] [Missing=*]         90.83           10 He_NO: Label         [Valid=92311 /-] [Invalid=0 /-]         90.83           Value         Label         Cases         Percentage           01 0	Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]			
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #9 SECOND_STG_STM: Second statge stratum         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/V]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         1       75476       81.8%         2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #10 HH_NO: HOUSENDUT       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/V]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01       [Type= discrete] [Format=character] [Missing=*]       30.8%       30.2%       30.2%       30.2% <td>Value</td> <td>Label</td> <td></td> <td>Cases</td> <td>Percentage</td> <td></td>	Value	Label		Cases	Percentage	
#9 SECOND_STG_STRM: Second statge stratum         Import the strate of the	000			92311		100.0%
Information         [Type= discrete] [Format=character] [Missing=*]           Statistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]           Value         Label         Cases         Percentage           1         75476         81.8%           2         16835         18.2%           Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.           #10 HH_NO: Household number         [Type= discrete] [Format=character] [Missing=*]           Information         [Type= discrete] [Format=character] [Missing=*]           Statistics [NW/ V]         [Valid=92311 /-] [Invalid=0 /-]           Value         Label         Cases         Percentage           01         Valid=92311 /-] [Invalid=0 /-]         30983         33.6%           02         30083         33.6%         33.2%           03         2         30025         32.7%           04         2         30225         32.7%           04         2         0.2%         30.2%           05         0.1%         30.2%         30.2%           05         0.1%         30.2%         30.2%           06         0.2%         0.1%         0.1%	Warning: these figu	res indicate the	e number of cases found in the data file. They can	not be interpreted as summar	y statistics of the population of interest.	
Statistics [NW/ W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         1       75476       81.8%         2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #10 HH_NO: Household number       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01       [Valid=92311 /-] [Invalid=0 /-]       30983       33.6%         Value       Label       Cases       Percentage         01       30983       33.2%       33.2%         03       30225       32.7%         04       225       0.2%       32.7%         04       225       0.2%       32.7%         04       225       0.2%       30.6%         05       154       0.2%       30.6%         06       105       0.1%       32.7%         04       105       0.1%       32.7%         05       0.1%       30.1%       30.1%         06       105       <	<sup>#9</sup> SECOND	_STG_ST	RM: Second statge stratum			
Value     Label     Cases     Percentage       1     75476     81.8%       2     16835     18.2%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.     81.8%       #10 HH_NO: Household number     [Type= discrete] [Format=character] [Missing=*]     Image: Statistics (NW/W]     [Valid=92311 /-] [Invalid=0 /-]       Value     Label     Cases     Percentage       01     30983     33.6%       02     30619     33.2%       03     30225     0.2%       04     225     0.2%       05     154     0.2%       06     105     0.1%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.	Information		[Type= discrete] [Format=character] [Mi	ssing=*]		
1       75476       81.8%         2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       81.8%         #10       HL_NO: Household number       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=92311 /-] [Invalid=0 /-]       Value       Label       Cases       Percentage         01	Statistics [NW/	wj	[Valid=92311 /-] [Invalid=0 /-]			
2       16835       18.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #10 HH_NO: Household number         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01       Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01       Statistics [NW/W]       Statistics [NW/W]       Statistics [NW/W]       Statistics (NU + Statistics of the population of interest.         01       Statistics [NW/W]       Cases       Percentage         01       Statistics (NU + Statistics of the population of interest.         02       Statistics (Statistics (Statistics of the population of interest.         03       Statistics (Interpreted as summary statistics of the population of interest.         04       Statistics (Interpreted colspan="2")         05       Statistics of the populatio	Value	Label		Cases	Percentage	
Warring: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #10 HH_NO: Household number         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01	1			75476		81.8%
#10 HH_NO: Household number         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01       30983       33.6%         02       30619       33.2%         03       225       0.2%         04       225       0.2%         05       154       0.2%         06       105       0.1%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #11 LVL_NO: Level No.       [Type= discrete] [Format=character] [Missing=*]	2			16835	18.2%	
Importation       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/W]       [Valid=92311 /-] [Invalid=0 /-]         Value       Label       Cases       Percentage         01	Varning: these figu	res indicate the	e number of cases found in the data file. They can	not be interpreted as summar	y statistics of the population of interest.	
Cases         Percentage           Value         Label         Cases         Percentage           01         30983         33.6%           02         30619         33.2%           03         30225         32.7%           04         225         0.2%           05         154         0.2%           06         105         0.1%           Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.           #11 LVL_NO: Level No.         [Type= discrete] [Format=character] [Missing=*]	<sup>#10</sup> <b>HH_NO</b> :	Househo	ld number			
Value         Label         Cases         Percentage           01         30983         30983         33.6%           02         30619         30225         30225         32.7%           03         30225         0.2%         32.7%           04         225         0.2%         32.7%           05         154         0.2%         0.2%           06         105         0.1%         105         0.1%	nformation		[Type= discrete] [Format=character] [Mi	ssing=*]		
01       30983       33.6%         02       30619       33.2%         03       30225       32.7%         04       225       0.2%         05       154       0.2%         06       105       0.1%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #11 LVL_NO: Level No.         If ype= discrete] [Format=character] [Missing=*]	Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]			
02       30619       33.2%         03       30225       30225         04       225       0.2%         05       154       0.2%         06       105       0.1%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #11 LVL_NO: Level No.         Ifype= discrete] [Format=character] [Missing=*]	Value	Label		Cases	Percentage	
03     30225     30225     32.7%       04     225     0.2%       05     154     0.2%       06     105     0.1%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #11 LVL_NO: Level No.       Ifype= discrete] [Format=character] [Missing=*]	01			30983		33.6%
04     225     0.2%       05     154     0.2%       06     105     0.1%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #11 LVL_NO: Level No.       IType= discrete] [Format=character] [Missing=*]	02			30619		33.2%
05     154     0.2%       06     105     0.1%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #11 LVL_NO: Level No.       Ifype= discrete] [Format=character] [Missing=*]				30225		32.7%
06     105     0.1%       Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #11 LVL_NO: Level No.       Information   [Type= discrete] [Format=character] [Missing=*]				225		
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #11 LVL_NO: Level No.         Information       [Type= discrete] [Format=character] [Missing=*]						
#11 LVL_NO: Level No.  Information [Type= discrete] [Format=character] [Missing=*]		res indicato th	a number of cases found in the data file. They are			
nformation [Type= discrete] [Format=character] [Missing=*]				ior be interpreted as summar	y stausues of the population of interest.	
				ssina=*1		
		14/1	[Type= discrete] [Format=character] [Mi	5511 <b>9</b> ]		

		Lucation particular				
#11 LVL_NO	): Level No	<b>D.</b>				
Value	Label	Cases Percentage				
03			92311		100.0	
Warning: these fig	ures indicate the	e number of cases found in the data file. They	cannot be interpreted as summary	statistics of the population of inte	rest.	
#12 SL_NO_	PERSON	: SI. no. of person				
Information		[Type= discrete] [Format=character	] [Missing=*]			
Statistics [NW	// W]	[Valid=92311 /-] [Invalid=0 /-]				
		Frequency tab	ole not shown (40 Modalities,	)		
#13 ZERO_F	FILLER: Ze	ero filler				
Information		[Type= discrete] [Format=character	] [Missing=*]			
Statistics [NW	// W]	[Valid=92311 /-] [Invalid=0 /-]				
Value	Label	I	Cases	Percenta	age	
0			92311		100.0	
Warning: these fig	ures indicate the	e number of cases found in the data file. They	cannot be interpreted as summary	statistics of the population of inte	rest.	
#14 AGE: Ag	ge					
Information		[Type= discrete] [Format=numeric]	[Range= 5-24] [Missing=*]			
Statistics [NW	// W]	[Valid=92311 /-] [Invalid=0 /-] [Mear	=11.906 /-] [StdDev=3.981 /	-]		
Literal question	on	Age ( years )				
Interviewer's		The age of the person as recorded	in block 3 is to be copied he	re.		
instructions						
Value	Label		Cases	Percenta	age	
5			2332	2.5%		
6			5069	5.5%		
7			6101	6.0	5%	
8			7966		8.6%	
9			6213	6.	7%	
10			9364		10.1%	
11			6713		7.3%	
12			10264		7.3%	
12 13			10264 7483		7.3% 11.1% 8.1%	
12 13 14			10264 7483 7481		7.3% 11.19 8.1% 8.1%	
12 13 14 15			10264 7483 7481 6174	6.	7.3% 11.1% 8.1%	
12 13 14 15 16			10264 7483 7481 6174 5070	6. 5.5%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16 17			10264 7483 7481 6174 5070 3043	6. 5.5% 3.3%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16			10264 7483 7481 6174 5070	6. 5.5% 3.3% 3.8%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16 17 18			10264 7483 7481 6174 5070 3043 3545	6. 5.5% 3.3%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16 17 18 19			10264 7483 7481 6174 5070 3043 3545 1610	6. 5.5% 3.3% 3.8% 1.7%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16 17 18 19 20			10264 7483 7481 6174 5070 3043 3545 1610 1738	6. 5.5% 3.3% 3.8% 1.7% 1.9%	7.3% 11.19 8.1% 8.1%	
12 13 14 15 16 17 18 19 20 21			10264         7483         7481         6174         5070         3043         3545         1610         1738         803	6. 5.5% 3.3% 3.8% 1.7% 1.9% 0.9%	7.3% 11.19 8.1% 8.1%	

#15 AGE_AT_SCHOOL_ENTRY: Age at entry at school					
Information [Type= discrete] [Format=numeric] [Missing=*]					
Statistics [NW/ W]         [Valid=91728 /-] [Invalid=583 /-] [Mean=5.54 /-] [StdDev=1.004 /-]					
Definition	age at entry at school				
Literal question	Age at entry at school				
Interviewer's instructions	Age at entry at school is the age in completed years, at which the person started attending the primary level class. Generally this will be the age at which the child is admitted to class I. In many states there is a minimum age prescribed for admission to class I. However the age is to be recorded as ascertained from the informant.				

Value	Label	Cases	Per	centage
0		8	0.0%	
1		100	0.1%	
2		47	0.1%	
3		1299	1.4%	
4		5379	5.9%	
5		42547		46.4%
6		31801		34.7%
7		7112	7.8%	
8		2401	2.6%	
9		601	0.7%	
10		293	0.3%	
11		53	0.1%	
12		52	0.1%	
13		16	0.0%	
14		6	0.0%	
15		9	0.0%	
16		2	0.0%	
19		1	0.0%	
21		1	0.0%	
Sysmiss		583		

ate the number of cases found in the data file. They cannot be interpreted as summary statistics of the popu

### #16 TYPE\_CUR\_EDUCATION: Type of current education

Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]					
Definition       Education is broadly divided into two categories:         (i) general education and (ii) technical and vocational education.         General education, in this survey, includes general school education from the primary to the higher s level, normal         university education for a degree including professional education like Engineering, Medicine, Agricu Other technical         and vocational courses like those offered by ITIs, polytechnics, etc., are included under technical and education.					
Literal question		Type of current education			
Interviewer's         Type of current education refers to whether the education followed is a general course or a technical course of a course					
Value	Label		Cases	Percentage	
1	general		91920	99.6%	

### #16 TYPE\_CUR\_EDUCATION: Type of current education

	Label		Cases		Percentage
2	technical		391	0.4%	
	-	e number of cases found in the data file. They cannot i	be interpreted as summar	y statistics of the	population of interest.
#17 COUR	SE: For ger	neral education : course			
Information		[Type= discrete] [Format=character] [Missi	ing=*]		
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]			
Definition		The course indicates the broad subject for	which the person is	currently enrol	lled
Pre-question	ı	type of current education			
Literal quest	tion	For general education : course			
Post-questic	on	level of course			
nterviewer's nstructions		The course indicates the broad subject for General course -1 Arts/humanities -2 Science -3 Commerce -4 Medicine -5 Engineering -6 Agriculture -7 Other -9 For school education upto class X for whic class X the courses can be coded accord	h generally no speci	alisation is ava	ailable code 1 will be given. After
Value	Label		Cases		Percentage
Value 0	Label		<b>Cases</b> 184	0.2%	Percentage
0	Label general co	urse		0.2%	Percentage 91.5 <sup>4</sup>
0 1			184	0.2% 4.0%	
0 1 2	general co		184 84484		
0 1 2	general co arts/huma	nities	184 84484 3675	4.0%	
0 1 2 3 4	general co arts/huma science	nities	184 84484 3675 1781	4.0% 1.9%	
0 1 2 3 4 5	general co arts/huma science commerce	nities	184 84484 3675 1781 1079	4.0% 1.9% 1.2%	
0 1 2 3 4 5 6	general co arts/huma science commerce medicine	nities 9	184 84484 3675 1781 1079 104	4.0% 1.9% 1.2% 0.1%	
0 1 2 3 4 5 6 7	general co arts/huma science commerce medicine engineerir	nities 9	184 84484 3675 1781 1079 104 229	4.0% 1.9% 1.2% 0.1% 0.2%	
0 1 2 3 4 5 6 7	general co arts/huma science commerce medicine engineerir	nities 9	184 84484 3675 1781 1079 104 229 22	4.0% 1.9% 1.2% 0.1% 0.2% 0.0%	
0 1 2 3 4 5 6 7 8 9	general co arts/huma science commerce medicine engineerir agriculture others	nities 9	184 84484 3675 1781 1079 104 229 22 22 1 1 752	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8%	91.5
0 1 2 3 4 5 6 7 7 8 9 9 <i>Varning: these f</i>	general co arts/huma science commerce medicine engineerir agriculture others	nities 9 9	184 84484 3675 1781 1079 104 229 22 22 1 1 752	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8%	91.5
0 1 2 3 4 5 6 7 8 9 <i>Varning: these f</i> #18 <b>LVL_E</b>	general co arts/huma science commerce medicine engineerir agriculture others	nities 9 19 2 9 number of cases found in the data file. They cannot i	184 84484 3675 1781 1079 104 229 22 1 22 1 752 be interpreted as summar	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8%	91.5
0 1 2 3 4 5 5 6 7 8 9 <i>Varning: these f</i> #18 <b>LVL_E</b> <b>nformation</b>	general co arts/huma science commerce medicine engineerir agriculture others figures indicate the <b>DUCATION</b>	nities  Ig  e number of cases found in the data file. They cannot i  For general education : Level	184 84484 3675 1781 1079 104 229 22 1 22 1 752 be interpreted as summar	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8%	91.5
0 1 2 3 4 5 6 7 8 9 Warning: these f	general co arts/huma science commerce medicine engineerir agriculture others figures indicate the <b>DUCATION</b>	nities 19 e number of cases found in the data file. They cannot i For general education : Level [Type= discrete] [Format=character] [Missi	184         84484         3675         1781         1079         104         229         22         1         752         be interpreted as summar         ing=*]         nal attainment.         thout formal schoolir         passed the final year         education. For example	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8% y statistics of the p) graduate, and ar of a given level at	population of interest. rimary, (iv) primary, (v) middle, (vi d, (x) postgraduate and above. It r vel, then and only then will he/she ttained by a person studying in Cl
0 1 2 3 4 5 6 7 8 9 Warning: these f #18 LVL_E Information Statistics [N	general co arts/huma science commerce medicine engineerir agriculture others figures indicate the <b>DUCATION</b>	nities 9 9 9 9 9 9 9 9 9 9 9 9 9	184         84484         3675         1781         1079         104         229         22         1         752         be interpreted as summar         ing=*]         nal attainment.         thout formal schoolir         passed the final year         education. For example	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8% y statistics of the p) graduate, and ar of a given level at	population of interest. rimary, (iv) primary, (v) middle, (vi d, (x) postgraduate and above. It r vel, then and only then will he/she ttained by a person studying in Cl
0 1 2 3 4 5 6 7 8 9 <i>Warning: these f</i> #18 LVL_E nformation Statistics [N] Definition	general co arts/huma science commerce medicine engineerir agriculture others figures indicate the DUCATION	nities any any any any any any any any	184         84484         3675         1781         1079         104         229         22         1         752         be interpreted as summar         ing=*]         nal attainment.         thout formal schoolir         passed the final year         education. For example	4.0% 1.9% 1.2% 0.1% 0.2% 0.0% 0.0% 0.8% y statistics of the p) graduate, and ar of a given level at	population of interest. rimary, (iv) primary, (v) middle, (vi d, (x) postgraduate and above. It r vel, then and only then will he/she ttained by a person studying in Cl

### #18 LVL\_EDUCATION: For general education : Level

Interviewer's instructions	The level of the course for which the person is currently enrolled will be coded as per the codes for level of education as given in block 3. These are again given for easy reference.
	not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09 post graduate and above -10 The codes 1, 2 and 3 will not be applicable for this item as the coverage for this block will be only primary and post primary education.

Value	Label	Cases	Percentage		
00		185	0.2%		
01	not literate	0	0.0%		
02	literate : without formal schooling	0	0.0%		
03	below primary	1	0.0%		
04	primary	39912		43.2%	
05	middle	26989	29.	2%	
06	secondary	15018	16.3%		
07	higher secondary	5943	6.4%		
08	diploma/certificarte course	608	0.7%		
09	graduate	3211	3.5%		
10	post graduate & above	444	0.5%		

### #19 CLASS\_YR\_OF\_STUDY: For general education : Class / year of study

Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/ W]		[Valid=92311 /-] [Invalid=0 /-]					
Definition		The class or the year for which he/she is currently	enrolled will	be recorded			
Pre-question		level of course					
Literal question	on	For general education : Class / year of study					
Interviewer's instructions		The class or the year for which he/she is currently or class VI the entry will be 6. For higher secondary or the higher secondary course is known in the state. in numbers. Thus a first year degree student will g	ourse 11 or For those e et the level a	12 will be entry i nrolled in degree as 9 in item 5.2 a	rrespective of course the sourse the sourse the sourse the source	of the nam year is to	he by which be entered
		one doing, say, M.A. second year will get level coordinate a great care as item 5.2 and 5.3 are closely related a together.					corded with
Value	Label	great care as item 5.2 and 5.3 are closely related a				ectly code	corded with
Value 00	Label	great care as item 5.2 and 5.3 are closely related a	and become		y when corre	ectly code	corded with
	Label	great care as item 5.2 and 5.3 are closely related a	and become Cases	s meaningful only	y when corre	ectly code	corded with
00	Label	great care as item 5.2 and 5.3 are closely related a	Cases	s meaningful only	y when corre	ectly code	corded with d and read
00 01	Label	great care as item 5.2 and 5.3 are closely related a	Cases 1307 10488	s meaningful only	y when corre	ge	corded with d and read
00 01 02	Label	great care as item 5.2 and 5.3 are closely related a	Cases 1307 10488 10659	s meaningful only	y when corre	ge	corded with d and read 11.4% 11.5%

### #19 CLASS\_YR\_OF\_STUDY: For general education : Class / year of study

Value	Label	Cases	Percentage
06		9734	10.5%
07		7900	8.6%
08		7748	8.4%
09		5826	6.3%
10		6408	6.9%
11		2729	3.0%
12		3124	3.4%
Warning: these	e figures indicate the number of cases found in the dat	ta file. They cannot be interpreted as summary	statistics of the population of interest.

### #20 NATURE\_OF\_INST: Nature of institution

		ET an a dia ana ta 1 ET a ma at lab ana ata al EMA	( +1		
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [N	w/ w]	[Valid=92311 /-] [Invalid=0 /-]			
Definition         This refers to whether the institution is recognised or not. A recognised school/ institution is one in course(s) of study followed is/are prescribed or recognised by the Government or a university or a Board const by any other agency authorised in this behalf by the central or state government. It also satisfies the authorities, e.g.           Directorate of education, Municipal Board, Secondary Board, etc., with regard to its standard of efregular classes and sends candidates for public examination, if any.				ment or a university or a Board constituted by law o or state government. It also satisfies one or more of etc., with regard to its standard of efficiency. It runs	
Literal quest	tion	Nature of institution (code)			
Interviewer's	······································				
Value	Label		Cases	Percentage	
1	recognize	d	87873	95.2%	
2	unrecogn	zed	2992	3.2%	
3	not knowr	1	1446	1.6%	
Warning: these	figures indicate th	e number of cases found in the data file. They canno	ot be interpreted as summa	ary statistics of the population of interest.	

### #21 TYPE\_OF\_INST: Type of institution

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	The type of institution refers to the type of management by which the institution is run. It may be government, local body, or private body receiving government aid.
Literal question	Type of institution (code)
Interviewer's instructions	The type of institution refers to the type of management by which the institution is run. It may be government, local body, or private body receiving government aid. Thus the type may be (a) Government, (b) Local body, (c) private aided or (d) private unaided. coded 1,2,3 or 4 will be given respectively as the case may be. All schools/ institutions run by the State, Central Govt., Public Sector Undertakings or Autonomous Organisations completely financed by the Govt. will be treated as government institutions. All institutions run by municipal corporations, municipal committees, notified area committees, zilla parishads, panchayat samitis, cantonment boards, etc. will be treated as local body institutions. Private aided institution is one which is run by an individual or a private organisation and receives maintenance grant from a Govt. or local body. Private unaided institution is one which

### #21 TYPE\_OF\_INST: Type of institution

is managed by an individual or a private organisation and not receiving maintenance grant either from a Govt. or a local body.

	,		
Value	Label	Cases	Percentage
0		452	0.5%
1	government	58711	63.6%
2	local body	6336	6.9%
3	private aided	17316	18.8%
4	private unaided	9496	10.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #22 TYPE\_OF\_COURSE: Type of course

Information [Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]     [Valid=92311 /-] [Invalid=0 /-]				
Definition		type of course part-time or full - time		
Literal question         Type of course (part-time - 1, full - time - 2)				
Interviewer's instructionstype of course (part-time - 1, full - time - 2) : Code 1 or 2 will be entered depending on whether enrolled is a part-time course or full-time course.		red depending on whether the course		
Value	Label	Cases	Percentage	

value	Labei	Cases	Percentage
0		498	0.5%
1	part time	2802	3.0%
2	full time	89011	96.4%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #23 MEDIUM\_OF\_INSTRUCTION: Medium of instruction

Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [I	w/w]	[Valid=92311 /-] [Invalid=0 /-]	[Valid=92311 /-] [Invalid=0 /-]			
Definition		Medium of instruction for the course for which the	student is en	rolled is to be recorded here		
Literal question Medium of instruction (code)						
Interviewer's instructions       Medium of instruction for the course for which the student is enrolled is to be recorded here. In case st taught in more than one medium, as in the case of many central schools, for example, the medium for number of subjects is to be considered. the medium is to be coded as follows :         Hindi - 1       English - 2         predominant language of the state/ut - 3         others - 9         When the medium of instruction is Hindi or English, code 1 or 2 may be recorded respectively. If the pulanguage of the state/ut happens to be Hindi, then code 1 may be recorded if the medium of instruction in Hindi. In certain cases there may both be a predominant language to be identified easily. the mediu instruction in such cases may be recorded as 'others' if it is not Hindi or English.			al schools, for example, the medium for largest oded as follows : 2 may be recorded respectively. If the predominant y be recorded if the medium of instruction is also guage to be identified easily. the medium of			
Value	Label		Cases	Percentage		
1	hindi		34102	36.9%		
2 english			15059	16.3%		
3 pre dominant lan		ant language of the state/U.T.	40625	44.0%		
9 others			2525	2.7%		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#24 EDUCAT	ION_FRE	E: Education free				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]				
Definition		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 fees. 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 obtaining for the student.				
Literal question	n	Is education free ?				
Post-question		if not free then whether tution fee exempted ?				
Interviewer's instructions		Educations is free of tuition fee in Govt. schools in states upto certain level of education. there are so Never-the-less, a fixed some of money is to be pa schools should still be considered as free. This ite situation obtaining for the student.	me schools id such as d	where students are not required to pay tuitic development fee, library fee. Education in suc	on fee. ch	
Value	Label		Cases	Percentage		
1	yes		61180	6	6.3%	
2	no		31131	33.7%		
		e number of cases found in the data file. They cannot be interpre				
#25 WHTHR_		_FEE_EXEMPTED: Whether tuition fee	exempte	d		
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]				
Definition		This refers to exemption from payment of tuition fees 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.				
Pre-question		is education free ?				
Literal question	n	if not free, whether tuition fee exempted ?				
Post-question		annual amount exempted ? & reason for exemption ?				
Interviewer's instructions		If education is not free, whether tuition fee exempt In those institutions where it is reported that the ed student is exempted from paying tuition fee or not exempted from paying tuition fee on special consi Where partly exempted code 2 will be given and it	ucation is no Even where deration. If h	ot free, it is to be ascertained if the enrolled re the education is not free, some students m he/she is full exempted then code 1 will be er		
Value	Label		Cases	Percentage		
0			61180	6	6.3%	
1	fully		1659	1.8%		
2	partly		802	0.9%		
3 no			28670	31.1%		
Warning: these figu	res indicate th	e number of cases found in the data file. They cannot be interpre	ted as summar	ry statistics of the population of interest.		
#26 ANNUAL	_AMT_E	XEMPTED: Annual amount exempted				
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [NW/	w]	[Valid=2462 /-] [Invalid=89849 /-] [Mean=283.17 /-]	[StdDev=81	10.926 /-]		
Definition		If the member is enjoying full or part exemption from paying tuition fee, the amount of exemption for the current academic year will be recorded in nearest rupees.				

### #26 ANNUAL\_AMT\_EXEMPTED: Annual amount exempted

Pre-question	whether tution fee is exempted ?
Literal question	Annual amount exempted (Rs.)
Interviewer's instructions	If the member is enjoying full or part exemption from paying tuition fee, the amount of exemption for the current academic year will be recorded in nearest rupees. Obviously, the amount will have to be imputed for the part of the academic year yet to be completed on the date of survey. A cross 'x' mark will be put is this and the next item when no entries are required to be made.

Frequency table not shown (233 Modalities)

### #27 REASON\_FOR\_EXEMPTION: Reason for exemption

—	
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	Tuition fee exemption is generally given by virtue of the student belonging to some special category like backward class etc. The category under which the fee is being exempted will be given as the reason for exemption.
Pre-question	whether tution fee is exempted ?
Literal question	Reason for exemption ( code )
Interviewer's instructions	Tuition fee exemption is generally given by virtue of the student belonging to some special category like backward class etc. The category under which the fee is being exempted will be given as the reason for exemption
	codes are to be given in following manner
	1 ST 2 SC

- 3 OBC 4 handicapped 5 merit 6 financially weak
- 9 others

If tuition fee exemption is granted to all the students in the class, irrespective of the category then 'others' may be recorded in such cases. Codes 1 to 6 are to be given only if the exemption is specifically due to those factors.

Value	Label	Cases	Percentage
0		89414	96.99
1	ST	380	0.4%
2	SC	624	0.7%
3	OBC	176	0.2%
4	handicapped	7	0.0%
5	merit	23	0.0%
6	financially weak	749	0.8%
9	others	938	1.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #28 SCHOLARSHIP\_STIPEND\_RECD: Scholarship / stipend received

Information	nformation [Type= discrete] [Format=character] [Missing=*]	
Statistics [NW/ W] [Valid=92311 /-] [Invalid=0 /-]		
Definition	Students in some cases are awarded scholarship or stipend in cash to continue their studies	
Literal question         Received scholarship / stipend ? (yes-1, no-2)		
Post-question	amount of scholarship ? & reason for receiving the scholarship ?	

### #28 SCHOLARSHIP\_STIPEND\_RECD: Scholarship / stipend received

Interviewer's Received scholarship/stipend (yes-1, no-2) : Students in some cases are awarded scholarship or stipend in cash to continue their studies. If the member received or is due to receive such benefit during the academic year, code -1 will be recorded here. Otherwise entry will be 2. Loan scholarships will not be considered.

Value	Label	Cases	Percentage
1	yes	6648	7.2%
2	no	85663	92.8%
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.			

### #29 AMOUNT\_SCHOL\_RECD: Amount received

	—	
Information	[Type= continuous] [Format=numeric] [Missing=*]	
Statistics [NW/ W]	// W] [Valid=6653 /-] [Invalid=85658 /-] [Mean=323.474 /-] [StdDev=503.787 /-]	
Definition	Here the amount of scholarship/stipend the student has received or is due to receive in cash during the current academic year is to be entered.	
Pre-question	Received scholarship/stipend (yes-1, no-2)	
Literal question	If received scholarship / stipend, amount received ( Rs. )	
Interviewer's instructions	If received scholarship / stipend (code 1 in item 13) : The sub items 14.1 and 14.2 of this item are to be filled in only if the student is receiving any scholarship or stipend. Otherwise a 'x' mark may be put in the space provided for entry Here the amount of scholarship/stipend the student has received or is due to receive in cash during the current academic year is to be entered.	

### #30 REASON\_FOR\_RECEIVING: Reason for receiving

Information		[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/	w]	[Valid=6772 /-] [Invalid=0 /-]
Definition		the reason why the student is receiving the scholarship/stipend will be entered here
Pre-question		Received scholarship/stipend (yes-1, no-2)
Literal question		If received scholarship / stipend, Reason for receiving (code)
Interviewer's instructions		The reason why the student is receiving the scholarship/stipend will be entered here. The reasonn codes are to be given in following manner 1 ST 2 SC 3 OBC 4 handicapped 5 merit 6 financially weak 9 others
Value	Label	Cases Percentage

Value	Label	Cases	Percei	ntage
1	ST	1957		28.9%
2	SC	3081		45.5%
3	OBC	945	14.0%	
4	handicapped	25	0.4%	
5	merit	175	2.6%	
6	financially weak	239	3.5%	
9	others	350	5.2%	
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.				
#31 RECE	#31 RECEIVED_TEXT_BOOKS: Received text books			

Information

[Type= discrete] [Format=character] [Missing=\*]

### #31 RECEIVED\_TEXT\_BOOKS: Received text books

	-	-		
Statistics [NW/	<b>w</b> ]	[Valid=92311 /-] [Invalid=0 /-]	[Valid=92311 /-] [Invalid=0 /-]	
Definition		This item is to record whether the student is receiving any text book for the course from the institution agency either free, or subsidised.		
Literal question	n	Received text books ? (free-1, subsidised -2, no -3)		
Interviewer's instructions		Received text books ? (free-1, subsidised -2, no -3) : This item is to record whether the student is receiving any text book for the course from the institution agency either free, or subsidised.		
Value	Label		Cases	Percentage
1	free		19126	20.7%

1.8%

77.5%

1656

3no71529Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #32 RECEIVED\_STATIONARY: Received stationary

subsidised

2

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	Received any stationery ? (free -1, subsidised -2, no -3)
Literal question         Received stationery ? (free -1, subsidised -2, no -3)	
Interviewer's instructions	Received any stationery ? (free -1, subsidised -2, no -3) : the receipt of stationery material for the studies is to be recorded here. Stationary will include notebooks, writing material and other instruments for the use in the class.

Value	Label	Cases	Percentage	
1	free	2376	2.6%	
2	subsidised	1639	1.8%	
3	no	88296		95.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #33 IS\_MID\_DAY\_MEAL\_PROVIDED: Is mid-day meal provided

Information	[Type= discrete] [Format=character] [Missing=*]	
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]	
Definition	There are schools which provide standard food to all or some students as mid-day meal, tiffin etc., free or at subsidised rate	
Literal question         Is mid-day meal/tiffin/nutrition provided ? (yes -1, no -2)		
Interviewer's instructions	There are schools which provide standard food to all or some students as mid-day meal, tiffin etc., free or at subsidised rate. If such food is regularly received in the school by the student member, code 1 will be recorded. Institutions which run canteen facilities where the students can merely purchase the food of their choice should not be considered even though they may be subsidised to some extent. For recording 1, the food supplied must be similar to all students and payment if any should be periodical and not every day.	

Value	Label	Cases	Percentage
1	yes	13760	14.9%
2	no	78551	85.1%
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.			

### #34 IF\_PROVIDED\_AGENCY: If provided, agency

Information [Type= discrete] [Format=character] [Missing=*]	
Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	if the mid-day meal/tiffin/nutrition is provided by the Government of not.
Pre-question	Is mid-day meal/tiffin/nutrition provided (yes -1, no -2)

### #34 IF\_PROVIDED\_AGENCY: If provided, agency

Literal questio	n	if mid-day meal/tiffin/nutrition is provided, Agency ( Govt-1, Others-2 )				
Interviewer's instructions		If mid-day meal/tiffin/nutrition is provided, then it is to be ascertained if the mid-day meal/tiffin/nutrition is provided by the Government of not.				
Value	Label		Cases	Percentage		
0					85.1%	
1	government		13115	14.2%		
2	others		645	0.7%		

### Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #35 MODE\_OF\_TRANSPORT: Mode of transport

Information		[Type= discrete] [Format=character] [Missing=*]	Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	W]	Valid=92311 /-] [Invalid=0 /-]					
Definition		The mode of going to the school/institution i.e. the type of transport used will be entered in this item					
Literal question	า	Mode of transport (code)					
Post-question		if mode of transport is public then whether the concession is received or not ?					
Interviewer's instructions		The mode of going to the school/institution i.e. the ty be used for various modes of transport are as follow On foot - 1 School/institution bus - 2 Public transport - 3 Others - 4 If more than one mode is used then the one which the be considered. Public transport will include both rai undertakings for children of their employees etc. the	vs : covers the l and road t	maximum distance for most part of the ye ransport. If transport is provided by public	ar is to		
Value	Label		Cases	Percentage			
1	on foot		72880		79.0%		
2	school/ins	titutional bus	1484	1.6%			

6897

7.5%

 9
 others
 11050
 12.0%

 Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

### #36 CONCESSION\_RECD: concession received

public transport

3

Informatio	Iformation [Type= discrete] [Format=character] [Missing=*]				
Statistics	[NW/ W]	[Valid=92311 /-] [Invalid=0 /-]			
Definition		Generally students enjoy confcessional fare in public transport for attending educational institutions.			
Pre-questi	on	mode of transport ?			
Literal que	estion	any concession received (yes -1, no -2) if mode of transport code=3 ( i.e others ) ?			
Interviewe instructior		Generally students enjoy concessional fare in public students availing public transport it is to be inquired it	•	0	
Value	Label		Cases	Percentage	
value					
0			85414	92.5%	
	yes		85414 3765	92.5%	

#37 AMOUN	IT_CONC	_RECD: Amount received				
Information		[Type= continuous] [Format=numeric] [Mis	ssing=*]			
Statistics [NW	v/ w]	Valid=3765 /-] [Invalid=88546 /-] [Mean=493.306 /-] [StdDev=542.027 /-]				
Definition		annual amount of concession is to be asc	ertained and recorde	d in rupees if mo	de of transport is pub	lic.
Pre-question		any concession received (yes -1, no -2) if	mode of transport is	public ?		
Literal question	on	If concession received, amount of conces	sion received			
Interviewer's instructions		For those students who were enjoying tra and recorded in rupees.	nsport concession the	e annual amount	of concession is to be	e ascertaine
#38 BLANK	: Blank					
Information [Type= discrete] [Format=character] [M			ing=*]			
Statistics [NW	v/ w]	[Valid=92311 /-] [Invalid=0 /-]				
#39 SAMPL	E: Sample	e				
Information	•	[Type= discrete] [Format=character] [Miss	sing=*]			
Statistics [NW	v/ w]	[Valid=92311 /-] [Invalid=0 /-]				
- Value	- Label		Cases		Percentage	
1	central		92311	_	rereentage	100.0%
2	state		0	0.00/		
	otato		0	0.0%		
Warning: these fig		he number of cases found in the data file. They cannot			pulation of interest.	
	gures indicate ti				pulation of interest.	
Warning: these fig #40 SECTO Information	gures indicate ti		be interpreted as summar		pulation of interest.	
#40 SECTO	gures indicate the sector	· · ·	be interpreted as summar		pulation of interest.	
#40 SECTO	gures indicate the sector	[Type= discrete] [Format=character] [Miss	be interpreted as summar		pulation of interest.	
#40 SECTO	gures indicate ti R: Sector V/ W]	[Type= discrete] [Format=character] [Miss	be interpreted as summar ing=*]			57.4%
#40 SECTO Information Statistics [NW Value	gures indicate th R: Sector V/ W] Label	[Type= discrete] [Format=character] [Miss	be interpreted as summar sing=*] Cases			
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig	gures indicate ti R: Sector V/ W] Label rural urban gures indicate ti	[Type= discrete] [Format=character] [Miss [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347	ry statistics of the poj	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig	gures indicate ti R: Sector V/ W] Label rural urban gures indicate ti	[Type= discrete] [Format=character] [Miss [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347	ry statistics of the poj	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATE	gures indicate ti R: Sector V/ W] Label rural urban gures indicate ti	[Type= discrete] [Format=character] [Miss [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar	ry statistics of the poj	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate	[Type= discrete] [Format=character] [Miss [Valid=92311 /-] [Invalid=0 /-] he number of cases found in the data file. They cannot	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar	ry statistics of the poj	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar	ry statistics of the pop y statistics of the pop	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW	gures indicate the R: Sector V/ W] Label rural urban gures indicate the JM: Strate	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*]	ry statistics of the pop y statistics of the pop	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC	gures indicate the R: Sector V/ W] Label rural urban gures indicate the JM: Strate	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities	ry statistics of the pop y statistics of the pop	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Distric	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities	ry statistics of the pop y statistics of the pop	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Distric	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information Statistics [NW	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Distric	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities sing=*]	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information Statistics [NW	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Distric	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Frequency table not	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities sing=*] shown (63 Modalities	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information Statistics [NW #43 SUB_S/ Information	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Districe V/W]	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Frequency table not         Frequency table not         Sub Sample	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities sing=*] shown (63 Modalities	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6%	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information Statistics [NW #43 SUB_S/ Information Statistics [NW	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Stratu V/W] CT: Distric V/W]	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Sub Sample         [Type= discrete] [Format=character] [Missir         IType= discrete] [Format=character] [Missir	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities sing=*] shown (63 Modalities	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6% pulation of interest.	
#40 SECTO Information Statistics [NW Value 1 2 Warning: these fig #41 STRATU Information Statistics [NW #42 DISTRIC Information Statistics [NW #43 SUB_S/ Information	gures indicate the R: Sector V/W] Label rural urban gures indicate the JM: Strate V/W] CT: Districe V/W]	[Type= discrete] [Format=character] [Miss         [Valid=92311 /-] [Invalid=0 /-]         he number of cases found in the data file. They cannot         um         [Type= discrete] [Format=numeric] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Ct         [Type= discrete] [Format=character] [Missir         [Valid=92311 /-] [Invalid=0 /-]         Frequency table not         Sub Sample         [Type= discrete] [Format=character] [Missir         IType= discrete] [Format=character] [Missir	be interpreted as summar sing=*] Cases 52964 39347 be interpreted as summar ng=*] shown (92 Modalities sing=*] shown (63 Modalities	ry statistics of the po y statistics of the po y statistics of the po S)	Percentage 42.6%	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File BLOCK 4 Education	particulars
------------------------	-------------

File BLOCK 4 Education particulars						
#44 UPDA	FE_CODE:	Update code				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	W/ W]	[Valid=0 /-] [Invalid=0 /-]				
#45 MULTI	PLIER_SUE	3_RND: Multiplier ( Subround 1/2 )				
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]				
#46 MULTI	PLIER_CO	MB: Multiplier ( Combined )				
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]				
#47 hhid: H	lousehold	Identification Number				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]				
<sup>#48</sup> pid: Pe	erson Identi	ification Number				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]				
File BL	OCK 5 F	Particulars of private expen	diture			
#1 SL_NO:	: Serial num	nber				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	W/ W]	[Valid=0 /-] [Invalid=0 /-]				
#2 ROUND	SCH: Rou	ind Schedule				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	W/ W]	[Valid=92311 /-] [Invalid=0 /-]				
Value	Label		Cases		Percentage	
523			92311			100.0%
Warning: these f	figures indicate the	e number of cases found in the data file. They cannot be interp	reted as summary s	statistics of the popu	llation of interest.	
#3 STATE:	State					
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics IN	W/ WI	[Valid=92311 /-] [Invalid=0 /-]				

Statistics [NW/ W]	[Valid=92311 /-] [Invalid=0 /-]
Definition	this is a code which specifies to which state the person belongs
	S.No. States Codes
	1. Andhra Pradesh 02
	2. Assam 04
	3. Bihar 05
	4. Gujarat 07
	5. Haryana 08
	6. Himachal Pradesh 09
	7. Jammu & Kashmir 10
	8. Karnataka 11
	9. Kerala 12
	10. Madhya Pradesh 13
	11. Maharashtra 14
	12. Manipur 15
	13. Meghalaya 16
	14. Nagaland 18

### #3 STATE: State

#3 STATE: State	
	15. Orissa 19
	16. Punjab 20
	17. Rajasthan 21
	18. Sikkim 22
	19. Tamil Nadu 23
	20. Tripura 24
	21. Uttar Pradesh 25
	22. West Bengal 26
	23. A & N Islands 27
	24. Arunachal Pradesh 03
	25. Chandigarh 28
	26. Dadra & Nagar Haveli 29
	27. Delhi 31
	28. Goa 06
	29. Lakshdweep 32
	30. Mizoram 17
	31. Pondicherry 33
	32. Daman & Diu 30
	33. Chattigarh
	34. Jharkhand
	35. Uttaranchal
	Frequency table not shown (32 Modalities)

### #4 REGION: Region

Information	Information [Type= discrete] [Format=character] [Missing=*]						
Statistics [NW/ W]         [Valid=92311 /-] [Invalid=0 /-]							
Value	Label		Cases		Percentage	)	
1			35536				38.5%
2			23711		25	.7%	
3			15810		17.1%		
4			12111	13.	1%		
5			3568	3.9%			
6			783	0.8%			
7			792	0.9%			
Warning: these	figures indicate the	e number of cases found in the data file. The	y cannot be interpreted as summar	y statistics of the popul	ation of interest	:	

### #5 SUB\_ROUND: Sub Round

Information [Type= discrete] [Format=character] [Missing=*]					
Statistics [	NW/ W]	[Valid=92311 /-] [Invalid=0 /-]			
Definition       The survey period is divided into four sub-rounds of three months' duration each as follows:         sub-round 1 : July - September 1995       sub-round 2 : October - December 1995         sub-round 3 : January - March 1996       sub-round 4 : April - June 1996				ion each as follows:	
Value	Label		Cases	Percentage	
1	July - Sep	tember 1995	22868	24.8%	
	October -	December 1995	22688	24.6%	
2					
2 3	January -	March 1996	23386	25.3%	

File BLC					
#6 FLOT_N	O: Flot No				
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	-	[Valid=92311 /-] [Invalid=0 /-]			
#7 VILL_SL	NO: Villa	ge / Bl. Srl. No.			
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=92311 /-] [Invalid=0 /-]			
#8 HG_SB_	NO: Hg / S	Sb / Sample Village / Bl. No.			
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=92311 /-] [Invalid=0 /-]			
Value	Label	·	Cases	Percentage	
000			92311		100.0%
	-	e number of cases found in the data file. They canno	ot be interpreted as summar	y statistics of the population of interest.	
#9 SECONE	D_STG_ST	RM: 2nd. stage stratum			
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=92311 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1			75476		81.8%
2			16835	18.2%	
	-	e number of cases found in the data file. They canno	ot be interpreted as summar	y statistics of the population of interest.	
#10 HH_NO	. Housend	[Type= discrete] [Format=character] [Mis	- to - +1		
Information		I I I VOET DISCIETET LEORMATECHARACTERT TIMIS			
	A// \A/1		sing= j		
Statistics [NV	v/ w]	[Valid=92311 /-] [Invalid=0 /-]	ising= j		
Value	V/ W] Label		Cases	Percentage	
Value 01	-		<b>Cases</b> 30983	Percentage	33.6%
Value           01           02	-		<b>Cases</b> 30983 30619	Percentage	33.2%
Value           01           02           03	-		Cases 30983 30619 30225		
Value           01           02	-		<b>Cases</b> 30983 30619	Percentage	33.2%
Value           01           02           03           04	-		Cases 30983 30619 30225 225	0.2%	33.2%
Value           01           02           03           04           05           06	Label		Cases           30983           30619           30225           225           154           105	0.2% 0.2% 0.1%	33.2%
01 02 03 04 05 06	Label	[Valid=92311 /-] [Invalid=0 /-]	Cases           30983           30619           30225           225           154           105	0.2% 0.2% 0.1%	33.2%
Value 01 02 03 04 05 06 Warning: these fig #11 LVL_NC	Label	[Valid=92311 /-] [Invalid=0 /-]	Cases           30983           30619           30225           225           154           105           ot be interpreted as summariant of the summ	0.2% 0.2% 0.1%	33.2%
Value 01 02 03 04 05 06 Warning: these fig #11 LVL_NC	Label gures indicate th D: Level No	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno <b>D</b> .	Cases           30983           30619           30225           225           154           105           ot be interpreted as summariant of the summ	0.2% 0.2% 0.1%	33.2%
Value 01 02 03 04 05 06 Warning: these fig #11 LVL_NC	Label gures indicate th D: Level No	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis	Cases           30983           30619           30225           225           154           105           ot be interpreted as summariant of the summ	0.2% 0.2% 0.1%	33.2%
Value           01           02           03           04           05           06           Warning: these fig           #11 LVL_NC           Information           Statistics [NW	Label gures indicate the D: Level Ne V/ W]	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis	Cases 30983 30619 30225 225 154 105 ot be interpreted as summar ssing=*]	0.2% 0.2% 0.1% y statistics of the population of interest.	33.2% 32.7%
Value           01           02           03           04           05           06           Warning: these fig           #11 LVL_NC           Information           Statistics [NW           Value           04	Label gures indicate th D: Level No V/ W] Label	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis	Cases         30983         30619         30225         225         105         ot be interpreted as summar         ssing=*]         Cases         92311	0.2% 0.2% 0.1% y statistics of the population of interest. Percentage	33.2% 32.7%
Value           01           02           03           04           05           06           #11 LVL_NC           Information           Statistics [NV           Value           04           04	Label gures indicate th D: Level Ne V/ W] Label gures indicate th	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis [Valid=92311 /-] [Invalid=0 /-]	Cases         30983         30619         30225         225         105         ot be interpreted as summar         ssing=*]         Cases         92311	0.2% 0.2% 0.1% y statistics of the population of interest. Percentage	33.2% 32.7%
Value           01           02           03           04           05           06           #11 LVL_NC           Information           Statistics [NW           Value           04           04	Label gures indicate th D: Level Ne V/ W] Label gures indicate th	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis [Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno	Cases 30983 30019 30225 225 154 105 ot be interpreted as summar ssing=*] Cases 92311 ot be interpreted as summar	0.2% 0.2% 0.1% y statistics of the population of interest. Percentage	33.2%
Value           01           02           03           04           05           06           Warning: these fig           #11 LVL_NC           Information           Statistics [NW           Value           04           04           05           06           #11 LVL_NC           Information           Statistics [NW           Value           04           Warning: these fig           #12 SL_NO	Label gures indicate th D: Level No V/ W] Label gures indicate th _PERSON	[Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno D. [Type= discrete] [Format=character] [Mis [Valid=92311 /-] [Invalid=0 /-] e number of cases found in the data file. They canno : Serial no. of person	Cases 30983 30019 30225 225 154 105 ot be interpreted as summar ssing=*] Cases 92311 ot be interpreted as summar	0.2% 0.2% 0.1% y statistics of the population of interest. Percentage	33.2% 32.7%

#12 SL_NO	_PERSON	Serial no. of person		
		Frequency table	not shown (40 Modalities	)
#13 ZERO_	FILLER: Z	ero filler		
Information		[Type= discrete] [Format=character] [M	lissing=*]	
Statistics [N	w/ w]	[Valid=92311 /-] [Invalid=0 /-]		
Value	Label	I	Cases	Percentage
0			92311	100.0%
Warning: these fi	arning: these figures indicate the number of cases found in the data file. They o		not be interpreted as summary	statistics of the population of interest.
#14 AGE: A	lge			
Information		[Type= discrete] [Format=numeric] [Mis	ssing=*]	
Statistics [N	w/ w]	[Valid=92311 /-] [Invalid=0 /-] [Mean=1	1.906 /-] [StdDev=3.981 /	-]
Interviewer's instructions	;	The age of each of the persons below be copied from block 3.	the age of 25 years and o	enrolled in primary and post primary classes will
Value	Label	I	Cases	Percentage
5			2332	2.5%
6			5069	5.5%
7			6101	6.6%
8			7966	8.6%
9			6213	6.7%
10			9364	10.1%
11			6713	7.3%
12			10264	11.1%
13			7483	8.1%
14			7481	8.1%
15			6174	6.7%
16			5070	5.5%
17			3043	3.3%
18			3545	3.8%
19			1610	1.7%
20			1738	1.9%
21			803	0.9%
22			683	0.7%
23			388	0.4%
24 Warning: these fi	igures indicate th	e number of cases found in the data file. They can	271 not be interpreted as summary	0.3%
-	-	N_FEE: Total expenditure for t		
Information		[Type= continuous] [Format=numeric]	[Missing=*]	
Statistics [N	w/ w]	[Valid=25113 /-] [Invalid=67198 /-] [Mea	an=661.784 /-] [StdDev=1	1274.52 /-]
Definition		expenditure on tution fees		
Literal quest	ion	Total expenditure for the current acade	mic year (Rs.) tuition f	20

# #16 TOT\_EXP\_EXAM\_FEE: Total expenditure for the academic year on Examination feeInformation[Type= continuous] [Format=numeric] [Missing=\*]Statistics [NW/ W][Valid=60502 /-] [Invalid=31809 /-] [Mean=56.292 /-] [StdDev=114.624 /-]Definitionexpenditure on exam feesLiteral questionTotal expenditure for the current academic year (Rs.) :: examination feeInterviewer's<br/>instructionsFor items like tuition fee and examination fee etc. the total amount of expenditure for the academic year will be<br/>calculated on the basis of specified rates. Other fee and payments will include development fee, session charge,<br/>library fee, games fee, laboratory fees and similar payments, may be one time or on periodical basis. Donations<br/>and capita fee will be recorded separately in item 5 of this block.

### #17 TOT\_EXP\_OTHR\_FEES\_PAYS: Total expenditure for the academic year on Other fees and pays

Information	[Type= continuous] [Format=numeric] [Missing=*]			
Statistics [NW/ W]	d=58111 /-] [Invalid=34200 /-] [Mean=138.447 /-] [StdDev=409.466 /-]			
Definition	expenditure on other fees payments			
Literal question	Total expenditure for the current academic year (Rs.) :: other fees and payments			
Interviewer's instructions	For items like tuition fee and examination fee etc. the total amount of expenditure for the academic year will be calculated on the basis of specified rates. Other fee and payments will include development fee, session charge, library fee, games fee, laboratory fees and similar payments, may be one time or on periodical basis. Donations and capita fee will be recorded separately in item 5 of this block.			

### #18 TOT\_EXP\_BOOKS: Total expenditure for the academic year on Books

Information	[Type= continuous] [Format=numeric] [Missing=*]			
Statistics [NW/ W]	[Valid=78092 /-] [Invalid=14219 /-] [Mean=211.294 /-] [StdDev=256.989 /-]			
Definition	Total expenditure for current academic year (Rs.) on books			
Literal question	Total expenditure for the current academic year (Rs.) :: books			
Interviewer's instructions	The amount of expenditure on books, stationery and other appliances, instruments and uniform will have to be estimated on the basis of expected requirements of these articles during the current academic year. Books are usually purchased at the beginning of the session. Bulk of other stationary articles are also purchased at the early part of the session. With a little bit of probing such as how much was purchased at the beginning of the session, how much was purchased subsequently and how much more would be required for the remaining part of the session, total expenditure can be obtained fairly accurately.			

### #19 TOT\_EXP\_STATIONARIES: Total expenditure for the academic year on Stationaries

Information	[Type= continuous] [Format=numeric] [Missing=*]			
Statistics [NW/ W]	[Valid=89479 /-] [Invalid=2832 /-] [Mean=135.179 /-] [StdDev=171.34 /-]			
Definition	I expenditure for current academic year (Rs.) for stationary			
Literal question	otal expenditure for the current academic year (Rs.) :: stationery			
Interviewer's instructions	The amount of expenditure on books, stationery and other appliances, instruments and uniform will have to be estimated on the basis of expected requirements of these articles during the current academic year. Books are usually purchased at the beginning of the session. Bulk of other stationary articles are also purchased at the early part of the session. With a little bit of probing such as how much was purchased at the beginning of the session, how much was purchased subsequently and how much more would be required for the remaining part of the session, total expenditure can be obtained fairly accurately.			

	· · · · · · · · · · · · · · · · · · ·	
#20 TOT_EXP_UNIFORMS: Total expenditure for the academic year on Uniforms		
Information	[Type= continuous] [Format=numeric] [Missing=*]	
Statistics [NW/ W]	[Valid=56622 /-] [Invalid=35689 /-] [Mean=325.086 /-] [StdDev=227.755 /-]	
Definition	Total expenditure for current academic year (Rs.) on uniforms	
Literal question	Total expenditure for the current academic year (Rs.) :: uniform	

### #20 TOT\_EXP\_UNIFORMS: Total expenditure for the academic year on Uniforms

Interviewer's The amount of expenditure on books, stationery and other appliances, instruments and uniform will have to be					
instructions estimated on the basis of expected requirements of these articles during the current academic year. Books are usually purchased at the beginning of the session. Bulk of other stationary articles are also purchased at the early part of the session. With a little bit of probing such as how much was purchased at the beginning of the session, how much was purchased subsequently and how much more would be required for the remaining part of the session, total expenditure can be obtained fairly accurately.	Interviewer's instructions	estimated on the basis of expected requirements of these articles during the current academic year. Books are usually purchased at the beginning of the session. Bulk of other stationary articles are also purchased at the early part of the session. With a little bit of probing such as how much was purchased at the beginning of the session, how much was purchased subsequently and how much more would be required for the remaining part			

### #21 TOT\_EXP\_TPT\_CHARGES: Total expenditure for the academic year on Transport charges

Information	ype= continuous] [Format=numeric] [Missing=*]			
Statistics [NW/ W]	[Valid=11715 /-] [Invalid=80596 /-] [Mean=542.413 /-] [StdDev=595.079 /-]			
Definition	the amount of money spent on transport in a year			
Literal question	al question Total expenditure for the current academic year (Rs.) :: private coaching / tuition			
Interviewer's instructions	Expenditure on transport may vary from season to season and during vacation expenditure on this item may be nil. Considering these factors and on the basis of the actual expenditure incurred so far during the academic year, the expenditure on this account for the academic year is to be estimated.			

### #22 TOT\_EXP\_COACHING\_TUITION: Total expenditure for the academic year on Private coaching / tuition

— — —	—	•		v		
Information	[Type= continuous] [Format=numeric] [Missing=*]					
Statistics [NW/ W]	[Valid=18496 /-] [Invalid=73815 /-] [Mean=802.285 /-] [StdDev=1076.313 /-]					
Definition	the amount of m	noney spent on private tution/co	baching in a year			
Literal question	amount spent or	n Private coaching/tuition				
Interviewer's instructions	single tutor or b	by more than one. Private coach coached by one tutor, the paym	all expenses for teaching at hor ning may be obtained singly or in nent made should be halved and	n a group. If two students of a		

### #23 TOT\_OTHER\_EXPS: Total expenditure for the academic year on other expenditures

Information	[ype= continuous] [Format=numeric] [Missing=*]				
Statistics [NW/ W]	[Valid=46452 /-] [Invalid=45859 /-] [Mean=115.553 /-] [StdDev=255.318 /-]				
Definition	this is the amont spent as an extra sum of money on some other activities which can't be covered in the list because the list is exhaustive				
Literal question	Total expenditure for the current academic year (Rs.) :: other expenditure				
Interviewer's instructions	In this item other expenses but not covered in the above and relating to the education for the academic year should be recorded. This may include expenses for study tours etc. However expenses for social gathering, picnics/excursions etc. are not to be covered.				

### #24 TOTAL\_EXPENDITURES: Total expenditure for the academic year

Information	[Type= continuous] [Format=numeric] [Missing=*]			
Statistics [NW/ W]	d=91452 /-] [Invalid=859 /-] [Mean=1111.836 /-] [StdDev=1608.186 /-]			
Definition	al expenditure			
Literal question	Total expenditure for the current academic year (Rs.) :: total expenditure			
Interviewer's instructions	The total of the expenditures for various item for the current academic year will be obtained and recorded here			

### #25 ANY\_DONATION\_PAID: Whether any donation paid

Information	ype= discrete] [Format=character] [Missing=*]		
Statistics [NW/ W]	lid=92311 /-] [Invalid=0 /-]		
Definition	Generally donations are accepted by many institutions at the time of admission of the student to a particular level.		
Literal question	whether any donation paid ? ( yes-1, no-2 )		

### #25 ANY\_DONATION\_PAID: Whether any donation paid

#25 ANY_DO	NATION_	_PAID: Whether any donation pa	id				
Post-question		if donation is paid then the amount of don	ation & agency to wh	om it is paid?			
Interviewer's instructions		Generally donations are accepted by many institutions at the time of admission of the student to a particular leve However, for this item, all donations paid, whether for seeking admission or for continuing the education, during the academic year is to be considered. Capita fee charges by the institution will also be considered.					
Value	Label		Cases		Percentage		
1	yes		2019	2.2%			
2	no		90292			97.8%	
		e number of cases found in the data file. They cannot f donation paid, amount paid ( R		y statistics of the po	opulation of interest.		
		[Type= continuous] [Format=numeric] [Mis					
Statistics [NW/	\w/1	[Valid=2022 /-] [Invalid=90289 /-] [Mean=1		-8604 261 /-1			
Definition	••1	amount of donation paid	420.7007-J [OldDev-	-0004.2017-j			
		· ·					
Pre-question	<u> </u>	whether any donation paid ?					
Literal question Interviewer's instructions		if donation paid then how much the amount of donation paid are to be recorded in rupees .					
#27 AGENCY	_TO_WH	IOM_PAID: If donation paid, age	ncy to whom pa	id			
Information		[Type= discrete] [Format=character] [Missing=*]					
Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]					
Definition		the agency to whom the donation has been paid					
Pre-question		whether any donation paid ?					
Literal questior	ו	if donation paid then to whom					
Interviewer's instructions		The agency to whom paid are to be coded. The codes to be used are :- institution/management - 1, other organisations - 2, individuals - 3.					
Value	Label		Cases		Percentage		
0			90347			97.9%	
1	institution/	management	1707	1.8%			
2	other orga	nisation	152	0.2%			
3 Warning: these figur	individuals		105	0.1%	nulation of interact		
#28 BLANK:		e number of cases found in the data file. They cannot	be interpreted as summa	y statistics of the po	opulation of interest.		
Information		[Type= discrete] [Format=character] [Miss	ing=*]				
Statistics [NW/	wj	[Valid=0 /-] [Invalid=0 /-]					
- #29 SAMPLE	-						
Information		[Type= discrete] [Format=character] [Miss	ing=*]				
Statistics [NW/	w]	[Valid=92311 /-] [Invalid=0 /-]					
Value	Label	·	Cases		Percentage		
1	control		92311			100.00	
1	central		52511			100.0%	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

File BLOCK 5 Particulars of private expenditure	)
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			Shaltare		
#30 SECTOR	R: Sector				
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	/ <b>W]</b>	[Valid=92311 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1	rural		52964		57.4%
2	urban		39347	42.6%	
		e number of cases found in the data file. They cannot be ir	terpreted as summary statistics	s of the population of interest.	
#31 STRATU	JM: Stratu	lm			
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	/ <b>W]</b>	[Valid=92311 /-] [Invalid=0 /-]			
		Frequency table not sho	wn (97 Modalities)		
#32 DISTRIC	T: Distric	t			
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	Statistics [NW/ W] [Valid=92311 /-] [Invalid=0 /-]				
Frequency table not shown (63 Modalities)					
#33 SUB_SA	MPLE: S	ub sample			
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	// <b>W]</b>	[Valid=92311 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1			46010		49.8%
2			46301	- file	50.2%
		e number of cases found in the data file. They cannot be in	terpreted as summary statistics	or the population of interest.	
Information		[Type= discrete] [Format=character] [Missing=	_*1		
Statistics [NW	// \\\/1	[Valid=0 /-] [Invalid=0 /-]	- ]		
	-	[[valid=0 /-] 3_RND: Multiplier ( Subround 1 / 2 )			
Information		[Type= discrete] [Format=numeric] [Missing=*			
Statistics [NW	/ w1	[Valid=92311 /-] [Invalid=0 /-]	1		
		MB: Multiplier ( Combined )			
Information		[Type= discrete] [Format=numeric] [Missing=*	1		
Statistics [NW	/ <b>W]</b>	[Valid=92311 /-] [Invalid=0 /-]			
		identification number			
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	/ <b>W]</b>	[Valid=92311 /-] [Invalid=0 /-]	-		
		ification number			
Information		[Type= discrete] [Format=character] [Missing=	=*]		
Statistics [NW	// <b>W1</b>	[Valid=92311 /-] [Invalid=0 /-]			

					ants	
#1 SL_NO: S	erial Nur	nber				
Information		[Type= discrete] [Format=character	r] [Missing=*]			
Statistics [NW/	w]	[Valid=0 /-] [Invalid=0 /-]				
#2 ROUND_S	SCH: Rou	und Schedule				
Information		[Type= discrete] [Format=character	r] [Missing=*]			
Statistics [NW/	w]	[Valid=2554 /-] [Invalid=0 /-]				
Value	Label	1	(	Cases	Percentage	
523				2554	-	100.0%
Warning: these figur	res indicate th	e number of cases found in the data file. They	<pre>/ cannot be interpreted a</pre>	s summary stat	istics of the population of interest.	
#3 STATE: St	ate					
Information		[Type= discrete] [Format=character	r] [Missing=*]			
Statistics [NW/	w]	[Valid=2554 /-] [Invalid=0 /-]				
Definition		this is a code which specifies to whi	ich state the person	n belongs		
		S.No. States Codes				
		1 Andhra Bradach 02				
		1. Andhra Pradesh 02 2. Assam 04				
		3. Bihar 05				
		4. Gujarat 07 5. Haryana 08				
		6. Himachal Pradesh 09				
		7. Jammu & Kashmir 10				
		8. Karnataka 11 9. Kerala 12				
		10. Madhya Pradesh 13				
		11. Maharashtra 14				
		12. Manipur 15 13. Meghalaya 16				
		14. Nagaland 18				
		15. Orissa 19				
		16. Punjab 20 17. Rajasthan 21				
		18. Sikkim 22				
		19. Tamil Nadu 23 20. Tripura 24				
		20. Thous 24 21. Uttar Pradesh 25				
		22. West Bengal 26				
		23. A & N Islands 27 24. Arunachal Pradesh 03				
		24. Artifiachai Fradesh 03 25. Chandigarh 28				
		26. Dadra & Nagar Haveli 29				
		27. Delhi 31 28. Goa 06				
		29. Lakshdweep 32				
		30. Mizoram 17				
		31. Pondicherry 33 32. Daman & Diu 30				
		33. Chattigarh				
		34. Jharkhand				
		35. Uttaranchal	ble not shown (32 M	(odalities)		
#4 REGION:	Region	i requeitcy lac	50 HOL SHOWH (52 W	10000111100)		
Information	. cgiuli	[Type= discrete] [Format=character	r] [Missing-*]			
	\A/I		ງ [ໜາວວານໆ– ]			
Statistics [NW/	vv]	[Valid=2554 /-] [Invalid=0 /-]				

#4 REGION: Region						
Value	Label	Cases	Percentage			
1		1035	40.5%			
2		568	22.2%			
3		409	16.0%			
4		395	15.5%			
5		115	4.5%			
6		24	0.9%			
7		8	0.3%			
Warning: these fig	ures indicate the number of cases found in the data file. They cannot be interprete	ed as summar	y statistics of the population of interest.			

### #5 SUB\_ROUND: Sub Round

Information [Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]         [Valid=2554 /-] [Invalid=0 /-]				
Definition       The survey period is divided into four sub-rounds of three months' duration each as follows:         sub-round 1 : July - September 1995       sub-round 2 : October - December 1995         sub-round 3 : January - March 1996       sub-round 4 : April - June 1996				hs' duration each as follows:
Value	Label		Cases	Percentage
1	July - Sep	tember 1995	732	28.7%
2	October -	December 1995	685	26.8%
3 January - Marc		March 1996	592	23.2%
4	April - Jur	ne 1996	545	21.3%
Warning: these fig	gures indicate th	e number of cases found in the data file. They cannot be interpret	ed as summar	y statistics of the population of interest.

### #6 FLOT\_NO: Flot No.

1

Information	[Type= discrete] [Format=character] [Missing=*]	
Statistics [NW/ W]	[Valid=2554 /-] [Invalid=0 /-]	
	Frequency table not shown (773 Modalities)	

<sup>#7</sup> VILL_SL_NO: Village / BI. Srl. No.							
Information [Type= discrete] [Format=character] [Missing=*]							
Statistics [NW/	V/ W] [Valid=2554 /-] [Invalid=0 /-]						
#8 HG_SB_NO: Hg / Sb / Sample Vill / Bl. No.							
Information [Type= discrete] [Format=character] [Missing=*]							
Statistics [NW/ W]		[Valid=2554 /-] [Invalid=0 /-]					
Value	Label		Cases	Percentage			
000			2554	100.	0%		
Warning: these figur	es indicate the	e number of cases found in the data file. They cannot be interprete	d as summar	v statistics of the population of interest.			
#9 SECOND_	STG_ST	RM: 2nd stage stratum					
Information [Type= discrete] [Format=character] [Missing=*]							
Statistics [NW/	wj	[Valid=2554 /-] [Invalid=0 /-]					
Value	Label		Cases	Percentage			

1690

66.2%

Value	Label		Cases		Percentage	
2			864		33.8%	
	ures indicate t	he number of cases found in the data file. They		ry statistics of the pop		
#10 <b>HH_NO:</b>	: Househ	old Number				
Information		[Type= discrete] [Format=character]	[Missing=*]			
Statistics [NW	// W]	[Valid=2554 /-] [Invalid=0 /-]				
Value	Label		Cases		Percentage	
01			844			33.0%
02			795			31.1%
03			855			33.5%
04			22	0.9%		
05			20	0.8%		
06			18	0.7%		
		he number of cases found in the data file. They	cannot be interpreted as summai	ry statistics of the pop	ulation of interest.	
<sup>#11</sup> LVL_NO	): Level N	lo.				
nformation		[Type= discrete] [Format=character]	[Missing=*]			
Statistics [NW	// W]	[Valid=2554 /-] [Invalid=0 /-]				
Value	Label		Cases		Percentage	
Value 05	Label		<b>Cases</b> 2554	_	Percentage	100.0%
05		he number of cases found in the data file. They	2554	ry statistics of the pop	-	100.0%
05 Warning: these figu	ures indicate t	he number of cases found in the data file. They I: Serial Number of person	2554	ry statistics of the pop	-	100.0%
05 Warning: these figu #12 <b>SL_NO_</b>	ures indicate t	· · · · · · · · · · · · · · · · · · ·	2554 cannot be interpreted as summar	ry statistics of the pop	-	100.0%
05 Warning: these figu #12 SL_NO_ Information	ures indicate t	I: Serial Number of person	2554 cannot be interpreted as summar	ry statistics of the pop	-	100.0%
05 Warning: these figu #12 SL_NO_ Information	ures indicate t	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar	y statistics of the pop	-	100.0%
05 Warning: these figu #12 SL_NO_ nformation Statistics [NW Value	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*]	ry statistics of the pop	ulation of interest.	78.6%
05 Warning: these figu #12 SL_NO_ nformation Statistics [NW Value 001	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases	ry statistics of the population of the populatio	ulation of interest.	
05 Warning: these figu #12 SL_NO_ nformation Statistics [NW Value 001 002	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007		ulation of interest.	
05 Warning: these figures #12 SL_NO_ Information Statistics [NW Value 001 002 003	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433	17.0%	ulation of interest.	
05 Warning: these figu #12 SL_NO_ nformation Statistics [NW Value 001 002 003 004	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85	17.0%	ulation of interest.	
05 Warning: these figu #12 SL_NO_ Information Statistics [NW Value 001 002 003 004 005 006	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 20	17.0% 3.3% 0.8%	ulation of interest.	
05 <i>Warning: these figu</i> #12 <b>SL_NO_</b> Information <b>Statistics [NW</b> <b>Value</b> 001 002 003 004 005 006 007	ures indicate t _PERSON // W]	I: Serial Number of person [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 20 6	17.0% 3.3% 0.8% 0.2% 0.0% 0.0%	ulation of interest.	
05 Warning: these figuress of the set of th	// W] Label	I: Serial Number of person [Type= discrete] [Format=character] [Valid=2554 /-] [Invalid=0 /-]	2554 cannot be interpreted as summar [Missing=*] <b>Cases</b> 2007 433 85 200 6 1 1 1 1	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figu #12 SL_NO_ Information Statistics [NW Value 001 002 003 004 005 006 007 001 007 011 Warning: these figu	ures indicate t	A: Serial Number of person [Type= discrete] [Format=character] [Valid=2554 /-] [Invalid=0 /-] he number of cases found in the data file. They	2554 cannot be interpreted as summar [Missing=*] <b>Cases</b> 2007 433 85 200 6 1 1 1 1	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figu #12 SL_NO_ Information Statistics [NW Value 001 002 003 004 005 006 007 001 Warning: these figu #13 ZERO_F	ures indicate t	I: Serial Number of person         [Type= discrete] [Format=character]         [Valid=2554 /-] [Invalid=0 /-]         he number of cases found in the data file. They         Zero filler	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 200 6 1 1 1 cannot be interpreted as summar	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figuress of the set of th	ures indicate t PERSON // W] Label ures indicate t	I: Serial Number of person         [Type= discrete] [Format=character]         [Valid=2554 /-] [Invalid=0 /-]         he number of cases found in the data file. They         Zero filler         [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 200 6 1 1 1 cannot be interpreted as summar	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figuress of the set of th	ures indicate t PERSON // W] Label ures indicate t	I: Serial Number of person         [Type= discrete] [Format=character]         [Valid=2554 /-] [Invalid=0 /-]         he number of cases found in the data file. They         Zero filler	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 200 6 1 1 1 cannot be interpreted as summar	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figuress of the set of th	ures indicate t PERSON // W] Label ures indicate t	I: Serial Number of person         [Type= discrete] [Format=character]         [Valid=2554 /-] [Invalid=0 /-]         he number of cases found in the data file. They         Zero filler         [Type= discrete] [Format=character]	2554 cannot be interpreted as summar [Missing=*] Cases 2007 433 85 200 6 1 1 1 cannot be interpreted as summar	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0%	ulation of interest. Percentage	
05 Warning: these figu #12 SL_NO_ Information Statistics [NW Value 001 002 003 004 005 006 007 001 Warning: these figu #13 ZERO_F Information Statistics [NW Value 0	Iures indicate t PERSON I/ W] Label Iures indicate t FILLER: 2 I/ W] Label	I: Serial Number of person         [Type= discrete] [Format=character]         [Valid=2554 /-] [Invalid=0 /-]         he number of cases found in the data file. They         Zero filler         [Type= discrete] [Format=character]	2554         cannot be interpreted as summar         [Missing=*]         Cases         2007         433         85         200         6         1         1         1         1         cannot be interpreted as summar         [Missing=*]         Cases         2554	17.0% 3.3% 0.8% 0.2% 0.0% 0.0% 0.0% v statistics of the popu	ulation of interest.  Percentage  ulation of interest.  Percentage  Percentage	

	_						
Statistics [N	w/ w]	[Valid=2554 /-] [Invalid=0 /-]					
Definition		The relationship of the dependent to the head of for listing household members.	the househole	d will be report	ed using the same codi	ng followed	
Literal quest	ion	relation to the head					
Interviewer's	5	The relationship of the dependent to the head of the household will be reported using the same coding followed for listing household members. 1 self 2 spouse of head 3 married child 4 spouse of married child 5 unmarried child 6 grand child 7 father /mother/father-in-law/mother-in-law 8 brother/sister/brother-in-law/sister-in-law/other relatives 9 servant/employee/other non relative					
Value	Label		Cases		Percentage		
0	NR		1	0.0%			
1	self		38	1.5%			
2	spouse of	head	1	0.0%			
3	married c	hild	32	1.3%			
4	spouse of	married child	7	0.3%			
5	unmarried	I child	2180			85.4%	
6	grand chil	d	166	6.5%			
7	father /mc	other/father-in-law/mother-in-law	5	0.2%			
8	brother/sis	ster/brother-in-law/sister-in-law/other relatives	119	4.7%			
9		nployee/other non relative	5	0.2%			
Warning: these f	igures indicate th	e number of cases found in the data file. They cannot be interp	reted as summa	ry statistics of the	population of interest.		
<sup>#15</sup> SEX: S	ex						
nformation		[Type= discrete] [Format=character] [Missing=*]					
Statistics [N	w/ w]	[Valid=2554 /-] [Invalid=0 /-]					
Literal quest	ion	Sex					
Interviewer's	;	The sex of the dependent will be recorded as 1 for	or male and 2	for female.			
Value	Label		Cases		Percentage		
0	NR		6	0.2%			
1	male		1804			70.6%	
2 Warning: those f	female	a number of agood found in the data file. There are the inter-	744	ni ototiatian -f.t	29.1%		
· ·	•	e number of cases found in the data file. They cannot be interp	ieleu as summai	ry staustics of the	population of interest.		
	SE_CODE:	Course (code )					
Information [Type= discrete] [Format=character] [Missing							
Statistics [NW/ W] [Valid=2554 /-] [Invalid=0 /-]							
Definition		the type of course the person has taken					
Literal quest	ion	Course					
Interviewer's	;	The course for which the dependent is studying oused in block 4.	outside will be	e reported here	. These are the same a	s the ones	

	RSE_CODE:	Course (code )				
		2 arts/humanities 3 science 4 commerce 5 medicine 6 engineering 7 agriculture 8 not applicable (N/A) 9 others 0 NR				
Value	Label		Cases	Percentage		
0	NR		23	0.9%		
1	general co	burse	1477	57.8%		
2	arts/huma	nities	283	11.1%		
3	science		212	8.3%		
4	commerce	9	89	3.5%		
5	medicine		102	4.0%		
6	engineerir	ng	163	6.4%		
7	agriculture	9	48	1.9%		
8	not applic	able (N/A)	0	0.0%		
9	others	e number of cases found in the data file. They cannot be interpr	157	6.1%		
Statistics [NW/ W] Definition		[Valid=2554 /-] [Invalid=0 /-] It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may				
		The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ c	mal schoolir ertificate, (ix	) graduate, and, (x) postgraduate and above. It m		
		The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed	mal schoolir ertificate, (ix the final yea n. For exam	) graduate, and, (x) postgraduate and above. It ma ar of a given level, then and only then will he/she b ple, the level attained by a person studying in Clas		
Literal ques	stion	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio	mal schoolir ertificate, (ix the final yea n. For exam	) graduate, and, (x) postgraduate and above. It ma ar of a given level, then and only then will he/she b ple, the level attained by a person studying in Clas		
Literal ques Interviewer instructions	's	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03	mal schoolir ertificate, (ix the final yea n. For examp urrently stud	) graduate, and, (x) postgraduate and above. It m ar of a given level, then and only then will he/she l ple, the level attained by a person studying in Cla dying is secondary.		
Interviewer'	's	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09 post graduate and above -10	mal schoolir ertificate, (ix the final yea n. For examp urrently stuc rently enrolle ven for easy	) graduate, and, (x) postgraduate and above. It m ar of a given level, then and only then will he/she level attained by a person studying in Class lying is secondary.		
Interviewer'	's	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09	mal schoolir ertificate, (ix the final yea n. For examp urrently stuc rently enrolle ven for easy	) graduate, and, (x) postgraduate and above. It ma ar of a given level, then and only then will he/she b ple, the level attained by a person studying in Clas lying is secondary. ed will be coded as per the codes for level of reference.		
nterviewer'	's	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09 post graduate and above -10 The codes 1, 2 and 3 will not be applicable for this	mal schoolir ertificate, (ix the final yea n. For examp urrently stuc rently enrolle ven for easy	) graduate, and, (x) postgraduate and above. It ma ar of a given level, then and only then will he/she b ple, the level attained by a person studying in Clas lying is secondary. ed will be coded as per the codes for level of reference.		
Interviewer	's s Label NR	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09 post graduate and above -10 The codes 1, 2 and 3 will not be applicable for this post primary education.	mal schoolir ertificate, (ix the final yea n. For examp urrently stud rently enrolle ven for easy	<ul> <li>) graduate, and, (x) postgraduate and above. It maar of a given level, then and only then will he/she to ple, the level attained by a person studying in Class dying is secondary.</li> <li>ed will be coded as per the codes for level of reference.</li> <li>coverage for this block will be only primary and</li> <li>Percentage</li> <li>1.3%</li> </ul>		
nterviewer	Label NR not literate	The levels are (i) not literate, (ii) literate without for secondary, (vii) higher secondary, (viii) diploma/ of be noted that if a person has successfully passed considered to have attained that level of educatio IX will be middle but the level at which he/she is of Level The level of the course for which the person is cur education as given in block 3. These are again git not literate -01 literate : without formal schooling -02 below primary -03 primary -04 middle -05 secondary -06 higher secondary -07 diploma /certificate course -08 graduate -09 post graduate and above -10 The codes 1, 2 and 3 will not be applicable for this post primary education.	item as the <b>Cases</b>	) graduate, and, (x) postgraduate and above. It m ar of a given level, then and only then will he/she l ple, the level attained by a person studying in Class dying is secondary. ed will be coded as per the codes for level of reference. coverage for this block will be only primary and Percentage		

Value	Label		Cases	Perc	entage		
03	below prir	nary	248		7%		
04	primary	····· ,	380		14.9%		
05	middle		504		19.7%		
06	secondary	<i>,</i>	408		16.0%		
07	higher sec	condary	420		16.4%		
08	-	ertificarte course	147	5.8%			
09	graduate		329		12.9%		
10	post grad	uate & above	84	3.3%			
Warning: these	figures indicate th	e number of cases found in the data file. They cannot l	be interpreted as summary st	atistics of the population o	f interest.		
<sup>#18</sup> ANNU	AL_EXP_FI	EES: Annual expenditure on Fees	6				
Information		[Type= continuous] [Format=numeric] [Mis	sing=*]				
Statistics [N	IW/ W]	[Valid=1768 /-] [Invalid=786 /-] [Mean=150	1.788 /-] [StdDev=4339	.921 /-]			
Definition		Particulars of expenditure on dependents	studying away from hon	ne for fees			
Literal ques	tion	Annual expenditure (Rs.):: fees					
Interviewer instructions			headings. For recording	: These five columns are meant for recording g these expenses the actual payment made by ie instructions given for block 5.			
#19 <b>ANNU</b>	AL_EXP_B	OARDING: Annual expenditure o	n Boarding				
Information		[Type= continuous] [Format=numeric] [Missing=*]					
Statistics [N	IW/ W]	[Valid=1269 /-] [Invalid=1285 /-] [Mean=34	52.827 /-] [StdDev=3463	3.848 /-]			
Definition		Particulars of expenditure on dependents	studying away from hon	ne for boarding			
Literal ques	tion	Annual expenditure (Rs.):: boarding					
Interviewer instructions		recorded	bees. Obviously some ir	nousehold are required to be made & is to be imputation will have to be made for the portion sis.			
#20 <b>ANNU</b>	AL_EXP_L	DDGING: Annual expenditure on	Lodging				
Information		[Type= continuous] [Format=numeric] [Mis	sing=*]				
Statistics [N	IW/ W]	[Valid=1024 /-] [Invalid=1530 /-] [Mean=20	41.579 /-] [StdDev=254	1.009 /-]			
Definition		Particulars of expenditure on dependents	studying away from hon	ne for lodging			
Literal ques	tion	Annual expenditure (Rs.):: lodging					
Interviewer instructions		recorded	bees. Obviously some ir	ousehold are required to be made & is to be imputation will have to be made for the portion is.			
#21 ANNU	AL_EXP_B	OOKS: Annual expenditure on Be	ooks				
Information		[Type= continuous] [Format=numeric] [Mis	sing=*]				
Statistics [N	IW/ W]	[Valid=2092 /-] [Invalid=462 /-] [Mean=712		98 /-]			
Definition		Particulars of expenditure on dependents	studying away from hon	ne on books			
Literal ques	tion	Annual expenditure (Rs.):: books					
Intonviowor	•	For recording these expenses the actual p	aumont made hu the he		to be made <sup>9</sup> is to be		

Interviewer's For recording these expenses the actual payment made by the household are required to be made & is to be recorded

### #21 ANNUAL\_EXP\_BOOKS: Annual expenditure on Books

The amount will be recorded in nearest rupees. Obviously some imputation will have to be made for the portion of the academic year left on the date of survey on an objective basis.

		the academic year left of the date of survey of a	an objective ba	2010.	
#22 ANNUA	L_EXP_O	THERS: Annual expenditure on Other	s		
Information		[Type= continuous] [Format=numeric] [Missing=*	]		
Statistics [NV	v/ w]	[Valid=2274 /-] [Invalid=280 /-] [Mean=1313.966 /	'-] [StdDev=27	78.836 /-]	
Definition		Particulars of expenditure on dependents studyin	ig away from h	nome on other things	
Literal questi	on	Annual expenditure (Rs.) :: others			
Interviewer's instructions		For recording these expenses the actual paymen recorded The amount will be recorded in nearest rupees. O the academic year left on the date of survey on a	Dbviously som	e imputation will have to be made for th	
#23 BLANK	: Blank	·			
Information [Type= discrete] [Format=character] [Missing=*]					
Statistics [NV	v/ w]	[Valid=0 /-] [Invalid=0 /-]			
#24 SAMPL	E: Sample	)			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=2554 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1	central		2554		100.0%
2	state		0	0.0%	
	-	e number of cases found in the data file. They cannot be interp	preted as summar	y statistics of the population of interest.	
#25 <b>SECTO</b>	R: Sector	· · · · · · · · · · · · · ·			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=2554 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1	rural		1736		68.0%
2 Warning: these fig	urban gures indicate th	e number of cases found in the data file. They cannot be interp	818 preted as summar	32.0% y statistics of the population of interest.	
#26 STRAT	-		·	<u> </u>	
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=2554 /-] [Invalid=0 /-]			
-	-	Frequency table not shown	(91 Modalities	5)	
#27 DISTRI	CT: Distric	t			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=2554 /-] [Invalid=0 /-]			
		Frequency table not shown	(63 Modalities	5)	
#28 SUB_S	AMPLE: S	ub sample			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=2554 /-] [Invalid=0 /-]			
-	-				

## #28 SUB\_SAMPLE: Sub sample

		b sample			
Value	Label		Cases	Percentage	
1			1266		49.6%
2			1288		50.4%
		number of cases found in the data file. They cannot be	interpreted as summary statistics	or the population of interest.	
#29 UPDATE_		-			
Information		[Type= discrete] [Format=character] [Missing	=*]		
Statistics [NW/	-	[Valid=0 /-] [Invalid=0 /-]			
#30 MULTIPL	IER_SUB	_RND: Multiplier ( sub round 1 / 2	)		
Information		[Type= discrete] [Format=numeric] [Missing=	*]		
Statistics [NW/	wj	[Valid=2554 /-] [Invalid=0 /-]			
#31 MULTIPL		IB: Multiplier ( combined )			
Information		[Type= discrete] [Format=numeric] [Missing=	.*]		
Statistics [NW/	w]	[Valid=2554 /-] [Invalid=0 /-]			
#32 hhid: Hou	usehold l	dentification Number			
Information		[Type= discrete] [Format=character] [Missing	=*]		
Statistics [NW/	w]	[Valid=2554 /-] [Invalid=0 /-]			
#33 PID: Pers	on Identi	fication Number			
Information		[Type= discrete] [Format=character] [Missing	=*]		
Statistics [NW/	wj	[Valid=2554 /-] [Invalid=0 /-]			
		articulars of currently n	ot attending pe	ersons	
#1 SL_NO: Se	erial Num	ber			
Information		[Type= discrete] [Format=character] [Missing	=*]		
Statistics [NW/	wj	[Valid=0 /-] [Invalid=0 /-]			
#2 DOLIND S					
	CH: Rou	nd Schedule			
Information		nd Schedule [Type= discrete] [Format=character] [Missing	=*]		
			=*]		
Information		[Type= discrete] [Format=character] [Missing	=*] Cases	Percentage	
Information Statistics [NW/	w]	[Type= discrete] [Format=character] [Missing		Percentage	100.0%
Information Statistics [NW/ Value 523 Warning: these figure	W] Label	[Type= discrete] [Format=character] [Missing	Cases 66226		100.0%
Information Statistics [NW/ Value 523	W] Label	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-]	Cases 66226		100.0%
Information Statistics [NW/ Value 523 Warning: these figure	W] Label res indicate the cate	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-]	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ Value 523 Warning: these figure #3 STATE: Sta	W] Label es indicate the ate	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ Value 523 Warning: these figure #3 STATE: State Information	W] Label es indicate the cate	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ V Value 523 Warning: these figure #3 STATE: Statistics [NW/ V	W] Label es indicate the cate W]	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-]	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ V Value 523 Warning: these figure #3 STATE: Statistics [NW/ V	W] Label es indicate the ate W]	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] this is a code which specifies to which state i	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ V Value 523 Warning: these figure #3 STATE: Statistics [NW/ V	W] Label es indicate the ate W]	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] this is a code which specifies to which state f S.No. States Codes 1. Andhra Pradesh 02 2. Assam 04	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ V Value 523 Warning: these figure #3 STATE: Statistics [NW/ V	W] Label es indicate the ate W]	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] this is a code which specifies to which state f S.No. States Codes 1. Andhra Pradesh 02 2. Assam 04 3. Bihar 05	Cases 66226 interpreted as summary statistics		100.0%
Information Statistics [NW/ V Value 523 Warning: these figure #3 STATE: Statistics [NW/ V	W] Label es indicate the ate W]	[Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] number of cases found in the data file. They cannot be [Type= discrete] [Format=character] [Missing [Valid=66226 /-] [Invalid=0 /-] this is a code which specifies to which state f S.No. States Codes 1. Andhra Pradesh 02 2. Assam 04	Cases 66226 interpreted as summary statistics		100.0%
#### #3 STATE: State

#0 STATE. State	
	7. Jammu & Kashmir 10
	8. Karnataka 11
	9. Kerala 12
	10. Madhya Pradesh 13
	11. Maharashtra 14
	12. Manipur 15
	13. Meghalaya 16
	14. Nagaland 18
	15. Orissa 19
	16. Punjab 20
	17. Rajasthan 21
	18. Sikkim 22
	19. Tamil Nadu 23
	20. Tripura 24
	21. Uttar Pradesh 25
	22. West Bengal 26
	23. A & N Islands 27
	24. Arunachal Pradesh 03
	25. Chandigarh 28
	26. Dadra & Nagar Haveli 29
	27. Delhi 31
	28. Goa 06
	29. Lakshdweep 32
	30. Mizoram 17
	31. Pondicherry 33
	32. Daman & Diu 30
	33. Chattigarh
	34. Jharkhand
	35. Uttaranchal
	Erequency table not shown (32 Modalities)

#### Frequency table not shown (32 Modalities)

#### #4 REGION: Region

Information		[Type= discrete] [Format=character] [Miss	sing=*]		
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	9
1			22041		33.3%
2			17989		27.2%
3			12004	18.1%	
4			10135	15.3%	
5			2619	4.0%	
6			783	1.2%	
7			655	1.0%	

#### Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#### #5 SUB\_ROUND: Sub Round

Information		[Type= discrete] [Format=character] [Missing=*]	/pe= discrete] [Format=character] [Missing=*]				
Statistics [N	w/ w]	W] [Valid=66226 /-] [Invalid=0 /-]					
Definition		The survey period is divided into four sub-rounds o sub-round 1 : July - September 1995 sub-round 2 : October - December 1995 sub-round 3 : January - March 1996 sub-round 4 : April - June 1996	f three mon	ths' duration each as follows:			
Value	Label		Cases	Percentage			
1	July - Sep	tember 1995	17179		25.9%		

#5 SUB_RC	OUND: Sub	Round			
Value	Label		Cases	Percentage	
2	October -	December 1995	16562		25.0%
3	January -	March 1996	16314		24.6%
4	April - Jur		16171		24.4%
	-	e number of cases found in the data file. They canno	t be interpreted as summary	y statistics of the population of interest.	
#6 FLOT_N	O: Flot No				
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=66226 /-] [Invalid=0 /-]			
#7 VILL_SL	_NO: Villa	ge / Bl. Srl. No.			
Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=66226 /-] [Invalid=0 /-]			
#8 HG SB	NO: Hq/SI	o/Sample Vill/ Bl. No.			
— — Information		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=66226 /-] [Invalid=0 /-]	0 1		
- Value	Label		Cases	Percentage	
000	Laber		66226	l'ercentage	100.0%
	gures indicate th	e number of cases found in the data file. They canno		y statistics of the population of interest.	100.07
	D STG ST	RM: 2nd. stage stratum			
Information		[Type= discrete] [Format=character] [Mis	sina=*1		
Statistics [NV	v/ w]	[Valid=66226 /-] [Invalid=0 /-]			
	- Label		Cases	Percentage	
Value	Laber				
2			28161 38065	42.5%	57.5%
	gures indicate th	e number of cases found in the data file. They canno		y statistics of the population of interest.	57.570
#10 <b>HH_NO</b>	: Househo	old Number			
nformation		[Type= discrete] [Format=character] [Mis	sing=*]		
Statistics [NV	v/ w]	[Valid=66226 /-] [Invalid=0 /-]			
- Value	Label		Cases	Percentage	
01	2000		21676	l oroontago	32.7%
02			21343		32.2%
03			21137		31.9%
04			896	1.4%	
05			680	1.0%	
06			493	0.7%	
20			1	0.0%	
<u> </u>	·	e number of cases found in the data file. They canno	t be interpreted as summary	y statistics of the population of interest.	
<sup>#11</sup> LVL_NC	D: Level N	umber			
nformation		[Type= discrete] [Format=character] [Mis	sing=*]		

Value	Label		Cases	Percentage		
06			66226	100.0%		
Warning: these	figures indicate ti	e number of cases found in the data file. They cannot be inter	preted as summary st	atistics of the population of interest.		
#12 SL_NC	D_PERSON	: Serial No. of person				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]				
Literal ques	iteral question Serial no. of person					
Interviewer's						
		Frequency table not shown	(36 Modalities)			
#13 ZERO	_FILLER: Z	ero filler				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
0			66226	100.0%		
	-	ne number of cases found in the data file. They cannot be inter	preted as summary st	atistics of the population of interest.		
#14 AGE: /	Age					
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-] [Mean=15.962 /-] [	StdDev=5.768 /-]			
Literal ques	tion	Age				
			5-24 vears will be	conied from block 3. It may be noted that the		
Interviewer's		The age of persons falling within the age group current attendance status of persons are record column for being considered in this block.	•			
		current attendance status of persons are record	•			
nstructions Value	;	current attendance status of persons are record	ed in column (8) o	of block 3 and they will have code 1 in that		
<b>Value</b>	;	current attendance status of persons are record	ed in column (8) o Cases	of block 3 and they will have code 1 in that Percentage		
instructions Value 5 6	;	current attendance status of persons are record	ed in column (8) of Cases	of block 3 and they will have code 1 in that Percentage 6.6%		
instructions Value	;	current attendance status of persons are record	ed in column (8) ( Cases 4377 2991	Percentage 6.6% 4.5%		
instructions Value 5 6 7	;	current attendance status of persons are record	ed in column (8) ( Cases 4377 2991 1755	Percentage 6.6% 4.5% 2.7%		

8	2240	3.4%
9	1102	1.7%
10	2403	3.6%
11	947	1.4%
12	2610	3.9%
13	1683	2.5%
14	2430	3.7%
15	3240	4.9%
16	3731	5.6%
17	3048	4.6%
18	6602	10.0%
19	3254	4.9%
20	7632	11.5%
21	3277	4.9%
22	6474	9.8%

#14	AGE:	Age
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	Label		Cases		Percentage
23			3507		5.3%
24			2923		4.4%
Narning: these	figures indicate th	e number of cases found in the data file. They cannot be int	erpreted as summar	y statistics of the po	pulation of interest.
<sup>#15</sup> REAS	ON_FOR_N	OT_ATTENDING: Reason for not att	ending		
Information		[Type= discrete] [Format=character] [Missing=	*]		
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]			
Definition		The reason for not attending any educational i	nstitution is to be	e recorded for ea	ch of the persons not attending
Literal ques	tion	Reason for not attending (code)			
		For those who have completed their education felt that the person is of school going age or h necessary for making entry in this item. The re- 01 no tradition in the community 02 child not interested in studies 03 parents not interested in studies 04 unable to cope up or failure in studies 05 unfriendly atmosphere at school 06 education not considered useful 07 schooling/higher education fascilities not av	as discontinued easons are code	his education, fo d as follows .	
		<ul> <li>08 to work for wage/salary</li> <li>09 for participation in other economic activities</li> <li>10 to look after younger siblings</li> <li>11 to attend to other domestic chores</li> <li>12 financial constraints</li> <li>13 completed the desired level</li> <li>14 awaiting admission for the next level</li> <li>19 others</li> </ul>			
Value	Label	<ul> <li>09 for participation in other economic activities</li> <li>10 to look after younger siblings</li> <li>11 to attend to other domestic chores</li> <li>12 financial constraints</li> <li>13 completed the desired level</li> <li>14 awaiting admission for the next level</li> </ul>	Cases		Percentage
		<ul> <li>09 for participation in other economic activities</li> <li>10 to look after younger siblings</li> <li>11 to attend to other domestic chores</li> <li>12 financial constraints</li> <li>13 completed the desired level</li> <li>14 awaiting admission for the next level</li> <li>19 others</li> </ul>		2.0%	Percentage
01	no traditio	<ul> <li>09 for participation in other economic activities</li> <li>10 to look after younger siblings</li> <li>11 to attend to other domestic chores</li> <li>12 financial constraints</li> <li>13 completed the desired level</li> <li>14 awaiting admission for the next level</li> </ul>	Cases	2.0%	Percentage
01 02	no traditio child not ii	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others	<b>Cases</b> 1343	2.0%	-
01 02 03	no traditio child not in parents no	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others	Cases 1343 12009		18.1
01 02 03 04	no traditio child not in parents no unable to	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others	Cases 1343 12009 9986		18.1 15.1%
01 02 03 04 05	no traditio child not in parents no unable to unfriendly	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community interested in studies ot interested in studies cope up or failure in studies	Cases           1343           12009           9986           4268		18.1 15.1%
01 02 03 04 05	no traditio child not in parents no unable to unfriendly education	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community Interested in studies to tinterested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available	Cases           1343           12009           9986           4268           143	0.2%	18.1 15.1%
01 02 03 04 05 06 07	no traditio child not in parents no unable to unfriendly education schooling/ convenier	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community Interested in studies to tinterested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available	Cases           1343           12009           9986           4268           143           1149	0.2% 1.7% 2.9%	18.1 15.1%
01 02 03 04 05 06 07 08	no tradition child not in parents no unable to unfriendly education schooling convenient to work fo	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community Interested in studies to interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly	Cases           1343           12009           9986           4268           143           1149           1953	0.2% 1.7% 2.9%	18.1 15.1% 6.4%
01 02 03 04 05 06 07 08 09	no tradition child not in parents no unable to unfriendly education schooling/ convenien to work fo for particip	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community Interested in studies to interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary	Cases           1343           12009           9986           4268           143           1149           1953           3526	0.2% 1.7% 2.9%	18.1 15.1% 6.4%
01 02 03 04 05 06 07 08 09 10	no tradition child not in parents no unable to unfriendly education schooling/ convenient to work fo for particip to look aft	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others n in the community Interested in studies to tinterested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary pation in other economic activities	Cases         1343         12009         9986         4268         143         143         1149         1953         3526         6445	0.2% 1.7% 2.9% 5.3	18.1 15.1% 6.4%
01 02 03 04 05 06 07 08 09 10 11	no tradition child not in parents no unable to unfriendly education schooling/ convenient to work fo for particip to look aft	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others an in the community Interested in studies to the rested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary pation in other economic activities er younger siblings o other domestic chores	Cases           1343           12009           9986           4268           143           143           143           153           3526           6445           648	0.2% 1.7% 2.9% 5.3	18.1 15.1% 6.4% 3% 9.7%
01 02 03 04 05 06	no tradition child not in parents no unable to unfriendly education schooling/ convenien to work fo for particip to look aft to attend to financial co	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others an in the community Interested in studies to the rested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary pation in other economic activities er younger siblings o other domestic chores	Cases         1343         12009         9986         4268         143         143         143         153         3526         6445         648         5236	0.2% 1.7% 2.9% 5.3	18.1 15.1% 6.4% 9.7% 7.9% 11.1%
01 02 03 04 05 06 07 08 09 10 11 12	no tradition child not in parents no unable to unfriendly education schooling convenien to work fo for particip to look aft to attend to financial co completed	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others an in the community Interested in studies to tinterested in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary bation in other economic activities er younger siblings o other domestic chores onstraints	Cases         1343         12009         9986         4268         143         143         143         153         3526         6445         648         5236         7336	0.2% 1.7% 2.9% 5.3 1.0%	18.1 15.1% 6.4% 9.7% 7.9% 11.1%
01 02 03 04 05 06 07 08 09 10 11 12 13	no tradition child not in parents no unable to unfriendly education schooling convenien to work fo for particip to look aft to attend to financial co completed	09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level 19 others an in the community Interested in studies to interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly r wage/salary bation in other economic activities er younger siblings o other domestic chores onstraints 1 the desired level	Cases           1343           12009           9986           4268           143           143           143           153           3526           6445           648           5236           7336           2819	0.2% 1.7% 2.9% 5.3 1.0% 4.3%	18.1 15.1% 6.4% 9.7% 7.9% 11.1%

Statistics (NW/W)       [Valid=66226 /:] [Invalid=0 /:]         Definition       It is to be inquired from each person listed in this block if the person was ever enrolled.         Literal question       ever enrolled ? (yes -1, no-2)         Post-question       If ferrolled then the details of fast course attended i.e type of education ?         level of education completed ?       when nicroped au?         Interviewer's       attended i.to input definition completed ?         instructions       Lt is to be inquired from each person listed in this block if the person was ever enrolled. Code 1 or 2 will be entered in this lem. In case the answer is yes, then tem 5 (meant for details of last course attended ywill be filed for him/her. Being taught by private butor or attending kindergarten or nursery school should not be treated as achieved in the deta file. The genes function of the person. If not, item 61 (if Resans for ever enrolled) and 7 (ite Usal Actively status y will be filed for him/her. Being taught by private butor or attending kindergarten or nursery school should not be treated as achieved in the deta file. They enroue be interpreted as summary statistics of the population or interest.         Value       Label       Cases       Percentage         1       yes       30362       483.%         Wanking these flynew indices the number of cases found in the data file. They enroue be interpreted as summary statistics of the population of interest.       52.2%         Pre-question       ever enrolled ? (yes-1, no-2)       Ferrolled, detalits of iast course attended is a general or	#16 EVER_E	NROLLE	D: Ever enrolled						
Literal question       ever enrolled ? (yes-1, no-2)         Post-question       if enrolled then the details of last course attended i.e. yues of education? level of education? level of education?         Interviewer's methods for dropping out ?       It is to be injuried from each person listed in this block if the person was ever enrolled. Code 1 or 2 will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. If not, items (i, e feason for never enrolled) and 7 (i.e. Usual Achivity status ) will be filed for that person. Thy person for decation or nursery school should not be treated as school enrollment.         Value       Label       Case Percentage         1       yes       35284         2       no       30662         41       yes       35284         2       0       48.8%         Wanding the filed of that course attended is a general or technical course code 1 or 2 will be entered against this item.<	Statistics [NW/	w]	[Valid=66226 /-] [Invalid=0 /-]						
Post-question       if enrolled then the details of last course attended i.e type of education? level of education? livel b level instructions         Interviewor's instructions       It is to be inquired from each person listed in this block if the person was ever enrolled. Code 1 or 2 will be entered in this item. In case the answer is yes, then item 5 (meant for details of last course attended) will be file for that person. If no, time 0 (it a Reason for never enrolled) and 7 (it a Usual Activity status) will be file for innihe.         Value       Labol       Cases       Percentage         1       yes       35264       53.2%.         2       no       10.9%       53.2%.         2       no       10.9%       53.2%.         2       10.9%       10.9%       10.8%         10.9%       10.9%       10.9%       10.9%         2       10.9%	Definition		It is to be inquired from each person listed in this t	olock if the p	erson was ever	enrolled.			
Interviewer's       Isyee of education ?         Interviewer's       Interviewer's         Interviewer's       The treatment of the issen in the second process of the page	Literal question	ı	ever enrolled ? (yes-1, no-2)						
instructions       entered in this item. In case the answer is yes, then item 5 ( mean for defails of fast course attended ) will be filled for thin yens. If not, tem 6 (is C Reaso for never enrolled ) and 7 ( i.e. Usual Activity status) will be filled for thin yens. Being taught by private tutor or attending kindergarten or nursery school should not be treated as school enrollment.         Value       Label       Cases       Percentage         1       yes       35264       53.2%         2       no       30962       46.8%         Waning: these figures induces the number of cases found in the data file. They cannot be integrated as summary statistics of the population of interest.       #16.8%         Warning: these figures induces the number of cases found in the data file. They cannot be integrated as summary statistics of the population of interest.       #17         TYPE_OF_EDUCT       Upge of education       Interest (Invalid=0 / -)       Interest (Invalid=0 / -)         Information       [Type= discrete] [Format=character] [Missing=1]       Interviewer's       Degending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.       Interviewer's       Degending on whether the last course attended is a given in block 4.         Value       Label       Cases       Percentage       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8%       6.8% </td <td colspan="2">type of education ? level of education? level of education completed ? when dropped out ?</td> <td>type of education ? level of education? level of education completed ? when dropped out ?</td> <td>i.e</td> <td></td> <td></td> <td></td>	type of education ? level of education? level of education completed ? when dropped out ?		type of education ? level of education? level of education completed ? when dropped out ?	i.e					
1       yes       35264       53.2%         2       no       30962       46.8%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #17         #17 TYPE_OF_EDUCATION: Type of education       [Type=discrete] [Format=character] [Missing="]       Statistics [NW/ W]       [Valid=66226 /_] [Invalid=0 /_]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.       Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended is a general or technical course code 1 or 2 will be entered against this item.       1 general         1       general       2 technical       The criteria for identifying the type of course will be as given in block 4.         Value       Label       Cases       Percentage         0			entered in this item. In case the answer is yes, th filled for that person. If not, item 6( i.e Reason for for him/her. Being taught by private tutor or attend	en item 5 ( n never enroll	neant for details led ) and 7 ( i.e l	of last course attended Jsual Activity status ) wi	) will be Il be filled		
2       no       30962       46.8%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #17 TYPE_OF_EDUCATION: Type of education         Information       [Type= discrete] [Format=character] [Missing="]       Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)	Value	Label		Cases		Percentage			
Waning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #17 TYPE_OF_EDUC+TON: Type of education         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended is a general or technical course code 1 or 2 will be entered against this item.         instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         1 general       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         1 general       2 technical         The criteria for identifying the type of course will be as given in block 4.         Value       Label         Value       Sate 3         general       30965         1 general       30453         2 technical       808         1 general       34453         2 technical       808         1 general       34453         2 techni	1	yes		35264			53.2%		
#17 TYPE_OF_EDUCATION: Type of education         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended to a general or technical course code 1 or 2 will be entered against this item.         1 general       Depending on whether the last course attended to a general or technical course code 1 or 2 will be entered against this item.         1 general       2 technical         The criteria for identifying the type of course will be as given in block 4.         Value       Label         Q general       30965         1 general       34453         2 technical         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       It refers to the different stages of educational attainment.         The levels are (i) not literate, (ii) literate without formal schooling, (iii)	2	no		30962		4	6.8%		
Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended type of education (gen-1, tech-2)         Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         1 general       2 technical         The criteria for identifying the type of course will be as given in block 4.         Value       Label       Cases       Percentage         0       30965       46.8%       1.2%         Warning: these flyures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       If refers to the different stages of educational attainem.t. The levels are () not literet. (i) literate without formal schooling. (ii) below primary. (iv) primary. (iv) middle. (vi) secondary. (viii) higher secondary. (viii) diploma/ certificate, (ay graduate, and, (ay postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level at which he/she is currently studying is secondary.	Warning: these figu	res indicate the	e number of cases found in the data file. They cannot be interpr	eted as summa	ry statistics of the p	opulation of interest.			
Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended type of education (gen-1, tech-2)         Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         The criteria for identifying the type of course will be as given in block 4.         Value       Label       Cases       Percentage         0	#17 <b>TYPE_O</b>	EDUC	ATION: Type of education						
Definition       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended type of education (gen-1, tech-2)         Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         Value       Label       Depending the type of course will be as given in block 4.         Value       Label       Cases       Percentage         0	Information		[Type= discrete] [Format=character] [Missing=*]						
against this item.       against this item.         Pre-question       ever enrolled ? (yes-1, no-2)         Literal question       If enrolled, details of last course attended type of education (gen-1, tech-2)         Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         Value       Label       Depending on thether the last course will be as given in block 4.         Value       Label       Cases       Percentage         0	Statistics [NW/	w]	[Valid=66226 /-] [Invalid=0 /-]						
Literal question       If enrolled, details of last course attended         type of education (gen-1, tech-2)         Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         Value       Label       Cases       Percentage         0       30965       46.8%         1       general       30965       46.8%         2       technical       30965       46.8%         1       general       30965       46.8%         2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (vii) apsed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level, attained only the vill he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IV will be middle but the level at which he/she is currently studying is s	Definition			a general o	r technical cours	e code 1 or 2 will be en	tered		
Interviewer's instructions       bepending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item. 1 general 2 technical         Yalue       Label       Cases       Percentage         0       Interviewer's instructions       30965       46.8%         1       general       30965       46.8%         1       general       34453       52.0%         2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       Ivalid=66226 /-] [Invalid=0 /-]       Interferent stages of educational attainment.         The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (v) primary, (v) middle, (vi) secondary, (vii) higher secondary, (vii) higher secondary, (vii) diplomar/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class it will be middle but the level at which he/she is currently studying is secondary.	Pre-question		ever enrolled ? (yes-1, no-2)						
Interviewer's instructions       Depending on whether the last course attended is a general or technical course code 1 or 2 will be entered against this item.         1 general 2 technical       The criteria for identifying the type of course will be as given in block 4.         Value       Label       Cases       Percentage         0       30965       46.8%         1 general       30965       46.8%         2 technical       30965       46.8%         1 general       34453       52.0%         2 technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       Imformation       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]       It refers to the different stages of educational attainment.         The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	Literal question	ı	If enrolled, details of last course attended						
instructions against this item. 1 general 2 technical The criteria for identifying the type of course will be as given in block 4. Value Label Cases Percentage 0 Cases Percentage 0 general 2 technical 30965 46.8% 1 general 30965 46.8% 1 general 52.0% 2 technical 52.0% 2 technical 1.2% Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest. #18 LEVEL_CODE: Level code Information [Type= discrete] [Format=character] [Missing=*] Statistics [NW/ W] [Valid=66226 /-] [Invalid=0 /-] Definition It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (vii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then wilh he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.			type of education (gen-1, tech-2)						
0       30965       46.8%         1       general       34453       52.0%         2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       Image: the end of the end end of the end of the end			against this item. 1 general 2 technical	-		e code 1 or 2 will be en	tered		
0       30965       46.8%         1       general       34453       52.0%         2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code       Important (Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]         [Valid=66226 /-] [Invalid=0 /-]         Definition       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	Value	Label		Cases		Percentage			
1       general       34453       52.0%         2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ VJ         Definition       [Valid=66226 /-] [Invalid=0 /-]         Definition         It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.						-	46.8%		
2       technical       808       1.2%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #18 LEVEL_CODE: Level code         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]         [Valid=66226 /-] [Invalid=0 /-]         Definition         It refers to the different stages of educational attainment.         The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	1	general		34453			52.0%		
#18 LEVEL_CODE: Level code         Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	2	-		808	1.2%				
Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	Warning: these figu	res indicate the	e number of cases found in the data file. They cannot be interpr	eted as summa	ry statistics of the p	opulation of interest.			
Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	#18 LEVEL_C	ODE: Le	evel code						
Definition       It refers to the different stages of educational attainment.         The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	Information		[Type= discrete] [Format=character] [Missing=*]						
The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class IX will be middle but the level at which he/she is currently studying is secondary.	Statistics [NW/	w]	[Valid=66226 /-] [Invalid=0 /-]						
Pre-question type of education			It refers to the different stages of educational attainment. The levels are (i) not literate, (ii) literate without formal schooling, (iii) below primary, (iv) primary, (v) middle, (vi) secondary, (vii) higher secondary, (viii) diploma/ certificate, (ix) graduate, and, (x) postgraduate and above. It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level of education. For example, the level attained by a person studying in Class						
	Pre-question		type of education						

#### #18 LEVEL\_CODE: Level code

01       not literate : without formal schooling       117       0.2%         02       literate : without formal schooling       41       0.1%         03       below primary       1050       1.6%         04       primary       9332       14.1%         05       middle       9327       14.1%         06       secondary       9691       14.6%         07       higher scondary       3472       5.2%         08       diploma/certificarte course       679       1.0%         09       graduate       800e       881       0.6%         10       post graduate & above       381       0.6%       881         10       post graduate the number of cases found in the data file. They cannot be interpreted as summy statists of the population of interest.         WHETHER_COMPUTE       [Type= discrete] [Format=character] [Missing="]       1.8%         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]       [Valid=66226 /-] [Invalid=0 /-]         Definition       upto what level the perso has completed his/her education         Interviewor's information       [Type= discrete] ? (yes-1, no-2)         Post-question       if not completed ? (yes-1, no-2)         Post-question       whether complet	Literal ques	tion	level ( code )					
instructions       0       1 not literate       0.2 literate : without formal schooling       0.3 below primary       0.3 below primary       0.6 middle       0.0 midle       0.0 midle	Post-questi	on	whether completed the level of edu	cation				
00       00       30963       46.6         01       not literate       117       0.2%         02       literate : without formal schooling       41       0.1%         03       below primary       1050       1.6%         04       primary       9332       14.1%         05       middle       9327       14.1%         06       secondary       9691       14.6%         07       higher secondary       3472       5.2%         08       diploma/certificante course       679       1.0%         09       graduate       1173       1.8%         10       post graduate & above       381       0.6%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #*19 WHETHE_COMPLETED: Whether completed       1173       1.8%         10       post graduate & above       381       0.6%         Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #*19 WHETHE_COMPLETED: Whether completed       [Westher completed ?[Westher completed is indicate the number of cases found in the data file. They cannot be interpreted as unon the data file. They cannot be interey on t			01 not literate 02 literate : without formal schooling 03 below primary 04 primary 05 middle 06 secondary 07 higher secondary 08 diploma/certificarte course 09 graduate 10 post graduate & above The codes 1 and 2 will not be applied	cable for this item. The leve				
01       not literate       117       0.2%         02       literate : without formal schooling       41       0.1%         03       below primary       1050       1.6%         03       below primary       1050       1.6%         04       primary       9332       14.1%         05       middle       9327       14.1%         06       secondary       9691       14.6%         06       secondary       9691       14.6%         06       secondary       9691       14.6%         07       higher secondary       3472       5.2%         08       diploma/certificarte course       679       1.0%         09       graduate       above       381       0.6%         10       post graduate & above       381       0.6%         10       post graduate & above       381       0.6%         10       post graduate & above       381       0.6%         119       WHETHE_COMPLETED: Whether completed file.They camote be interpreted as summary statistics of the population of interest.         119       Uplate=66226 /: [Invalid=0 /:]       1173       1.8%         119       whether completed ? (yes-1, no-2)       114.6% </th <th>Value</th> <th>Label</th> <th></th> <th>Cases</th> <th></th> <th>Percentage</th> <th></th>	Value	Label		Cases		Percentage		
02       literate : without formal schooling       41       0.1%         03       below primary       1050       1.6%         04       primary       9332       14.1%         05       middle       9327       14.1%         06       secondary       9691       14.6%         06       secondary       9691       14.6%         07       higher secondary       3472       5.2%         08       diploma/certificarte course       679       1.0%         09       graduate       8bove       1173       1.8%         00       post graduate & above       381       0.6%       10.6%         Information       [Type= discrete] [Format=character] [Missing=*]         Information       [Type= discrete] [Format=character] [Missing=*]         Notice the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         Information       [Type= discrete] [Format=character] [Missing=*]         Notice the fulled in.         Pre-question       [evel of education         whether completed ? ( yes-1, no-2)         Pre-question       find completed then the age at which dropped out & the reason for dro	00			30963			46.8%	
below primary 1050 1.6% primary 9332 14.1% primary 9332 14.1% primary 9332 14.1% primary 9691 14.6% post graduate 09327 14.1% post graduate course 079 1.0% post graduate course 079 1.0% post graduate & above 331 0.6% primary indicate the number of cases found in the data file. They cannot be integrated as summary statistics of the population of interest. they whether completed file. They cannot be integrated as summary statistics of the population of interest. they whether completed file. They cannot be integrated as summary statistics of the population of interest. they whether completed [Format=character] [Missing="] pre-question [Type= discrete] [Format=character] [Missing="] pre-question [evel of education there on pleted ? (yes-1, no-2) post-question if not completed then the age at which dropped out & the reason for dropping out there on pleted? ? (yes-1, no-2) post-question if not completed it is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out ( in years ) ] and 5.4.2 [i.e reason for dropping out ] are to be filled in. Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of Value Label	01	not litera	te	117	0.2%			
04       primary       9332       14.1%         05       middle       9327       14.1%         06       secondary       9691       14.6%         07       higher secondary       3472       5.2%         08       diploma/certificarte course       679       1.0%         09       graduate       1173       1.8%         00       post graduate & above       381       0.6%         Whertherse indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         10       post graduate & above       381       0.6%         Wherther COMPLETED: Whether completed       1173       1.8%         ifformation       [Type= discrete] [Format=character] [Missing=*]       1         statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]       1         Prequestion       upto what level the perso has completed his/her education       1         interviewer's network       whether completed ? (yes-1, no-2)       1         Prost-question       if not completed then the age at which dropped out & the reason for dropping out a roop of dropped out (in years )] and 5.4.2 [i.e reason for dropping out ] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of dropping	)2	literate :	without formal schooling	41	0.1%			
bis     middle     9327     14.1%       06     secondary     9691     14.6%       07     higher secondary     3472     5.2%       08     diploma/certificarte course     679     1.0%       09     graduate     8above     381     0.6%       10     post graduate & above     381     0.6%       VHETHER_COMPLETED: Whether completed     381     0.6%       rfromation     [Type= discrete] [Format=character] [Missing=*]     Imformation       rfroge- discrete] [Format=character] [Missing=*]     Imformation     [Type= discrete] [Format=character] [Missing=*]       Potinition     upto what level the perso has completed his/her education     Imformation       re-question     level of education     It is to be ascertained if the answer is no for dropping out       rhether completed ? (yes-1, no-2)     whether completed ? (yes-1, no-2)     It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years) ] and 5.4.2 [i.e reason for dropping out] are to be filled in.       rhether completed ? I is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years) ] and 5.4.2 [i.e reason for dropping out] are to be filled in.       Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or this item, then items 5.4.1 [i.e age when dropped out (in years) ] and 5.4.2 [i.e reason for dropping out] are to be filled in.	03	below pri	mary	1050	1.6%			
b66         secondary         9691         14.6%           07         higher secondary         3472         5.2%           08         diploma/certificarte course         679         1.0%           09         graduate         1173         1.8%           10         post graduate & above         381         0.6%           Varing: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.           vf19         WHETHER_COMPLETED: Whether completed           Information         [Type= discrete] [Format=character] [Missing="]           Information         [Type= discrete] [Format=character] [Missing="]           Statistics [NW/ W]         [Valid=66226 /-] [Invalid=0 /-]           Definition         upto what level the perso has completed his/her education           Pre-question         level of education           .iteral question         whether completed ? (yes-1, no-2)           Prost-question         if not completed then the age at which dropped out & the reason for dropping out           Interviewer's instructions         whether completed 1 it is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.           Persons enrolled or attended a specific level but di ot complete that level suc	04	primary		9332		14.1%		
higher secondary       3472       5.2%         08       diploma/certificarte course       679       1.0%         09       graduate       1173       1.8%         10       post graduate & above       381       0.6%         these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         they the the completed         If ype= discrete] [Format=character] [Missing=*]         statistics [NW/ V]         [Valid=66226 /-] [Invalid=0 /-]         vet of education         whether completed his/her education         whether completed ? (yes-1, no-2)         vost-question         if not completed then the age at which dropped out & the reason for dropping out ] are to be filed in.         Prost-question         if not completed 1 it is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years )] and 5.4.2 [i.e reason for dropping out ] are to be filed in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of gauate	)5	middle		9327		14.1%		
b8     diploma/certificarte course     679     1.0%       09     graduate     1173     1.8%       10     post graduate & above     381     0.6%       Memory statistics of the population of interest.       The population in the data file. They cannot be interpreted as sum	06	seconda	У	9691		14.6%		
09     graduate     1173     1.8%       10     post graduate & above     381     0.6%       Values ligures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       If 9 WHETHER_COMPLETED: Whether completed       If yee= discrete] [Format=character] [Missing=*]       Statistics [NW/ W]       If yee= discrete] [Format=character] [Missing=*]       Definition       upto what level the perso has completed his/her education       Pre-question       Idvel of education       Authent completed ? ( yes-1, no-2)       Post-question       if not completed then the age at which dropped out & the reason for dropping out       networks in the completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.       Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out ] are to be filled in.       Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out ] are to be filled in.       Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out ] are to be filled in. <td cols<="" td=""><td>07</td><td>higher se</td><td>econdary</td><td>3472</td><td>5.2%</td><td>6</td><td></td></td>	<td>07</td> <td>higher se</td> <td>econdary</td> <td>3472</td> <td>5.2%</td> <td>6</td> <td></td>	07	higher se	econdary	3472	5.2%	6	
10     post graduate & above     381     0.6%       Varning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.       #19 WHETHER_COMPLETED: Whether completed       Information       [Type= discrete] [Format=character] [Missing=*]       Statistics [NW/ W]     [Valid=66226 /-] [Invalid=0 /-]       Definition     up to what level the perso has completed his/her education       Pre-question     level of education       Literal question     whether completed ? (yes-1, no-2)       Post-question     if not completed then the age at which dropped out & the reason for dropping out       Interviewer's instructions     whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.       Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of the persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of the person service of the specific level but did not complete that level successfully are termed as drop of the person service of the specific level but did not complete that level successfully are termed as drop of the person service of the specific level but did not complete that level successfully are termed as drop of the person service of the specific level but did not complete that level successfully are termed as drop of the person service of the specific level but did not complete that level successfully are termed as drop of the person serv	08	diploma/	certificarte course	679	1.0%			
Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.         #19 WHETHER_COMPLETED: Whether completed         Information       [Type= discrete] [Format=character] [Missing="]         Statistics [NW/W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       upto what level the perso has completed his/her education         Pre-question       level of education         Literal question       whether completed ? (yes-1, no-2)         Post-question       if not completed then the age at which dropped out & the reason for dropping out         nterviewer's mstructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years )] and 5.4.2 [i.e reason for dropping out] are to be filled in.         Pre-sons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out (in years )] and 5.4.2 [i.e reason for dropping out] are to be filled in.         Pre-sons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out (in years )] and 5.4.2 [i.e reason for dropping out] are to be filled in.         Pre-sons enrolled or attended a specific level but did not complete that level successfully are termed as drop or dropping out (in	09	graduate		1173	1.8%			
#19 WHETHER_COMPLETED: Whether completed   information   [Type= discrete] [Format=character] [Missing=*]   Statistics [NW/ W]   [Valid=66226 /-] [Invalid=0 /-]   Definition   upto what level the perso has completed his/her education   Pre-question   level of education  iteral question   whether completed ? (yes-1, no-2)   Post-question   if not completed then the age at which dropped out & the reason for dropping out   nterviewer's instructions   whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years )] and 5.4.2 [i.e reason for dropping out] are to be filled in.   Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of 32048   0   2   0   2   0   2   0   2   0   2   0   2   0   2   0   2   0   2   1   2   0   2   2   0   2   2   0   2   2   0   2   2   2   2   2   2   2   2   2   2   2						the nonulation of interest		
Information       [Type= discrete] [Format=character] [Missing=*]         Statistics [NW/ W]       [Valid=66226 /-] [Invalid=0 /-]         Definition       upto what level the perso has completed his/her education         Pre-question       level of education         Literal question       whether completed ? (yes-1, no-2)         Post-question       if not completed then the age at which dropped out & the reason for dropping out         Interviewer's instructions       whether completed 1 it is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level successfully are termed as drop of the specific level successfully are termed as drop of the specific level successfully are termed as drop of the specific level successfully are termed as drop of the specific level successfully are termed as drop of the specific l	-	-	·	· · · · · · · · · · · · · · · · · · ·	y statistics of			
Definition       upto what level the perso has completed his/her education         Pre-question       level of education         if not completed ? (yes-1, no-2)       whether completed then the age at which dropped out & the reason for dropping out         Post-question       if not completed then the age at which dropped out & the reason for dropping out         Interviewer's mstructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years )] and 5.4.2 [i.e reason for dropping out ] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or the successfully are termed as drop or successfully are termed as drop or successfully are termed as drop or the successfully are termed as drop or	nformation	_	[Type= discrete] [Format=character	] [Missing=*]				
Pre-question       level of education         i.iteral question       whether completed ? (yes-1, no-2)         Post-question       if not completed then the age at which dropped out & the reason for dropping out         Interviewer's instructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level successfully are termed as drop of the specific level but did not complete that level specific lev	Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]					
Literal question       whether completed ? (yes-1, no-2)         Post-question       if not completed then the age at which dropped out & the reason for dropping out         Interviewer's nstructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out ( in years ) ] and 5.4.2 [i.e reason for dropping out ] are to be filled in.         Value       Label       Cases       Percentage         0	Definition		upto what level the perso has comp	leted his/her education				
Post-question       if not completed then the age at which dropped out & the reason for dropping out         Interviewer's mstructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [ i.e age when dropped out ( in years ) ] and 5.4.2 [ i.e reason for dropping out ] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop or 32048         0       32048         1       yes         2       no	Pre-questio	n	level of education					
Interviewer's instructions       whether completed : It is to be ascertained if the answer is no for this item, then items 5.4.1 [i.e age when dropped out (in years )] and 5.4.2 [i.e reason for dropping out ] are to be filled in.         Value       Label       Cases       Percentage         0       32048       48.4         1       yes       15251       23.0%         2       no       18927       28.6%	iteral ques	tion	whether completed ? ( yes-1, no-2)					
Instructions       dropped out (in years )] and 5.4.2 [i.e reason for dropping out] are to be filled in.         Persons enrolled or attended a specific level but did not complete that level successfully are termed as drop of 2000         Value       Label       Cases       Percentage         0       32048       48.4         1       yes       15251       23.0%         2       no       18927       28.6%	Post-questi	on	if not completed then the age at wh	ich dropped out & the reaso	on for dropp	ping out		
0         32048         48.4           1         yes         15251         23.0%           2         no         18927         28.6%	instructions dropped out ( in years ) ] and 5.4.2 [ i.e		[ i.e reason for dropping ou	ut] are to be	e filled in.			
0     32048       1     yes       2     no	Value	Label	· · ·	Cases		Percentage		
1     yes     15251     23.0%       2     no     18927     28.6%	0			32048			48.4%	
2 no 18927 28.6%		yes				23.0%		
Varning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest	2			18927		28.6%		
	Varning: these	figures indicate t	he number of cases found in the data file. They	cannot be interpreted as summar	y statistics of	the population of interest.		
	20 AGE_	DROPPED	_OUT: Age when dropped ou	IL				

#20 AGE_DROPPE	#20 AGE_DROPPED_OUT: Age when dropped out					
Statistics [NW/ W]	tatistics [NW/ W]         [Valid=18873 /-] [Invalid=47353 /-] [Mean=13.13 /-] [StdDev=3.481 /-]					
Definition	age at which dropped out.					
Pre-question	whether the desired level of education completed ?					
Literal question	Age when dropped out ( years )					
Interviewer's instructions	A person is treated as dropped out when he/she has not successfully completed that particular level. The age in completed years when the person dropped out is to be recorded in this item.					

Value	Label	Cases		Percentag	e	
0		4	0.0%			
1		25	0.1%			
2		16	0.1%			
3		14	0.1%			
4		11	0.1%			
5		78	0.4%			
6		261	1.4%			
7		548	2.9%			
8		991		5.3%		
9		1201		6.4%		
10		1598			8.5%	
11		1411		7.5	%	
12		1877			9.9%	
13		1684			8.9%	
14		1874			9.9%	
15		2282			1	2.1%
16		1892			10.0%	
17		1260		6.7%		
18		910		4.8%		
19		391	2.1%			
20		323	1.7%			
21		127	0.7%			
22		72	0.4%			
23		21	0.1%			
24		2	0.0%			
Sysmiss		47353				

#21 REASON_DRO	P_OUT: Reason for dropping out
Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=66226 /-] [Invalid=0 /-]
Definition	it may be due to a particular reason that has to be expained in representation of a code.
Pre-question	whether the desired level of education completed ?
Literal question	Reason for dropping out ( code )
Interviewer's instructions	reason for dropping out (code) : The reason for not completing the last course is to be entered here .
	01 no tradition in the community 02 child not interested in studies

#### #21 REASON\_DROP\_OUT: Reason for dropping out

03 parents not interested in studies
04 unable to cope up or failure in studies
05 unfriendly atmosphere at school
06 education not considered useful
07 schooling/higher education fascilities not available conveniently
08 to work for wage/salary
09 for participation in other economic activities
10 to look after younger siblings
11 to attend to other domestic chores
12 financial constraints
13 completed the desired level
14 awaiting admission for the next level
19 others

Code 13 will however not be applicable in this case.

Value	Label	Cases	Percentage	
00		47844		72.2%
01	no tradition in the community	96	0.1%	
02	child not interested in studies	4515	6.8%	
03	parents not interested in studies	1509	2.3%	
04	unable to cope up or failure in studies	4743	7.2%	
05	unfriendly atmosphere at school	77	0.1%	
06	education not considered useful	279	0.4%	
07	schooling/higher education fascilities not available conveniently	369	0.6%	
08	to work for wage/salary	828	1.3%	
09	for participation in other economic activities	1506	2.3%	
10	to look after younger siblings	203	0.3%	
11	to attend to other domestic chores	897	1.4%	
12	financial constraints	2189	3.3%	
13	completed the desired level	0	0.0%	
14	awaiting admission for the next level	0	0.0%	
19	others	1171	1.8%	

#### #22 AGE\_AT\_SCHOOL\_ENTRY: Age at entry at school

Information	[Type= discrete] [Format=numeric] [Missing=*]
Statistics [NW/ W]	[Valid=32455 /-] [Invalid=33771 /-] [Mean=5.701 /-] [StdDev=0.904 /-]
Definition	age at which the person started formal education
Pre-question	ever enrolled ? (1-yes, 2-no)
Literal question	Age at entry at school ( years )
Interviewer's instructions	The completed age at which the person got admitted to the school is to be entered in this item.

Value	Label	Cases	Percentage
0		3	0.0%
1		6	0.0%
2		5	0.0%
3		81	0.2%

#### #22 AGE\_AT\_SCHOOL\_ENTRY: Age at entry at school

Value	Label	Cases	Percen	tage
4		517	1.6%	
5		14429		44.5%
6		13125		40.4%
7		3071	9.5%	
8		897	2.8%	
9		182	0.6%	
10		93	0.3%	
11		13	0.0%	
12		17	0.1%	
13		6	0.0%	
14		2	0.0%	
15		6	0.0%	
16		2	0.0%	
Sysmiss		33771		

#### #23 NO\_YRS\_OF\_SCHOOLING: No. of years of schooling

Information	[Type= discrete] [Format=numeric] [Missing=*]
Statistics [NW/ W]	[Valid=32495 /-] [Invalid=33731 /-] [Mean=7.96 /-] [StdDev=3.442 /-]
Definition	total number of years spent in the school education including the higher secondary course which will be treated as part of school education .
Pre-question	ever enrolled ? (1-yes, 2-no)
Literal question	no. of years of schooling
Interviewer's instructions	This refers to the total number of years spent in the school education including the higher secondary course which will be treated as part of school education. It is possible that a person had more years of schooling than the duration of the courses completed due to failures.

Value	Label	Cases	Perce	ntage
0		132	0.4%	
1		492	1.5%	
2		990	3.0%	
3		1700	5.2%	
4		2249	6.9%	
5		3675		11.3%
6		2376	7.3%	, D
7		2823	8	3.7%
8		3541		10.9%
9		2412	7.4%	6
10		4954		15.2%
11		1970	6.1%	
12		2592	8.0	0%
13		836	2.6%	
14		575	1.8%	
15		722	2.2%	
16		236	0.7%	

#### #23 NO\_YRS\_OF\_SCHOOLING: No. of years of schooling

-			
Value	Label	Cases	Percentage
17		157	0.5%
18		49	0.2%
19		13	0.0%
22		1	0.0%
Sysmiss		33731	
Warning: these figu	ires indicate the number of cases found in the data file. They cannot be interpret	ed as summar	y statistics of the population of interest.

#### #24 IF NEVER ENROLLED REASON: If never enrolled, Reason

Information [Type= discrete] [Format=character] [N			=*]			
Statistics [N	NW/ W]	[Valid=66226 /-] [Invalid=0 /-]				
Definition		it refers to the reason as to why a person has	sn't enrolled for an	y formal education.		
Literal ques	stion	if never enrolled, reason ( code )				
Interviewer		For persons who have never enrolled in any schools, for formal education, the reason for non-enrollment is to be entered here. codes are to assigned for different reasons as follows: 01 no tradition in the community 02 child not interested in studies 03 parents not interested in studies 04 unable to cope up or failure in studies 05 unfriendly atmosphere at school 06 education not considered useful 07 schooling/higher education fascilities not available conveniently 08 to work for wage/salary 09 for participation in other economic activities 10 to look after younger siblings 11 to attend to other domestic chores 12 financial constraints 13 completed the desired level 14 awaiting admission for the next level				
		19 others				
Value	Label	19 others	Cases	Percentage		
Value 00	Label	19 others	<b>Cases</b> 34556	Percentage	52.2%	
		19 others		Percentage		
00	no traditio		34556			
00 01	no traditio child not ir	n in the community	34556 1123	1.7%		
00 01 02	no traditio child not ir parents no	n in the community nterested in studies	34556 1123 5789	1.7% 8.7%		
00 01 02 03	no traditio child not ir parents no unable to	n in the community nterested in studies ot interested in studies	34556 1123 5789 8746	1.7% 8.7% 13.2%		
00 01 02 03 04	no traditio child not ir parents no unable to unfriendly	n in the community nterested in studies ot interested in studies cope up or failure in studies	34556 1123 5789 8746 17	1.7% 8.7% 13.2% 0.0%		
00 01 02 03 04 05	no traditio child not ir parents no unable to unfriendly education	n in the community nterested in studies of interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available	34556 1123 5789 8746 17 2	1.7% 8.7% 13.2% 0.0%		
00 01 02 03 04 05 06 07	no traditio child not in parents no unable to unfriendly education schooling/ convenien	n in the community nterested in studies of interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available	34556 1123 5789 8746 17 2 846	1.7% 8.7% 13.2% 0.0% 0.0% 1.3%		
00 01 02 03 04 05 06 07 08	no tradition child not in parents no unable to unfriendly education schooling/ convenien to work for	n in the community nterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tly	34556 1123 5789 8746 17 2 846 1336	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%		
00 01 02 03 04 05 06 07 08	no traditio child not in parents no unable to unfriendly education schooling/ convenien to work for for particip	n in the community nterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful /higher education fascilities not available tty r wage/salary	34556 1123 5789 8746 17 2 846 1336 413	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%         0.6%		
00 01 02 03 04 05 06 07 08 09 10	no traditio child not in parents no unable to unfriendly education schooling/ convenien to work for for particip to look after	n in the community nterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tty r wage/salary bation in other economic activities	34556 1123 5789 8746 17 2 846 1336 413 1077	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%         0.6%         1.6%		
00 01 02 03 04 05 06 07 08 09 10	no traditio child not in parents no unable to unfriendly education schooling/ convenien to work for for particip to look after	n in the community nterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tty r wage/salary bation in other economic activities er younger siblings o other domestic chores	34556 1123 5789 8746 17 2 846 1336 413 413 1077 377	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%         0.6%         1.6%         0.6%		
00 01 02 03 04 05 06 07 08 09 10 11	no tradition child not in parents no unable to unfriendly education schooling/ convenien to work for for particip to look after to attend to financial c	n in the community nterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tty r wage/salary bation in other economic activities er younger siblings o other domestic chores	34556 1123 5789 8746 17 2 846 1336 413 1077 377 908	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%         0.6%         1.4%		
00 01 02 03 04 05 06 07 08 09 10 11 11 12	no tradition child not in parents no unable to unfriendly education schooling/ convenient to work for for particip to look after to attend to financial c completed	n in the community hterested in studies ot interested in studies cope up or failure in studies atmosphere at school not considered useful higher education fascilities not available tty r wage/salary pation in other economic activities er younger siblings o other domestic chores onstraints	34556 1123 5789 8746 17 2 846 1336 413 413 1077 377 908 4353	1.7%         8.7%         13.2%         0.0%         1.3%         2.0%         0.6%         1.6%         0.6%         1.4%         6.6%		

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#25 <b>USUA</b>		/: Usual activity						
Information		[Type= discrete] [Format=character] [N	lissing=*]					
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]						
Definition		The broad principal usual activity status is to be recorded in this item for each of the members currently not attending.						
Literal ques	tion	Jsual activity status ( code )						
Interviewer instructions		The broad principal usual activity statu attending. the codes are given as follo 1 self employed : in agriculture 2 self employed : in non agriculture 3 regular employee 4 casual labour : in agriculture 5 casual labour : in non agriculture 6 unemployed 7 students 8 domestic studies 9 others		s item for each of t	he members curre	ntly not		
Value	Label		Cases		Percentage			
1	self emplo	yed : in agriculture	9384		14.2%			
2	self emplo	yed : in non agriculture	4033	6.1%				
3	regular en	nployee	2495	3.8%				
4	casual lab	our : in agriculture	5163	7.8%				
5	casual lab	our : in non agriculture	3926	5.9%				
6	unemploy	ed	2072	3.1%				
7	students		404	0.6%				
8	domestic	studies	19804			29.9%		
9	others		18945			28.6%		
#26 BLAN		e number of cases found in the data file. They can	not be interpreted as summar	/ statistics of the popu	lation of interest.			
Information	-	[Type= discrete] [Format=character] [M	lissing=*]					
Statistics [N	w/w]	[Valid=4 /-] [Invalid=0 /-]						
Value	Label		Cases		Percentage			
039			1		25.0%			
6			1		25.0%			
9			2			50.0%		
-	-	e number of cases found in the data file. They can	not be interpreted as summar	/ statistics of the popu	lation of interest.			
	LE: Sample							
Information		[Type= discrete] [Format=character] [N	lissing=*]					
Statistics [N	IW/ W]	[Valid=66226 /-] [Invalid=0 /-]						
Value	Label		Cases		Percentage			
1	central		66226			100.0%		
2	state	and the second	0	0.0%	Indiana a filma a			
-	figures indicate the OR: Sector	e number of cases found in the data file. They can	not be interpreted as summar	/ statistics of the popu	lation of interest.			
Information		[Type= discrete] [Format=character] [M	lissing=*1					
Statistics [N		[Valid=66226 /-] [Invalid=0 /-]						

		anticulars of currently not at	lenun	ig persons	•	
#28 SECTOR	R: Sector					
Value	Label		Cases	Per	rcentage	
1	rural		45649			68.9%
2	urban		20577	31	.1%	
Warning: these figu	ires indicate th	e number of cases found in the data file. They cannot be interpreted	d as summar	statistics of the population	of interest.	
#29 STRATU	M: Stratu	IM				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=66226 /-] [Invalid=0 /-]				
		Frequency table not shown (97	Modalities	)		
#30 DISTRIC	T: Distric	t				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=66226 /-] [Invalid=0 /-]				
		Frequency table not shown (63	Modalities	)		
#31 SUB_SA	MPLE: S	ub sample				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W]</b>	[Valid=66226 /-] [Invalid=0 /-]				
Value	Label		Cases	Per	rcentage	
1			33104			50.0%
2			33122			50.0%
		e number of cases found in the data file. They cannot be interpreted	d as summar	v statistics of the population	of interest.	
	CODE:	Update code				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W]</b>	[Valid=0 /-] [Invalid=0 /-]				
#33 MULTIPL	LIER_SUI	B_RND: Multiplier ( Sub round 1 / 2 )				
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [NW/	/ <b>W]</b>	[Valid=66226 /-] [Invalid=0 /-]				
#34 MULTIPL	LIER_CO	MB: Multiplier ( combined )				
Information		[Type= discrete] [Format=numeric] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=66226 /-] [Invalid=0 /-]				
<sup>#35</sup> hhid: Ho	ousehold	Identification Number				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=66226 /-] [Invalid=0 /-]				
#36 pid: Pers	son Ident	ification Number				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=66226 /-] [Invalid=0 /-]				
File WO	RKSHE	EET for household consumer	expe	nditure		
#1 SL_NO: S			•			
 Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/	/ <b>W</b> ]	[Valid=0 /-] [Invalid=0 /-]				
	•					

#2 ROUND	_SCH: Ro	und Schedule				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
523			1185264	-	100.0%	
	ïgures indicate t	he number of cases found in the data file. They can		atistics of the population of interest.		
#3 STATE:	State					
Information		[Type= discrete] [Format=character] [M	lissing=*]			
Statistics [N	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
Definition		this is a code which specifies to which S.No. States Codes 1. Andhra Pradesh 02 2. Assam 04 3. Bihar 05 4. Gujarat 07 5. Haryana 08 6. Himachal Pradesh 09 7. Jammu & Kashmir 10 8. Karnataka 11 9. Kerala 12 10. Madhya Pradesh 13 11. Maharashtra 14 12. Manipur 15 13. Meghalaya 16 14. Nagaland 18 15. Orissa 19 16. Punjab 20 17. Rajasthan 21 18. Sikkim 22 19. Tamil Nadu 23 20. Tripura 24 21. Uttar Pradesh 25 22. West Bengal 26 23. A & N Islands 27 24. Arunachal Pradesh 03 25. Chandigarh 28 26. Dadra & Nagar Haveli 29 27. Delhi 31 28. Goa 06 29. Lakshdweep 32 30. Mizoram 17 31. Pondicherry 33 32. Daman & Diu 30 33. Chattigarh 34. Jharkhand 35. Uttaranchal	state the person belongs			
		Frequency table	not shown (32 Modalities)			
#4 REGION	l: Region					
Information		[Type= discrete] [Format=character] [M	lissing=*]			
Statistics [N	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
1			462386		39.0%	
2			302375	25.5%		

#### #4 REGION: Region Label Value Cases Percentage 3 205811 17.4% 4 12.7% 150577 5 3.7% 44088 6 11027 0.9% 7 9000 0.8%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

#### #5 SUB\_ROUND: Sub round

#5 SUB_RC	JOND: Sub	round				
Information		[Type= discrete] [Format=character] [Missing=*]				
Statistics [NW/ W]		[Valid=1185264 /-] [Invalid=0 /-]				
sub-round 1 : Ju sub-round 2 : O sub-round 3 : Ja		The survey period is divided into four s sub-round 1 : July - September 1995 sub-round 2 : October - December 199 sub-round 3 : January - March 1996 sub-round 4 : April - June 1996		on each as follows:		
Value	Label	Cases Percentage				
1	July - Sep	tember 1995	297596		25.1%	
2	October -	December 1995	294270		24.8%	
3	January -	March 1996	297416		25.1%	
4	April - Jun		295982		25.0%	
Warning: these fi	gures indicate the	e number of cases found in the data file. They can	not be interpreted as summary statistics	of the population of interest.		
#6 FLOT_N	O: Flot No	•				
Information		[Type= discrete] [Format=character] [N	lissing=*]			
Statistics [NV	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
#7 VILL_SL	NO: Villa	ge / Bl. Srl. No.				
Information		[Type= discrete] [Format=character] [N	lissing=*]			
Statistics [NV	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
#8 HG_SB_	_NO: Hg / S	Sb / Sample vill / Bl. No.				
Information		[Type= discrete] [Format=character] [N	lissing=*]			
Statistics [NV	w/ w]	[Valid=1185264 /-] [Invalid=0 /-]				
Value	Label		Cases	Percentage		
000			1185264		100.0%	
Warning: these fi	gures indicate the	e number of cases found in the data file. They can	not be interpreted as summary statistics	of the population of interest.		
#9 SECONI	D_STG_ST	RM: 2nd. stage stratum				
Information [Type= discrete] [Form		[Type= discrete] [Format=character] [N	lissing=*]			
Statistics [NW/ W]         [Valid=1185264 /-] [Invalid=0 /-]						
Value	Label		Cases	Percentage		
					10 -01	
1			586361		49.5%	

	0.1100301	nold Number					
Information		[Type= discrete] [Format=cha	[Type= discrete] [Format=character] [Missing=*]				
Statistics [N	NW/ W]	[Valid=1185264 /-] [Invalid=0	/-]				
Value	Label		Cases	Percen	tage		
01			390983		33.0%		
02			387965		32.7%		
03			384612		32.4%		
04			9487	0.8%			
05			7240	0.6%			
06			4961	0.4%			
20			16	0.0%			
Warning: these	figures indicate	the number of cases found in the data fi	ile. They cannot be interpreted as summar	y statistics of the population of in	terest.		
#11 LVL_N	IO: Level I	No.					
Information	1	[Type= discrete] [Format=cha	aracter] [Missing=*]				
Statistics [N	NW/ W]	[Valid=1185264 /-] [Invalid=0	/-]				
Value	Label		Cases	Percen	tage		
07			1185264		100.0%		
warning: these	figures indicate	the number of cases found in the data fi	ile. They cannot be interpreted as summar	y statistics of the population of in	terest.		
#12 SL NO	O_ITEM: S	erial no of items					
-							
— Information	l	[Type= discrete] [Format=cha	aracter] [Missing=*]				
Information	NW/ W]	[Type= discrete] [Format=cha					
Information Statistics [N	NW/ W]	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0		Percen	tage		
Information Statistics [N Literal ques	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]	Percen	tage 6.1%		
Information Statistics [N Literal ques Value	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases	Percen	-		
Information Statistics [N Literal ques Value 001	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770	Percen	6.1%		
Information Statistics [N Literal ques Value 001 002	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502	Percen	6.1% 5.9%		
Information Statistics [N Literal ques Value 001 002 003	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259	Percen	6.1% 5.9% 4.9%		
Information Statistics [N Literal ques Value 001 002 003 004	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081	Percen	6.1% 5.9% 4.9% 6.0%		
Information Statistics [N Literal ques Value 001 002 003 004 005	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567	Percen	6.1% 5.9% 4.9% 6.0% 6.0%		
Information Statistics [N Literal ques Value 001 002 003 004 005 006	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567 53640	Percen	6.1% 5.9% 4.9% 6.0% 6.0% 4.5%		
Information Statistics [N Literal ques Value 001 002 003 004 005 006 007	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567 53640 48051	Percen	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1%		
Information Statistics [N Literal ques Value 001 002 003 004 005 006 007 008	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]  Cases 71770 70502 58259 71081 71567 53640 48051 72591	Percen	6.1% 5.9% 4.9% 6.0% 4.5% 4.1% 6.1%		
Value           001           002           003           004           005           006           007           008           009	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]  Cases 71770 70502 58259 71081 71567 53640 48051 72591 72093	Percen	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1% 6.1% 6.1%		
Information           Statistics [N           Literal ques           001           002           003           004           005           006           007           008           009           010	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567 53640 48051 72591 72093 72544	Percen	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1% 6.1% 6.1%		
Information Statistics [N Literal ques 001 002 003 004 005 006 007 008 009 010 011	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]  Cases 71770 70502 58259 71081 71567 53640 48051 72591 72093 72544 71752	Percen	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1% 6.1% 6.1% 6.1%		
Information Statistics [N Literal ques 001 002 003 004 005 006 007 008 009 010 011 012	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567 53640 48051 72591 72093 72544 72544 71752 47547	0.0%	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1% 6.1% 6.1% 6.1%		
Information           Statistics [N           Literal ques           001           002           003           004           005           006           007           008           009           010           011           012           013	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-] Cases 71770 70502 58259 71081 71567 53640 48051 72591 72591 72593 72544 71752 47547 234	0.0%	6.1% 5.9% 4.9% 6.0% 4.5% 4.1% 6.1% 6.1% 6.1% 6.1% 6.1%		
Information Statistics [N Literal ques 001 002 003 004 005 006 007 008 009 010 011 012 013 014 015	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]         Cases         71770         70502         58259         71081         71567         53640         48051         72591         72093         72544         71752         47547         234         43447         70753	0.0%	6.1% 5.9% 4.9% 6.0% 6.0% 4.5% 4.1% 6.1% 6.1% 6.1% 6.1% 6.1% 6.1% 6.1% 6		
Information Statistics [N Literal ques 001 002 003 004 005 006 007 008 009 010 011 012 013 014 015 016	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]         Cases         71770         70502         58259         71081         71567         53640         48051         72591         72093         72544         71752         47547         234         43447         70753         71954	0.0%	6.1% 5.9% 4.9% 6.0% 4.5% 4.1% 4.1% 6.1% 6.1% 6.1% 6.1% 6.1% 4.0% 4.0%		
Information           Statistics [N           Literal ques           001           002           003           004           005           006           007           008           009           010           011           012           013           014           015           016           017	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]         Cases         71770         70502         58259         71081         71567         53640         48051         72591         72093         72544         71752         47547         234         43447         70753         71954         71954	0.0%	6.1% 5.9% 4.9% 6.0% 4.5% 4.1% 4.1% 6.1% 6.1% 6.1% 4.0% 4.0% 6.1% 6.1% 6.1% 6.1%		
Information           Statistics [N           Literal ques           001           002           003           004           005           006           007           008           009           010           011           012           013           014           015           016	NW/ W] stion	[Type= discrete] [Format=cha [Valid=1185264 /-] [Invalid=0	/-]         Cases         71770         70502         58259         71081         71567         53640         48051         72591         72093         72544         71752         47547         234         43447         70753         71954	0.0%	6.1% 5.9% 4.9% 6.0% 4.5% 4.1% 4.1% 6.1% 6.1% 6.1% 6.1% 6.1% 4.0%		

#12 SL_NO_	ITEM: Se	rial no of items			
Value	Label		Cases	Percentage	
133			65340		5.5%
		e number of cases found in the data file. They cannot be interpret	ed as summary	v statistics of the population of interest.	
#13 ZERO_F	ILLER: Z	ero filler			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=1185264 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
0			1185264		100.0%
		e number of cases found in the data file. They cannot be interpret	ed as summary	v statistics of the population of interest.	
	SROWN:	Home grown			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=82184 /-] [Invalid=0 /-]			
Literal questio	n	Value of last 30 days consumption :: Home grown			
#15 <b>OTHER:</b>	Other				
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=416332 /-] [Invalid=0 /-]			
#16 <b>TOTAL:</b>	Total				
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=1184282 /-] [Invalid=0 /-]			
#17 BLANK:	Blank				
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=0 /-] [Invalid=0 /-]			
#18 SAMPLE	: Sample				
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/	/ W]	[Valid=1185264 /-] [Invalid=0 /-]			
Value	Label	I	Cases	Percentage	
1	central		1185264		100.0%
2	state		0	0.0%	
		e number of cases found in the data file. They cannot be interpret	ed as summary	<i>i</i> statistics of the population of interest.	
#19 SECTOR	R: Sector	1			
		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NW/ W]         [Valid=1185264 /-] [Invalid=0 /-]		[Valid=1185264 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1	rural		695275		58.7%
2 Warning: these figu	urban	e number of cases found in the data file. They cannot be interpret	489989	41.3%	, D
#20 STRATU		· · ·	sa as suillildfy	, sausues of the population of interest.	
		[Type= discrete] [Format=character] [Missing=*]			
Information Statistics [NW/ W]		[Valid=1185264 /-] [Invalid=0 /-]			

			•		
#20 STRAT	UM: Secto	r			
		Frequency table not shown	(97 Modalities	)	
#21 DISTRI	CT: Distric	t			
Information [Type= discrete] [Format=character] [Missi		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	Statistics [NW/ W]         [Valid=1185264 /-] [Invalid=0 /-]				
		Frequency table not shown	(63 Modalities	)	
#22 SUB_S	AMPLE: S	ub sample			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=1185264 /-] [Invalid=0 /-]			
Value	Label		Cases	Percentage	
1			592072		50.0%
2			593192		50.0%
Warning: these fi	gures indicate the	e number of cases found in the data file. They cannot be interp	reted as summary	/ statistics of the population of interest.	
#23 <b>UPDAT</b>	E_CODE:	Update code			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=0 /-] [Invalid=0 /-]			
#24 MULTIF	PLIER_SUE	3_RND: Multiplier(Subround 1 / 2)			
Information		[Type= discrete] [Format=numeric] [Missing=*]			
Statistics [NV	v/ w]	[Valid=1185264 /-] [Invalid=0 /-]			
#25 MULTIF	LIER_COI	MB: Multiplier ( combined )			
Information		[Type= discrete] [Format=numeric] [Missing=*]			
Statistics [NV	v/ w]	[Valid=1185264 /-] [Invalid=0 /-]			
#26 hhid: H	ousehold	Identification Number			
Information		[Type= discrete] [Format=character] [Missing=*]			
Statistics [NV	v/ w]	[Valid=1185264 /-] [Invalid=0 /-]			

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General Instruction to Field staff.	
Instructions to Field staff	

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Attending an Educational institution in India : Its Level, Nature and Cost :: NSS Fifty-second Round :: July 1995 - June 1996, India [ind], English [eng], "reports\439\_final.pdf"

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