

SARVA SHIKSHA ABHIYAN MISSION  
MIZORAM



District Information System for Education  
(2006-07)

**REPORT ON**  
**5% POST ENUMERATION SURVEY**

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# **REPORT ON 5% POST ENUMERATION SUVEY ON DISE 2006-07 MIZORAM**

## **SUMMARY**

1. The Post Enumeration Survey was collected randomly from 5% of the total schools selected from 1 district (viz. Serchhip District). Only 1 district was selected from the state as the state is having only 8 districts.
2. Only two categories of schools viz. Primary and Upper Primary only were covered as a result of random sampling.
3. The deviation found is only in few items, which is also negligible
4. It was found from the PES that teachers themselves have no idea about the post sanction for their respective schools, thus comparison could be mad.
5. The special DCF for PES is not as exhaustive as the DISE format, which made it impossible to compare all comparable and desirable items.
6. In Mizoram, there is a separate Educational Block, which differs from RD block; thus DISE and PES are collected on the basis of Educational Blocks even in the previous years.

## **CHAPTER-I**

### **Introduction**

Sarva Shiksha Abhiyan (SSA), which had been launched in the country in 2000-01 had also been taken up in the state of Mizoram in toto.

Like all other states, the State Project Directorate of SSA among its other assignments is given the responsibility of collection and compilation of DISE data, which is one of the information systems under Educational Management Information System is considered as a major component of the SSA. The data collected from DISE proves to be very useful and essential information for planners for determining future planning from the point of view of the system of Elementary Education. Information is collected with the help of Data Capture Format (DCF), which has been originally prepared by NUEPA, govt. of India. It covers all types of schools, which are engaged in imparting education upto the elementary level.

The DISE data is collected in the whole of the state on regular basis every year with 30<sup>th</sup> September as reference data. The Cluster Resource Persons of all the clusters visited all the elementary schools in their respective area with the Data Capture Format (DCF) and filled up with the concerned Headmasters of each school. The information obtained through these formats is entered into the Computer by the programmers and data entry operators of the MIS cell of the district project offices of SSA. Then the data of all the districts is compiled at the state level.

As per instruction received from NUEPA, to determine the reliability and preciseness of the DISE data, sample check using DCF was conducted in one district on 5% basis.

Since Mizoram is a state having only 8 districts, only 1 district (viz. Serchhip District) was selected for the PES. There are 108 Primary Schools and 77 Upper Primary Schools in Serchhip District. Out of these schools, 6 Primary schools and 4 Upper Primary Schools were selected randomly for the sample check using special DCF for Post Enumeration Survey.

The collection of data through Special DCF was done by the District Resource Group, which was submitted to the State Project Office of SSA. The filled in Special DCF for PES and DCF for DISE were then handed over to the Monitoring Institution for scrutiny, tabulation and analysis.

The basic objective of PES is to determine the preciseness and reliability of DISE data, which serves as an essential tool for planner for future planning.

A careful scrutiny and analysis of the DCF for DISE and special DCF for PES however seem to have some items, which are not comparable.

The items and parameters on which information has been collected in the special DCF for PES but are not existent in the DISE format are as below: -

- 1) SC student in P/S and UPS
- 2) ST student in P/S and UPS
- 3) Student with disability in P/S and UPS
- 4) Composition of VEC (viz. total members, SC/ST members)
- 5) No. of VEC meetings held in the last 3 months
- 6) No. of classrooms

Likewise, a good number of items on which information is collected regularly under DISE are not included in the PES format. This also made it impossible to find out the accuracy and preciseness of information using the sample check. The lists of such items, which are not included in PES, are as follows: -

- 1) Pre-Primary section attached to school
- 2) Residential status of the school
- 3) Total teachers
- 4) Part of shift school
- 5) Details of last academic year
- 6) Details of funds received (SSA)
- 7) Medium of instruction
- 8) Condition of classroom and other rooms
- 9) No. of classrooms having blackboard, etc.
- 10) Common toilet
- 11) Separate toilet for girls
- 12) Electricity in schools
- 13) Condition of boundary wall
- 14) Availability of book bank
- 15) Availability of playground
- 16) Number of blackboards/almirahs/trunks/boxes
- 17) No. of books in the school library
- 18) Drinking water facilities
- 19) Availability of computers
- 20) Medical check-up of students
- 21) Ramps for disabled students
- 22) Furniture for teachers
- 23) Furniture for student
- 24) Kitchen shed
- 25) DCF for teachers
- 26) New Admission and Transfer cases
- 27) Enrolment by age
- 28) Enrolment by medium of instruction
- 29) Incentive details last academic year
- 30) Incentive details current academic year

## CHAPTER-II

After careful scrutiny of the filled in DISE format and PES format of the sample schools, the following comparative tables were prepared and analysis made on the basis of the tabulated data: -

**Table-1: Comparison on category of sample schools**

Sl. No	School State	Sample Size	No reported under each category		
			PES	DISE	Deviation
1	Primary	6	6	6	0
2	Upper Primary	4	4	4	0
<b>TOTAL</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>0</b>

**Table-2: Location**

Sl. No	School State	Sample Size	School Location					
			Rural			Urban		
			DISE	PES	Deviation	DISE	PES	Deviation
1	Primary	6	3	3	0	3	3	0
2	Upper Primary	4	3	3	0	1	1	0
<b>TOTAL</b>		<b>10</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>

**Table-3: Type of School**

Sl. No	School State	Sample Size	Type of School		
			Co-Education		
			DISE	PES	Deviation
1	Primary	6	6	6	0
2	Upper Primary	4	4	4	0
<b>TOTAL</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>0</b>

**Table-4: On sanction/In-Position Teachers**

Sl. No	School State	Sample Size	No. of Teachers					
			Sanctioned Strength			In Position		
			PES	DISE	Deviation	PES	DISE	Deviation
1	Primary	6	-	20	20	26	20	+6
2	Upper Primary	4	-	24	24	25	24	+1
<b>TOTAL</b>		<b>10</b>	<b>-</b>	<b>44</b>	<b>44</b>	<b>51</b>	<b>44</b>	<b>+7</b>

**Table-5: On Type of School Building**

Sl. No	School State	Sample Size	Type of School Building								
			Pucca			Partially Pucca			Kutchha		
			PES	DISE	Dev	PES	DISE	Dev.	PES	DISE	Dev.
1	Primary	6	0	0	0	6	6	0	0	0	0
2	Upper Primary	4	0	0	0	4	4	0	0	0	0
<b>TOTAL</b>		<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Table-6: On Children's Enrolment in the Academic Year 2006**

Sl. No	School State	Sample Size	ENROLMENT								
			TOTAL			S/C			S/T		
			PES	DISE	Dev	PES	DISE	Dev.	PES	DISE	Dev.
1	Primary	6	311	312	1	0	0	0	311	312	1
2	Upper Primary	4	200	199	1	0	0	0	200	199	1
<b>TOTAL</b>		<b>10</b>	<b>511</b>	<b>511</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>511</b>	<b>511</b>	<b>2</b>

**Table-7: Lowest Class**

Sl. No	School State	Sample Size	Lowest Class					
			Class-I			Class-IV		
			PES	DISE	Dev.	PES	DISE	Dev.
1	Primary	6	6	6	0			
2	Upper Primary	4				4	4	0
<b>TOTAL</b>		<b>10</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>

**Table-8: Highest Class**

Sl. No	School State	Sample Size	Highest Class					
			Class-IV			Class-VII		
			PES	DISE	Dev.	PES	DISE	Dev.
1	Primary	6	6	6	0			
2	Upper Primary	4				4	4	0
<b>TOTAL</b>		<b>10</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>

**Table-9: School Management**

Sl. No	School State	Sample Size	ENROLMENT								
			Govt.			Private			Govt. Aided		
			PES	DISE	Dev.	PES	DISE	Dev.	PES	DISE	Dev.
1	Primary	6	6	6	0	-	-	-	-	-	-
2	Upper Primary	4	4	4	0	-	-	-	-	-	-
<b>TOTAL</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

## CHAPTER – III

The data collected using Special DCF for PES and DCF for DISE were carefully scrutinized and analysed to find out the precision level of DISE data from PES data.

Table 10: Percentage Deviation and Precision level

Sl. No	Comparable items	Quantitative value			Percentage	
		DISE	PES	Deviation Ignoring + or - within sub-items	Deviation	Precision
1	Comparison on category of sample schools	10	10	0	NIL	100%
2	Location	10	10	0	NIL	100%
3	Type of School	10	10	0	NIL	100%
4	On sanction/In-Position Teachers	44	51	7	13.73	86.27%
5	On Type of School Building	10	10	0	NIL	100%
6	On Children's Enrolment in the Academic Year 2006	511	511	2	0.19	99.81%
7	Lowest Class	10	10	0	NIL	100%
8	Highest Class	10	10	0	NIL	100%
9	School Management	10	10	0	NIL	100%
	<b>TOTAL</b>	<b>625</b>	<b>632</b>	<b>9</b>	<b>1.44</b>	<b>98.56%</b>

The above table indicates that the precision level (98.56%) of DISE data with relation to PES data is quite high and satisfactory. There are only two items where there is deviation of DISE with PES, which are Teachers in Position and total enrolment of students.

A closer scrutiny of both the data, however revealed that the total number of teachers in position, given in the PES format are inclusive of all para teachers whereas the PCF for DISE gave separate column for para teachers, which is not given in the special DCF for PES. This maybe one reason pertaining to high degree of deviation in this particular item. The deviation in the total enrolment of students, which is 19% may be considered as negligible as it appears to be a case of transfer of students from one school to another.

### **INFORMATION ON FEEDBACK SCHEDULE**

In the special DCF for Post Enumeration Survey, an additional schedule termed as “Investigator’s Feedback Schedule” was attached with the objective of assessing practical problems and also to have feedback on various attributes pertaining to the Headmaster/Teachers and the Investigator.

The usual practice in the collection of data for DISE is that the DCF is circulated well in t advance and the school authorities filled up various items in the comfort of their own schedule without any on-spot outside assistance. On the other hand, collection of data in the special DCF for PES was done by outside investigator on the spot. Thus the feedback schedule was included as an attempt to know the attitude of Headmaster towards the investigator in providing the information.

The following table provides the information regarding responses from the Headmaster.

**Table-11: Attributes Pertaining to Headmasters and the Investigator**

Sl. No	Attributes	Sample	Responses from the School				
			Very Good	Good	Average	Poor	Very Poor
1	Initial reaction of Headmaster	10	7	3			
2	Response of Headmaster to provide information	10	5	5			
3	Availability of Records	10	4	5	1		
4	Condition of Records maintained	10	4	5	1		
5	Updation of records maintained	10	4	5	1		

The above table shows that almost all the sampled schools have given satisfactory response and a few of them have not maintained the records to a satisfactory level.

From these feedbacks, it is clear that some schools are still not very clear about the system, the objectives and utility of the data/information collected in the DISE formats. Thus, it is felt that detailed and thorough instructions and training must be arranged for Headmasters before they are required to fill up the DISE formats. Moreover, it should also be made mandatory for every school to have a photocopy of the filled in DISE DCF available in their school and also to have their School Report Card readily available.

## **CHAPTER-IV**

### **SUMMARY AND MAJOR FINDINGS**

After careful study of the filled in DISE format and the PES format, the following are major findings noted through scrutiny and analysis.

1. Some of the schools have filled in the formats casually in a routine-like manner without giving due consideration on its importance and usefulness. This resulted in leaving some items blank in the DCF for DISE, which in turn can result in high error rate at the time of compiling DISE data for the whole state.
2. The overall deviation of DISE data from PES data on all comparable items and sub-items is 1.44% thereby giving a precision level as high as 98.56% for DISE data, which relation to PES data.
3. The highest deviation is found in relation to total number of items, which was found (after careful study) to be as a result of exclusion of para teachers in DISE format but included in PES format
4. There are large number of items, which are included in DCF for DISE but excluded in special DCF for PES, which drastically brought down the number of comparable items considering the large number of items in the DISE format where information is sought.

## **CHAPTER-V**

### **SUGGESTIONS FOR IMPROVEMENT**

The usefulness and importance of information collection and compiled in the DISE in the DISE cannot be exaggerated. This information serve as a useful tool for researchers interested in having in-depth study about education at the elementary level. As such, it is essential that precise and reliable information is provided by every school following suggestions are made to provide more effective, precise and reliable information.

1. The purpose and objective of data collection in the DISE format should be made clearly to the respondents (the schools) before it is circulated to them. This is expected to remove a mere routine filling-up forms orientation and training must be organized every year before the formats are given out to the schools.
2. Some modifications may be made in the DCF for DISE as it is true exhaustive. Items like year of Establishment of schools, teachers sanctioned, teachers in position and school grants received from SSA may be collected from District Office or State Project Office.
3. In states like Mizoram, where there are less number of districts, selection of only 1 district as sample and selecting 5% of schools from that district may not be representative enough. As such, due care may be taken when considering sample so that it will be representative enough to come to the right generalization and conclusion.
4. Due care should be taken to ensure that no item is left blank by the school while filling up the formats. The internal consistency of the information may also be checked taking some representative sample.