

**REPORT ON  
POST ENUMERATION SURVEY  
(5% Sample Check of DISE 2007 Data of Andhra Pradesh)**

Submitted to  
State Project Director, Sarva Shiksha Abhiyan  
Govt. of Andhra Pradesh



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## **Acronyms**

<b>SSA</b>	–	Sarva Shiksha Abhiyan
<b>DISE</b>	–	District Information system for Education
<b>PES</b>	-	Post Enumeration Survey
<b>DCF</b>	-	Data Collection Format
<b>GoI</b>	–	Government of India
<b>NUEPA</b>	-	National University of Educational Planning and Administration
<b>NIRD</b>	-	National Institute of Rural Development
<b>SC</b>	–	Scheduled Castes
<b>ST</b>	–	Scheduled Tribes
<b>OBCs</b>	–	Other Backward Classes

## Glossary of Terms

<b>Class Size:</b>	Average number of students together in a class enrolled.
<b>Completion rate:</b>	The percentage of pupils/students enrolled at the beginning grade/year of the level of education who finished or graduated from the final grade/year at the end of the required number of years of that level of education.
<b>Data:</b>	Refers to the smallest unit or item, which represents a fact e.g. name, standard, age etc.\
<b>Database:</b>	Refers to all related files compiled or put together as one group.
<b>Drop-out rate:</b>	Refers to the percentage of pupils/students who for any reason leave educational institutions during the school years (in any given grade or level) and did not come back to finish the grade or level during that school year to the total number of pupils/students enrolled during the previous school year.
<b>Education Management Information system:</b>	Refers to an organized group of information and documentation services that collect, store, process, and analyse and disseminate information for educational planning and management. It is a collection of component parts that include inputs, process, outputs and feedback that are integrated to achieve a specific objective. Its main purpose is to integrate information related to the management of educational activities, and to make it available in comprehensive yet succinct ways to a variety of uses.
<b>Education system:</b>	Refers to the entirely organized and sustained process of providing education to groups of people regardless of age according to their learning needs.

The activities, structure and hierarchy may differ from one setting to another. The process of delivery to the learners comes in such basic forms as formal and non-formal by either a public/government entity or a private organization.

<b>Educational Management:</b>	A process of creating conditions or situations necessary for maintaining quality of education.
<b>Gross enrollment Ratio:</b>	Refers to the total enrolment of students in a grade or level of education, regardless of age, expressed as percentage of the corresponding eligible official age-group population in a given school year.
<b>Net enrollment Ratio:</b>	Refers to the number of students enrolled in the official specific age group expressed as a percentage of the total population in that age group.
<b>Repetition Rate:</b>	Percentage of pupil/Students /who enroll in the same grade/year more that once to the number of pupils/ students enrolled in that grade/year during the previous year.
<b>Rural Area:</b>	Refers to areas out side of the municipal and city corporation areas.
<b>Transition Rate:</b>	Percentage of students who graduated from one level of education e.g. primary, secondary, etc. and moved on or enroll to the next higher level.
<b>Urban Area:</b>	Refers to the area covered by municipalities and city corporations in the country irrespective of locality.

## **EXECUTIVE SUMMARY**

Free and compulsory education to all children up to the age of fourteen years is our constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE). Among the several programmes launched, Sarva Shiksha Abhiyan (SSA) is the most recent one in this regard. The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. Unlike the previous programmes of this nature, SSA is quite distinct in terms of implementation through mission as well as partnership mode.

In the context of implementation of Sarva Shiksha Abhiyan (SSA), a massive programme undertaken in the realm of education sector, what assumes greater significance is proper implementation of the programme itself to derive appropriate results. For effective implementation of such large-scale programme, collecting information, analyzing the results, identifying the corrective course, deriving instructions based on the actual situation, the Sarva Shiksha Abhiyan (SSA) is implemented throughout the country with the help of project authorities of state government concerned. An elaborate MIS mechanism has been laid to monitor the implementation of the programme, gauge the results and identify course of action from time to time. At the project authority level i.e. State level, the District Information System for Education (DISE) collects data pertaining to various aspects of education system through a structured schedule consisting of information on school education. At district level regular monitoring reports are being prepared and submitted to Ministry of HRD, Govt.

of India at periodical intervals. In addition, with a view to establishing the veracity of information provided by the project authorities concerned, an external institution conducts similar survey i.e. DISE, based on a five per cent sample survey. Thus, appropriate MIS in essence properly guards the SSA.

As per the desire of the MHRD, GoI the 5% sample check of the DISE data by an external research agency has been asked by the State Project Director, SSA, The National Institute of Rural Development has taken up the study in 3 Districts of Andhra Pradesh namely Nizamabad, Kadapa and Srikakulam. The report is aimed at verification of data collected through DISE and verifies data similarities as well as fluctuations, if any. In essence, this report is solely aimed at verification of actual data collected and submitted and thus leading to refining and also to maintain internal consistency of data to facilitate decision-making process in educational management.

The Five per cent sample check of DISE data was based on data collected in five districts viz. Nizamabad, Kadapa and Srikakulam representing Telengana, Coastal Andhra and Rayalaseema regions of the state. Data for the study was collected from 485 schools spread over three districts selected for the study. However, comparison between DISE and PSE data could be established only in 485 schools. Further, in reference to certain variables there was no commonality between formats canvassed for DISE and PSE data. Hence, the report has not only the limitation of comparison among 485 schools but also in reference to certain common variables. However, the data on independent variables, for which there was a provision in PSE data format, description on findings was presented separately.

## **Findings of the Study**

The scrutiny of DISE data reveals that some of the schools have not provided proper information. It reflects that Head Masters and Teachers concerned do not have proper awareness on items of the DISE Format. In PES, the coverage of sample was 510 schools; out of this data pertaining to 25 schools was not matching with the DISE data. Hence, only 485 schools data were considered for comparison.

- The overall deviation of DISE data from PES data, in respect of all comparable items, is 9.31%, which is within the range of permissible percentage of deviation i.e. 10%, and thereby giving a precision level of 90.69% for DISE data in relation to PES data
- Within the available comparable data, few schools did not provide the information on some of the items.
- The highest deviation of data is observed in respect of items which are based on respondents' interpretation i.e. Management, Number of Blocks in the schools, Status of school buildings, sanction of teacher posts and availability of computers, furniture, availability of drinking water facility etc.
- The items like type of management, number of blocks in schools, teacher posts sanctioned, teachers in position, disability, reputation rate, availability of computers have not been reported properly. Hence, it was felt difficult to establish deviation on such an important variable.
- As much as seven per cent of schools among 30% schools were not open at the time of survey causing lot of inconvenience

while collecting data for these schools investigators visited second time.

- As much as 21% of Head Masters concerned could not able to provide requisite information pertaining to his/her school though records are available.
- Twenty percent of schools were not maintaining the records properly resulting in non-capture of data.
- In 26% of the schools, it was observed that Teachers were not on time to school for various reasons.
- 45.8% of the schools even do not have photocopy of DISE format though requisite instructions were in vogue.
- In as much as 41% of schools Display Boards were not available.
- Still considerable number of schools was not having exclusive toilets for girl children.
- Enrolment of girls, especially from ST community, has recorded high frequency when compared with the boys of the same category.

Based on the results of the survey some of the **recommendations** were arrived at for improving MIS, and these are as follows:

- The DISE format is lengthy and hence it should be re-designed to keep it short and simple keeping in view the abilities and time available among teachers concerned.
- More emphasis should be laid on issues like **enrolment, retention, and dropout and attendance rate** in the data capture format resulting in effective enumeration of vital statistics.

- Collection of data through DISE format may be ensured by October of each academic year so that the Five Percent Sample Check can be attempted by December of the same academic year so that the results can be appropriately utilized for planning the activities for next academic year.
- The formats canvassed for Post Enumeration Survey (DCF) and the District Information System of Education (DISE) were quite different in terms of certain variables/aspects. This has been resulting difficulty in establishing similarities or confirmation of data through Five Percent Check.
- The School complex Head Masters, Mandal Educational Officers, Officers of District project SSA and DIET faculty should be given training on collection and utilization of DISE data and its all related software applications for proper planning and implementation of Educational activities.
- All the teachers must be given proper orientation and awareness that based on this data the budgetary provisions of schools were made hence, it is mandatory to know all these by the concerned personnel of the schools.
- Though this year scrutiny was under taken by the School complex Head masters, in most of the places it was quite casual. Hence this has to be relooked and Effective supervision and monitoring should be ensured at Mandal and District level.
- ***MIS Units should be strengthened right from the mandal level to state level.***

Summing up, variance of DISE data in reference to 5% sample check through PSE survey data is slightly deviant (9.31%) from the permissible data variance of 10%. Based on the visits to schools concerned and physical verification of DISE formats, it appears that the deviation of data is perhaps due to certain level of lack of awareness in terms of providing actual data. Had there been extra bit of supervision and a small dose of capacity-building intervention, the variance in terms of DISE data would have been much lesser.



# Chapter I

## Introduction

### 1.1 Introduction

In the contemporary world economy, no country has achieved constant economic development without considerable investment in human capital. Previous studies have shown handsome returns to various forms of human capital accumulation: basic education, research, training, learning-by-doing and aptitude building. The distribution of education also matters in this regard. Unequal education tends to have a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and the use of appropriate functional form specifications consistent with the asset allocation model make a difference for the effects of average education on per capita income, while failure to do so leads to insignificant and even negative effects of average education. Investment in human capital can have little impact on growth unless people can use education in competitive and open markets. The larger and more competitive these markets are, the greater are the prospects for using education and skills.

In the earlier neoclassical models, education was not considered a major input for production and hence was not included in growth models (Harberger, 1998: 1-2). In the 1960s mounting empirical evidence stimulated the “human investment revolution in economic thought” (Bowman, 1960). The seminal works of (Schultz, 1961) and (Denison, 1962) led to a series of growth accounting studies pointing to education’s contribution to the unexplained residuals in the economic growth of western economies. Other studies looked at the impact of education on earnings or estimated private rate of returns (Becker 1964, Mincer 1974). A 1984 survey of growth accounting studies covering 29 developing countries found estimates of education’s contribution to

economic growth ranging from less than 1 percent in Mexico to as high as 23 percent in Ghana (Psacharopoulos, 1984).

Prior to the nineteenth century, systematic investment in human capital was not considered especially important in any country. Expenditures on schooling, on-the-job training, and other similar forms of investment were quite small. This began to change radically during this century with the application of science to the development of new goods and more efficient methods of production, first in Great Britain, and then gradually in other countries.

During the twentieth century, education, skills, and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity. One can even call the twentieth century the "Age of Human Capital" in the sense that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge, and furthering the health and educating the majority of its population.

## **1.2 Education: the Scenario**

Though India has the rich tradition of having one of the oldest education system i.e. Gurukul, yet the present scenario is quite tardy in terms of spread of education among all sections of people as well as level of education. Whatever the historical reasons may be the backwardness in terms of spread of education was taken up as a great challenge by the time of Independence. Constitutional measures taken up to provide compulsory education among all sections of population. However, given the population growth on one side and the physical constraints like difficult terrain, habitations in remote areas, tribal dialect etc on the other hampered the progress in terms of spread of education. Given the tardy progress in education new programmes have been taking shape to further education across the country from time to time.

Free and compulsory education to all children up to the age of fourteen years is our constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE). Among the several programmes launched, Sarva Shiksha Abhiyan (SSA) is the most recent one in this regard. The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. Unlike the previous programmes of this nature, SSA is quite distinct in terms of implementation through mission as well as partnership mode.

### **1.3 Effective Implementation of Programmes: Role of MIS**

In the context of implementation of Sarva Shiksha Abhiyan (SSA), a massive programme undertaken in the realm of education sector, what assumes greater significance is proper implementation of the programme itself to derive appropriate results. For effective implementation of such large-scale programme, collecting information, analyzing the results, identifying the corrective course, deriving instructions based on the actual situation assume much of significance.

Further, recent trends in programme implementation demand make the availability of timely and accurate information of the utmost importance to organizations engaged in education activities. Information is a critical resource in the operation and management of organizations. Timely availability of relevant information is vital for effective performance of managerial functions such as planning, organizing, leading, and control. An information system in an organization is like the nervous system in the human body: it is the link that connects all the organization's components together and

provides for better operation and survival in a competitive environment. Indeed, today's organizations run on information.

In a programme of the magnitude of Sarva Shiksha Abhiyan (SSA), MIS thus play vital role in ensuring proper implementation of the programmes, assess corrective course of action, realign strategies and activities, measure the results and so on.

#### **1.4 Sarva Shiksha Abhiyan (SSA) and the MIS in vogue**

Sarva Shiksha Abhiyan (SSA) is implemented throughout the country with the help of project authorities of state government concerned. An elaborate MIS mechanism has been laid to monitor the implementation of the programme, gauge the results and identify course of action from time to time. At the project authority level i.e. state level, through District Information System for Education (DISE) data pertaining to various aspects of education system is collected through a structured schedule consisting of information on school education at district level. Regular monitoring reports are being prepared and submitted to Ministry of HRD, Govt. of India at periodical intervals. In addition, in order to establish the veracity of information provided by the project authorities concerned, an external institution conducts similar survey i.e. DISE, based on a five per cent sample survey. Thus, appropriate MIS in essence properly guards the SSA.

#### **1.5 Education System in Andhra Pradesh: A Glimpse**

Andhra Pradesh is the fifth largest state in the country both in terms of population as well as geographical area. Though Andhra Pradesh became prominent in terms of its innovative social and economic development programmes like SHG Movement, Social Security Programmes etc. yet in terms of education it stood at bottom as far as southern region of the country. The state continues to show not only lowest literacy among the southern states but also one of the least literate states in the country. As per 2001 census, literacy rate for Andhra Pradesh is 61.11% for overall population with 70.85% for males

and 51.17% for females. Thus, the state of Andhra Pradesh, in essence relatively backward in terms of education at overall population level and also the gender disparity. This assumed significance while situating the Sarva Shiksha Abhiyan (SSA) in Andhra Pradesh.

The pattern of Education in Andhra Pradesh is under 10+2+3 year's system. The first 10 years represents School Education, which includes five years Primary Education (1 to 5 Classes), two years of Upper Primary Education (6&7 Classes) and three years of High School (8 to 10 classes). At the end of 10<sup>th</sup> class State Govt. conducts a Public Examination for entry into the Intermediate Education (11&12 classes), which is part of Higher Education and leads to further 3 years of Graduation courses under University system.

#### **1.6 Sarva Shiksha Abhiyan (SSA) in Andhra Pradesh**

The scheme was initiated in the year 2000-2001 in all 23 districts. SSA in Andhra Pradesh is functioning under the aegis of Andhra Pradesh School Education Society. The SSA was launched with the 75% assistance of Central Government and 25% share of State Government up to 10<sup>th</sup> plan. There after the cost sharing would be 50:50 from both Central and State Governments.

As per the information available, 2319 primary schools were established so far and upgraded 5023 Primary Schools as Upper Primary Schools. State has taken up large scale of recruitment of teachers i.e. 1.5 lakhs in the last five years. Apart from these 34,376 Vidya Volunteers were posted in schools where teaching posts were vacant for some or other reason. Under the programme, government simplified the admission procedure i.e. admission on demand at any time during academic year. Thus the access to primary education has been improved up to 100% and 98.94% in case of upper primary Education.

### **1.7 District Information System for Education and Sample Check**

As cited, effective implementation of programmes heavily depends on information system inbuilt in the programme implementation. This in view, **District Information System for Education** provision was made for strengthening of Educational Management. A number of Government and Quasi Government Institutions were involved in collection information on important educational variables from the schools concerned to provide inputs for formulation of district elementary education plans under Sarva Shiksha Abhiyan and also for five year plans. Further this intervention will also be useful to decentralized framework programme implementation.

Since DISE data provides the basic information provided by the project authority concerned, it is also quite essential to verify the data based on a sample check. The present report is thus based on data collected through five per cent sample of the actual DISE data in Andhra Pradesh. The report is aimed at verification of data collected through DISE and verifies data similarities as well as fluctuations, if any. In essence, the report is solely aimed at verification of actual data collected and submitted and thus leading to refining and also to maintain internal consistency of data to facilitate decision-making process in educational management.



## **Chapter- II**

### **Study area and Design**

In a study of quality check and sample analysis of DISE data and confirming the results there of, the methodology of the study needs to be precision oriented. Hence, carefully drawn sampling method and appropriate care for other related aspects with regard to methodology were emphasized in this study. This chapter provides brief description about methodology.

#### **Objectives**

The study is carried out with the following prime objectives:

- i. Evaluate the quality check of the DISE data
- ii. Measure the precision levels as well as deviation of DISE data
- iii. Suggest measures for strengthening data base on information pertaining to SSA in Andhra Pradesh.

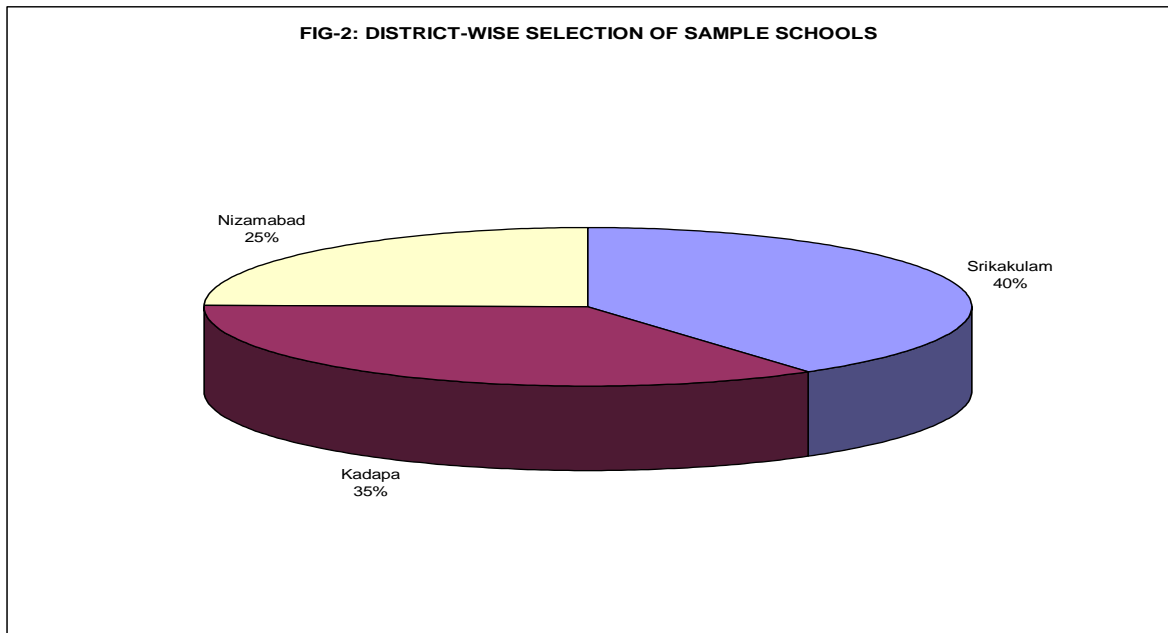
#### **2.1 Sampling**

The universe of the study is all the schools covered under SSA programme in Andhra Pradesh. As the DISE data consists of information on all the schools covered under SSA in Andhra Pradesh, five per cent of the schools appropriately representing schools across the state were selected for deriving sample for the study. While confining to the five per cent sampling, care has also been taken to emphasis on type of schools as well as management by ensuring the representation of both rural and urban, different types of management of schools namely Government, Private, Aided and recognized etc. Due consideration was also accorded to the schools located in SC/ST area.

In all, 485 schools were selected as sample of the study and the pertaining details are presented in the following table.

**TABLE-2.1: DISTRIBUTION OF SAMPLE BY SCHOOL CATEGORY AND DISTRICT**

Sl. No.	School Category	District			Total
		Srikakulam	Kadapa	Nizamabad	
1	Primary	86	98	56	240
2	Primary with Upper Primary	69	46	36	151
3	Upper primary with Secondary or Higher Secondary	40	26	28	94
	<b>Total</b>	195	170	120	485
	<b>%</b>	40.21	35.05	24.74	100



Thus, the study sample consists of 485 schools with 240 Primary Schools (49.5%), 151 Primary with Upper Primary section schools (31.1%) and 94 Upper Primary with Secondary or Higher Secondary sections (19.4%).

## 2.2 Study Area

The state of Andhra Pradesh consists of three regions i.e. Coastal Andhra (9 districts), Telangana (10 districts) and Rayalaseema (4 districts). A representative sample of three districts – one each from Coastal Andhra, Telangana and from Rayalaseema – were randomly selected for the study. Thus, the three districts constitute as sample area for the study and the details there of are presented in the following table. In each district, the schools were randomly selected from all the regions representing urban, rural, and tribal and areas like SC population etc were included in the sample. Thus, a total of 485 schools were covered in this study.

**Table2.2: Study Area**

<b>S.No.</b>	<b>Region</b>	<b>Name of the District</b>	<b>Number of Schools</b>
1	Coastal Andhra	Srikakulam	195
2	Telangana	Nizamabad	120
3	Rayalaseema	Kadapa	170
<b>Grand Total</b>			<b>485</b>

As cited in the table, a total of 195 schools were drawn as sample from Coastal Andhra i.e Srikakulam district, 120 schools from Telengana i.e Nizamabad district and 170 from Rayalaseema regions i.e. Kadapa district.

### **2.3 Instruments for Data Collection**

A prescribed 'schedule' consisting of information on various aspects of school education was canvassed for the purpose of the study. National University of Educational Planning and Administration (NUEPA), New Delhi designed the schedule. It covers the aspects like school enrolment, dropouts, stagnation, physical and teaching facilities and so on.

### **2.4 Collection of Data**

For the purpose of data collection, the study team made physical visit to all the schools for preliminary interaction with teaching staff and appraising themselves with the physical and academic conditions prevailing there of. Since the data collection is to be covered in a span of less time and the task is of gigantic proportion, required number of research investigators were identified and trained thoroughly in terms of appropriate data collection methods. Specific care has been taken to identify the research investigators keeping in view the requirement of exposure to school education. Hence, Post Graduates having B.Ed. or M.Ed. qualification were specifically drafted as research investigators for the purpose of the study. They were in turn given a two-day orientation on data collection and then placed for actual data collection. The school management concerned was informed in advance to keep the records ready for secondary data collection as well. On the day of visit to the schools, the structured schedule was canvassed for primary data collection under the supervision of research team.

## 2.5 Reference period

The DISE data pertains to the year 2007 with 30<sup>th</sup> September as reference date. The post enumeration survey was also of the same period. Though the MoU was signed in the month of January 2008, the study was launched in Feb, 2008, because of certain administrative reasons.

## 2.6 Data Analysis and Presentation

Collected data, after scrutiny of both the sets of formats, already filled up DISE formats and special DCF, were subjected to comparison by using simple deviation method. The school-wise and category-wise data was analyzed by using the simple deviation analysis tools in reference to all the comparable items of the survey. The overall deviation of data has been calculated as per following formula.

$$\frac{(d1+d2+d3+d4+d5.....dx)}{a+b+c+d+.....+x} \times 100$$

*Where d1, d2.d3... stands for deviation of items of DISE data from Post Enumeration Survey data ignoring + or - signs and a, b, c, denote items of Post Enumeration Survey data.*

Based on the above cited formula, information pertaining to 485 schools, where commonality of data exists, is presented variable-wise providing actual data obtained through PES and DISE and deviation observed there of.

## 2.7 Chapterisation

Reported is formatted in four chapters. Chapter I consists of general introduction pertaining to the importance of education, role of MIS for effective discharge of programme activities and the mandate of the report etc. Chapter II consists of

methodology followed for the study with the description of study area. This chapter also depicts the limitations the study experienced and the reasons there of. Chapter III consists of comparative data between the outcome of PES and DISE data in reference to various variables where commonality exists. Chapter IV contains information on data analysed pertaining to additional data collected through PES survey format and information on which data is not available through DISE format. The final chapter, Chapter V, consists of summary of report and suggestive measures/recommendations derived through the survey for effective course of action in future for improvement of DISE under SSA.

## **2.7 Limitations of the Study:**

Though the study is carefully drawn keeping in view all the parameters of the study yet the study confronted the following limitations.

- Difference in Formats for post enumeration survey and DISE Data.
- Coverage of all types of school Managements
- Unfilled columns in prescribed formats of DISE data.

National University of Educational Planning and Administration, Government of India designed the format of DCF and is used for collecting the DISE data. The format is too lengthy and most of the items were self-explanatory. It is noticed that there is no point of collecting data on certain items again and again which were already available with concerned department. Some of the information is not available in the school instantly, for which they have to search the old records. Difference in formats for post enumeration survey with additions and with expanded items was made difficult as a result comparison could be under taken. Some of the DISE formats were not filled properly, particularly important items like type of management, number of blocks, class rooms, computer facility etc. Consequently, these aspects were kept outside the purview of this survey report presentation.

Since the prime objective of Post Enumeration Survey (PES) is to evaluate the quality check of the DISE data and it is an important database for planning and strategy development, improvement of education on the whole, the construction of items in the format should be appropriate and should seek the information on what actually intended for. However, in several aspects, there is no similarity of the items on which PES and DISE formats were designed and as a result these aspects were not comparable. A few of the examples are detailed below:

- The details of the Head Master i.e. Name and educational Qualifications.
- Experience of Principal
- Number of years of working as HM in the present school
- Children enrollment in the last Academic Year
- Enrollment and Attendance details of children on the date of survey
- Grade wise Examination details for which Annual Examinations conducted in Last Academic Year.
- Investigators feed back on certain items like Attributes pertaining to the principal
- Filling up of attendance registers etc.

Apart from these, quite a good number of items on which information usually collected on regular basis under DISE data were missing in the DCF i.e. PES format. Such items are indicated below:

- Particulars of pre primary classes
- Teacher training activities
- Academic inspections
- Visits by the coordinators of different levels
- School development
- maintenance grants
- Infrastructure availability in the class rooms

- Library facilities
- Arrangements for disable students
- Enrolment details
- School information on the whole. etc.

In some cases, after scrutiny of DISE formats it has been noticed that some of the sample schools have not provided the information on certain items, which other wise could be, compared with the Post Enumerations survey formats. Consequently, some more items could not be compared and the details are as follows:

- Year of establishment of the school
- Number of teacher posts sanctioned and positioned
- Sex wise teacher details
- Number of Blocks and classrooms in the schools

To sum up, the study was confined to 485 schools drawn from three districts across different regions of Andhra Pradesh. However, as the DISE data did not have the component of private and un-aided schools information, thus data of 485 common schools were used for comparative analysis. The schools selected for the study consists of various category of school education and also different managements. The data were collected for the study through a structured schedule prescribed for the purpose. As the study findings were devoted to establish the comparison with DISE data already collected, a specific prescribed formula was adopted for comparable items of data. The study encountered certain limitations due to differential formats prescribed for DISE and PES survey. However, as most of the items were comparable, a genuine attempt has been made to arrive at confirmation and deviation of survey results.



## Chapter III

### Comparative Data Analysis between PES and DISE Data

As cited elsewhere in the report, the principal mandate of the report is to establish the accuracy of DISE survey in respect of various components of SSA in Andhra Pradesh. However, the Data Collection Formats (DCF) used for PES survey consists of additional information than the Data Collection Formats (DCF) through which data were collected for DISE survey. Further, certain institutions like private and un-aided schools, residential schools under Social/Tribal Welfare dept. were not covered under DISE survey. However, given the mandate of the study and the methodology followed, each and every category of schools was covered under PES survey. As a result, 485 schools were selected randomly for the study and survey was carried out through trained and qualified research investigators. The data of 485 schools were compared with PES data and conclusions were arrived. Further, as the PES data format has additional information than DISE survey data, the additional components were also presented separately and for the purpose of comparison only common variables were taken up.

In essence, this chapter contains a comparative analysis of common variables existing between PES and DISE survey data among the common schools covered.

As the report is aimed at confirming the data collected through DISE survey the common variables where deviation were established is furnished below:

- Location of Schools;
- Type of Schools
- Category of Schools;
- Lowest Class in Schools;

- Highest Class in Schools;
- Management of Schools;
- Residential status of Schools;
- Part of Shift Schools;
- Sanctioned Teachers;
- In Position Teachers;
- Status of School Building;
- Number of Blocks in Schools;
- Condition of Class Rooms;
- Electricity in Schools;
- Separate Toilets for Girls in Schools;
- Common Toilets in Schools;
- Condition of Boundary Walls in Schools;
- Source of Drinking Water in Schools;
- Availability of Play Ground in Schools;
- Availability of Computers in Schools;
- Availability of Furniture in School; and
- Children's Enrolment in 2006-07 and 2007-08.

For each component of comparable variables, as cited above, the analysed data is presented against PES and DISE data actual and then deviation, if any, irrespective of positive or negative trends is presented. Wherever, possible and felt necessary, the analysed data is also presented in graphical form for better elucidation.

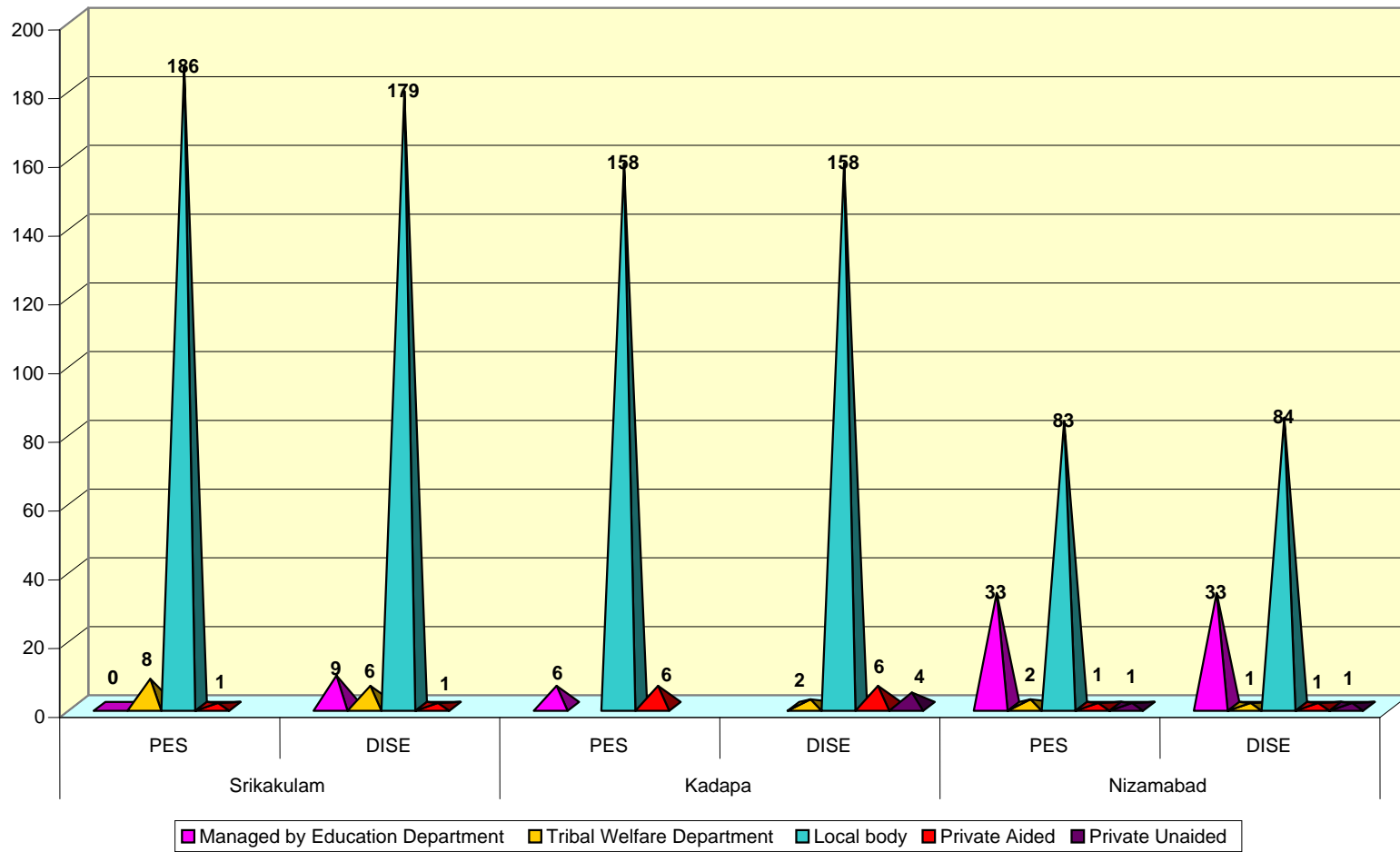
## COMPARATIVE ANALYSIS OF DISE DATA WITH PES DATA

**TABLE NO.3.1: COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL CATEGORY**

Sl. No.	School Category	PES Data	DISE Data	Deviation
1	2	3	4	5
1	Primary	240	240	0
2	Primary with Upper Primary	151	151	0
3	Upper primary with Secondary or Higher Secondary	94	94	0
	<b>Total</b>	485	485	0

- |    |  |   |      |
|----|--|---|------|
| a) | Quantitative Value of items as per DISE Data           | - | 485  |
| b) | Quantitative Value of items as per PES Data            | - | 485  |
| c) | Quantitative Value of deviations ignoring $\pm$ signs  | - | 0    |
| d) | Percentage deviation of DISE Data with PES Data        | - | 0%   |
| e) | Precision level of DISE data with relation to PES Data | - | 100% |

**Fig.1: CATEGORY OF SCHOOLS**

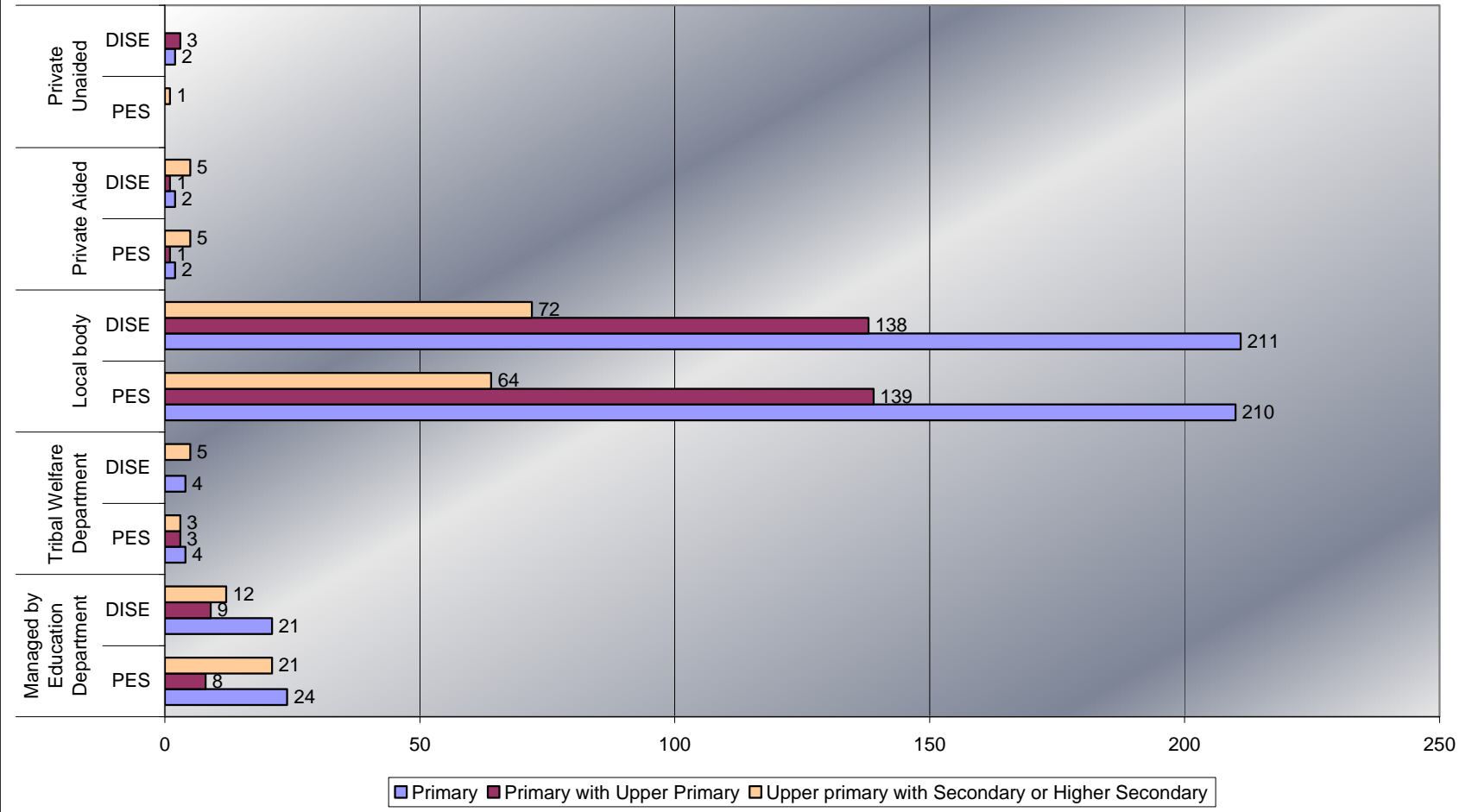


**TABLE No.3.2: COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL CATEGORY  
AND MANAGEMENT-WISE**

Sl. No.	School Category	Srikakulam			Kadapa			Nizamabad		
		PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11
1	Managed by Education Department		9	9	6		6	33	33	
2	Tribal Welfare Department	8	6	2		2	2	2	1	1
3	Local body	186	179	7	158	158		83	84	1
4	Private Aided	1	1		6	6		1	1	
5	Private Unaided					4	4	1	1	
	<b>Total</b>	<b>195</b>	<b>195</b>	<b>18</b>	<b>170</b>	<b>170</b>	<b>12</b>	<b>120</b>	<b>120</b>	<b>2</b>

- |    |  |         |
|----|--|---------|
| a) | Quantitative Value of items as per DISE Data           | 485     |
| b) | Quantitative Value of items as per PES Data            | - 485   |
| c) | Quantitative Value of deviations ignoring $\pm$ signs  | - 32    |
| d) | Percentage deviation of DISE Data with PES Data        | - 6.60% |
| e) | Precision level of DISE data with relation to PES Data | 93.40%  |

**Fig.2: SCHOOL MANAGEMENT**

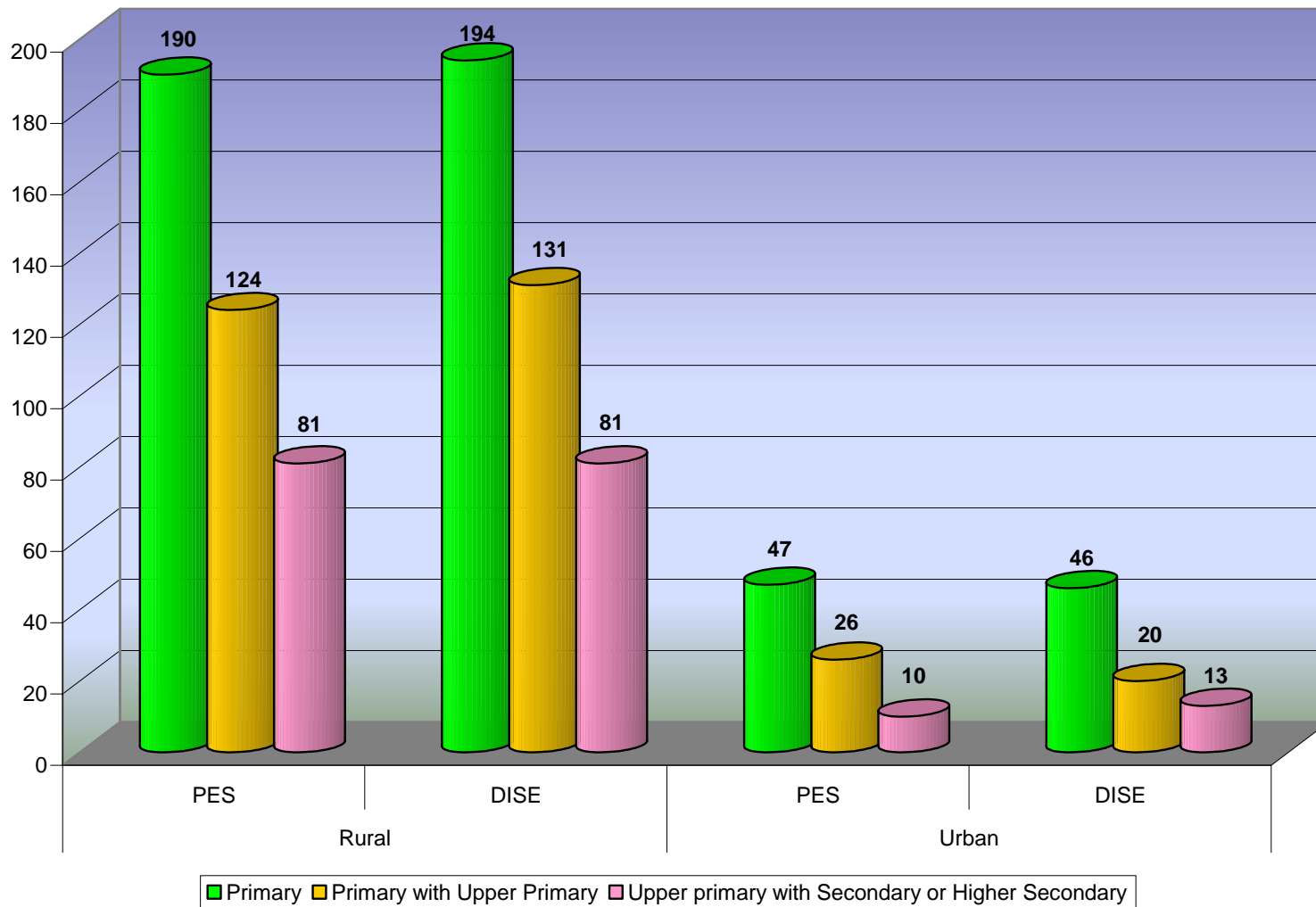


**TABLE No.3.3: COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL LOCATION**

Sl.No	School Category	Sample Size	Rural			Urban		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	190	194	4	47	46	1
2	Primary with Upper Primary	151	124	131	7	26	20	6
3	Upper primary with Secondary or Higher Secondary	94	81	81	0	10	13	3
	<b>Total</b>	485	395	406	11	83	79	10

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 21
- d) Percentage deviation of DISE Data with PES Data - 4.33%
- e) Precision level of DISE data with relation to PES Data - 95.67%

**Fig.3: LOCATION OF SCHOOLS**



**TABLE No3.4: COMPARISON OF PES DATA WITH DISE DATA ON TYPE OF SCHOOL**

Sl.No	School Category	Sample Size	Boys only			Girls only			Co-educational		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	240	1		1	6	5	1	233	235	2
2	Primary with Upper Primary	151	1		1	8		8	142	151	9
3	Upper primary with Secondary or Higher Secondary	94	3	3	0	14	10	4	77	81	4
	<b>Total</b>	<b>485</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>28</b>	<b>15</b>	<b>13</b>	<b>452</b>	<b>467</b>	<b>15</b>

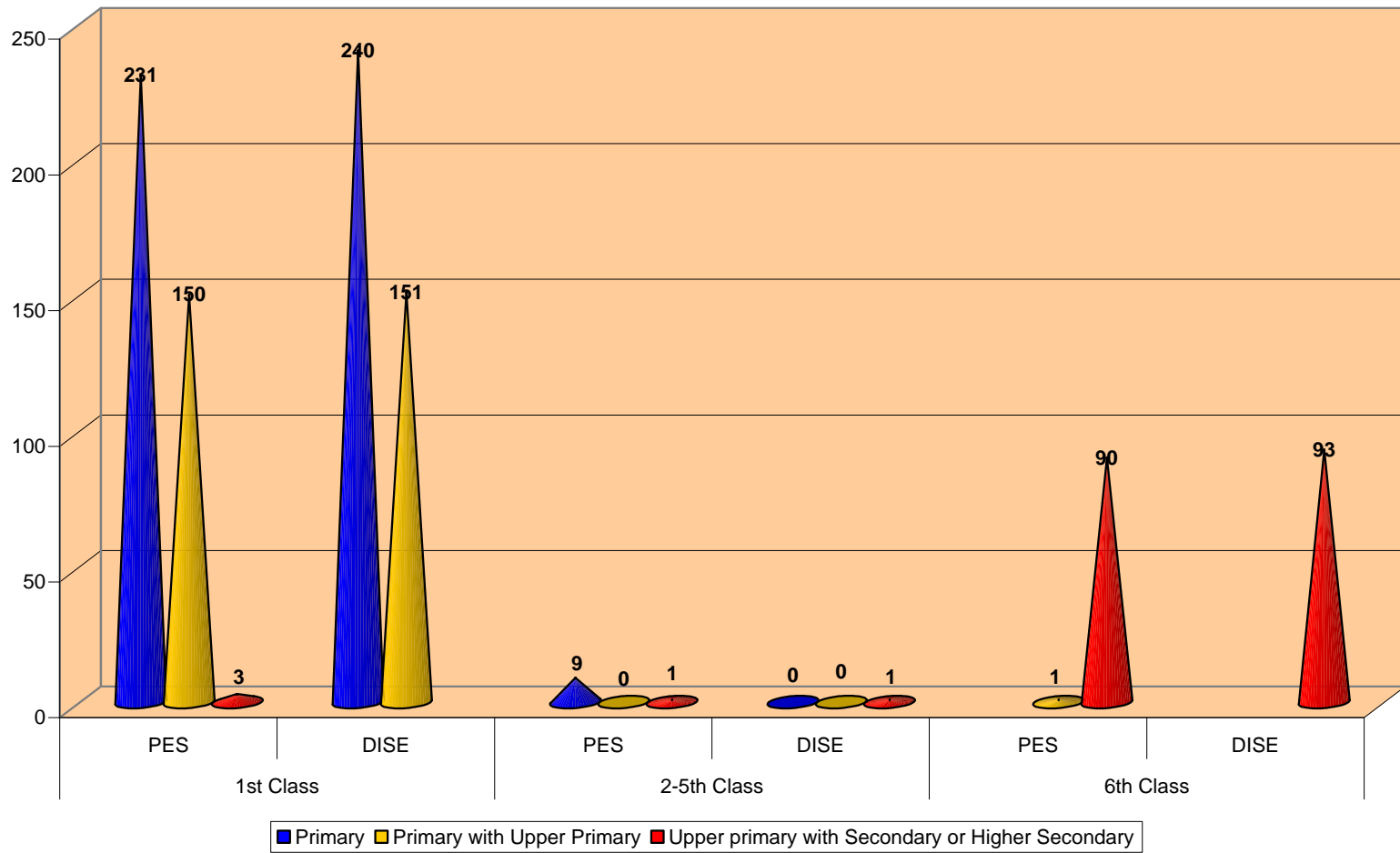
- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 30
- d) Percentage deviation of DISE Data with PES Data - 6.19%
- e) Precision level of DISE data with relation to PES Data - 93.81%

**TABLE NO 3.5: COMPARISON OF PES DATA WITH DISE DATA ON LOWEST CLASSES IN SCHOOLS**

Sl. No.	School Category	Sample Size	1 <sup>ST</sup> CLASS			2 <sup>nd</sup> – 5 <sup>th</sup> CLASS			6 <sup>TH</sup> CLASS		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	10	11	12	13	14	15
1	Primary	240	231	240	9	9	-	9			
2	Primary with Upper Primary	151	150	151	1	-	-	0	1		1
3	Upper primary with Secondary or Higher Secondary	94	3		3	1	1	0	90	93	3
	<b>Total</b>	<b>485</b>	<b>384</b>	<b>391</b>	<b>13</b>	<b>10</b>	<b>1</b>	<b>9</b>	<b>91</b>	<b>93</b>	<b>4</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 26
- d) Percentage deviation of DISE Data with PES Data - 5.36%
- e) Precision level of DISE data with relation to PES Data - 94.64%

Fig.4: LOWEST CLASSES IN SCHOOLS



**TABLE No 3.6: COMPARISON OF PES DATA WITH DISE DATA ON HIGHEST CLASSES IN SCHOOLS**

Sl. No.	School Category	Sample Size	1, 2, 3, 4 Classes			5 <sup>th</sup> Class			6 and 7 Classes			8, 9,10 Classes			10 Above		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Primary	240	3	2	1	237	238	1									
2	Primary with Upper Primary	151							151	151							
3	Upper primary with Secondary or Higher Secondary	94				2		2				92	94	2			
	<b>Total</b>	485	3	2	1	239	238	3	151	151		92	94	2			

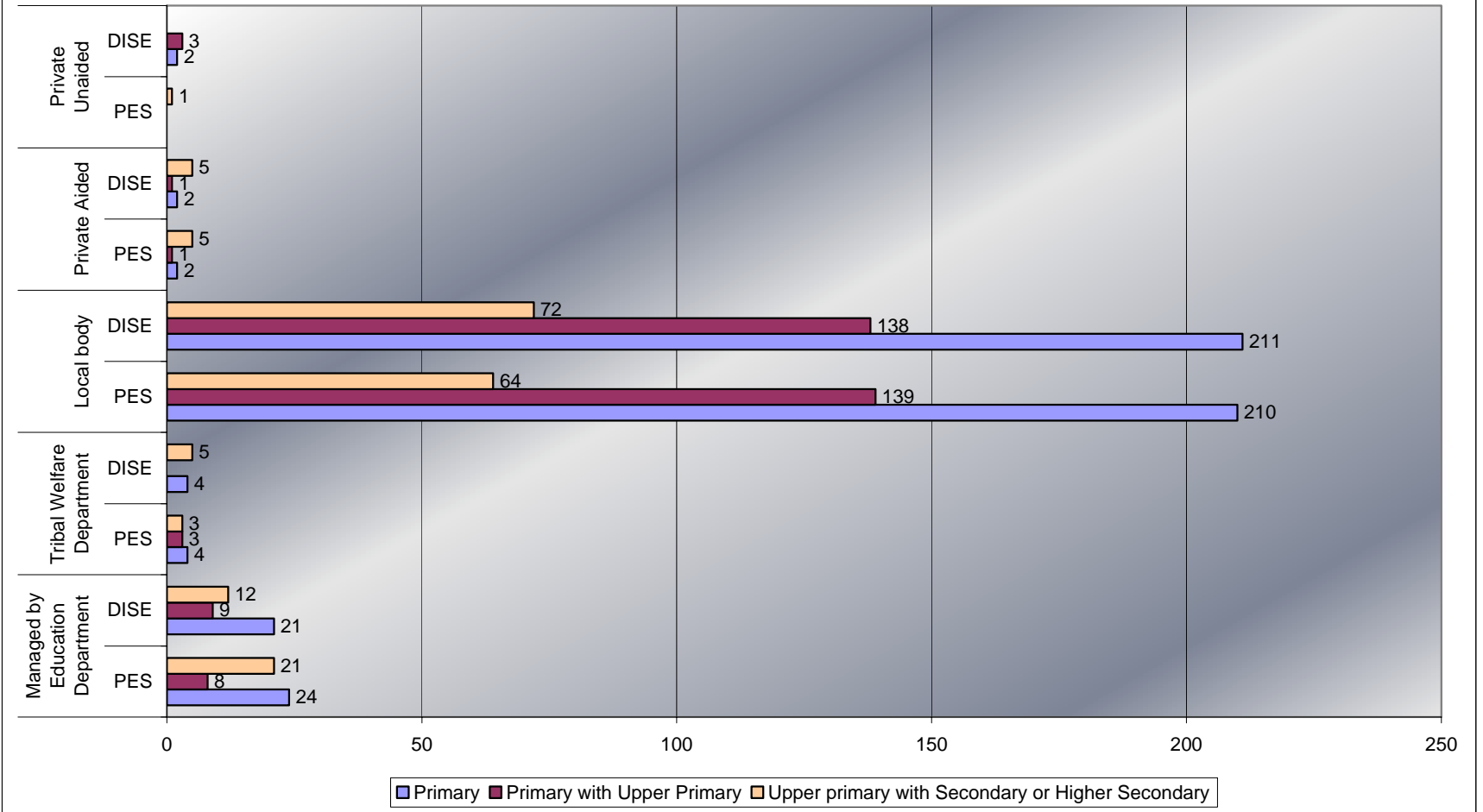
- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 6
- d) Percentage deviation of DISE Data with PES Data - 1.24%
- e) Precision level of DISE data with relation to PES Data - 98.76%

**TABLE No 3.7: COMPARISON OF PES DATA WITH DISE DATA ON SCHOOL MANAGEMENT**

Sl. No	School Category	Sample Size	Managed by Education Department			Tribal Welfare Department			Local body			Private Aided			Private Unaided			Unrecognized		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Primary	240	24	21	3	4	4		210	211	1	2	2	-	-	2	2	-	-	-
2	Primary with Upper Primary	151	8	9	1	3	-	3	139	138	1	1	1	-	-	3	3	-	-	-
3	Upper primary with Secondary or Higher Secondary	94	21	12	9	3	5	2	64	72	8	5	5	-	1		1	-	-	-
	<b>Total</b>	<b>485</b>	<b>53</b>	<b>42</b>	<b>13</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>413</b>	<b>421</b>	<b>10</b>	<b>8</b>	<b>8</b>		<b>1</b>	<b>5</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 34
- d) Percentage deviation of DISE Data with PES Data - 7.01%
- e) Precision level of DISE data with relation to PES Data - 92.99%

**Fig.5: SCHOOL MANAGEMENT**

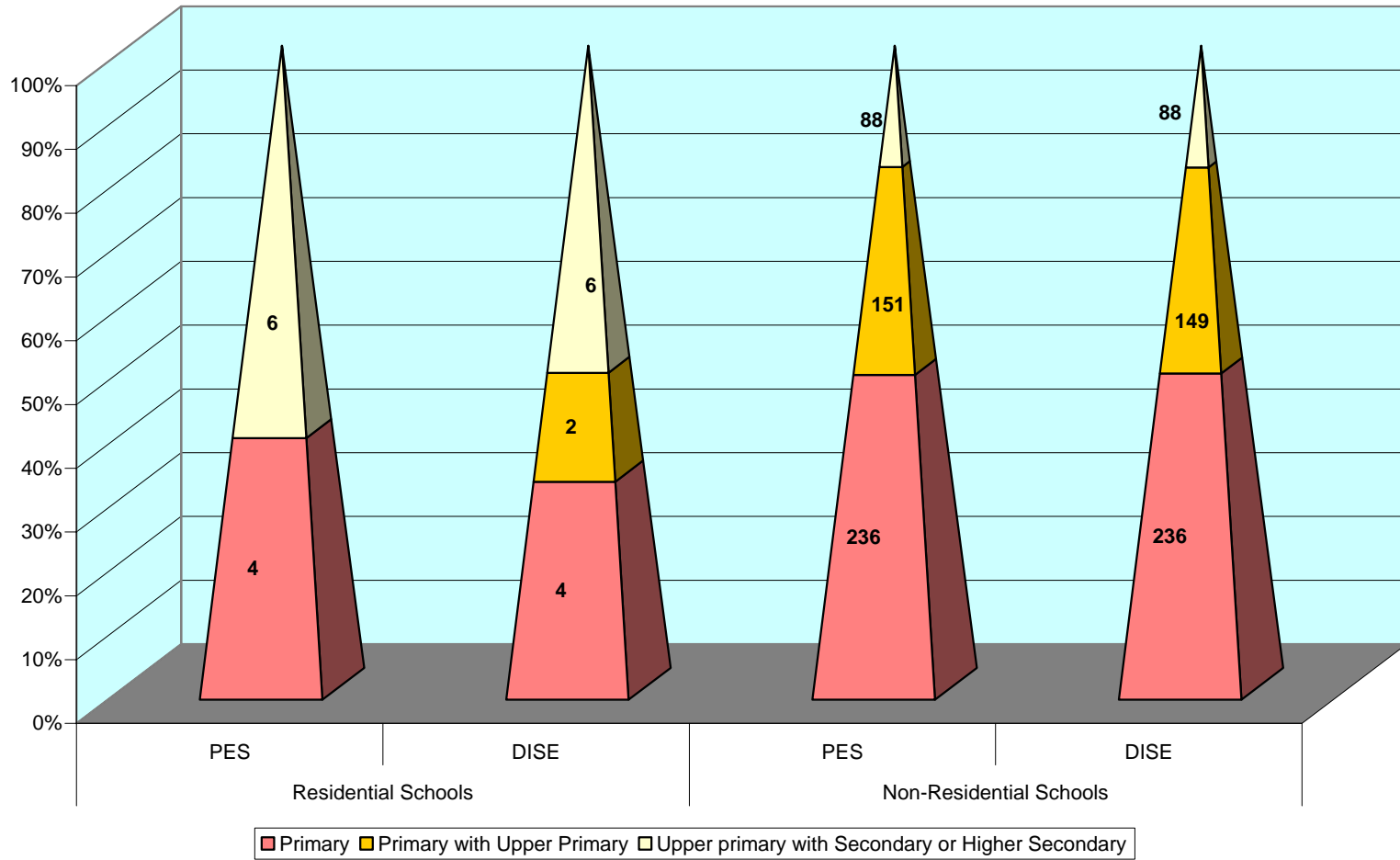


**TABLE No3..8: COMPARISON OF PES DATA WITH DISE DATA ON RESIDENTIAL STATUS OF SCHOOL**

Sl. No.	School Category	Sample Size	Residential Schools			Non-Residential Schools		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	4	4	0	236	236	0
2	Primary with Upper Primary	151	-	2	2	151	149	2
3	Upper primary with Secondary or Higher Secondary	94	6	6	0	88	88	0
	<b>Total</b>	<b>485</b>	<b>10</b>	<b>12</b>	<b>2</b>	<b>475</b>	<b>473</b>	<b>2</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 4
- d) Percentage deviation of DISE Data with PES Data - 0.82%
- e) Precision level of DISE data with relation to PES Data - 99.18%

**Fig.6: RESIDENTIAL STATUS OF SCHOOLS**

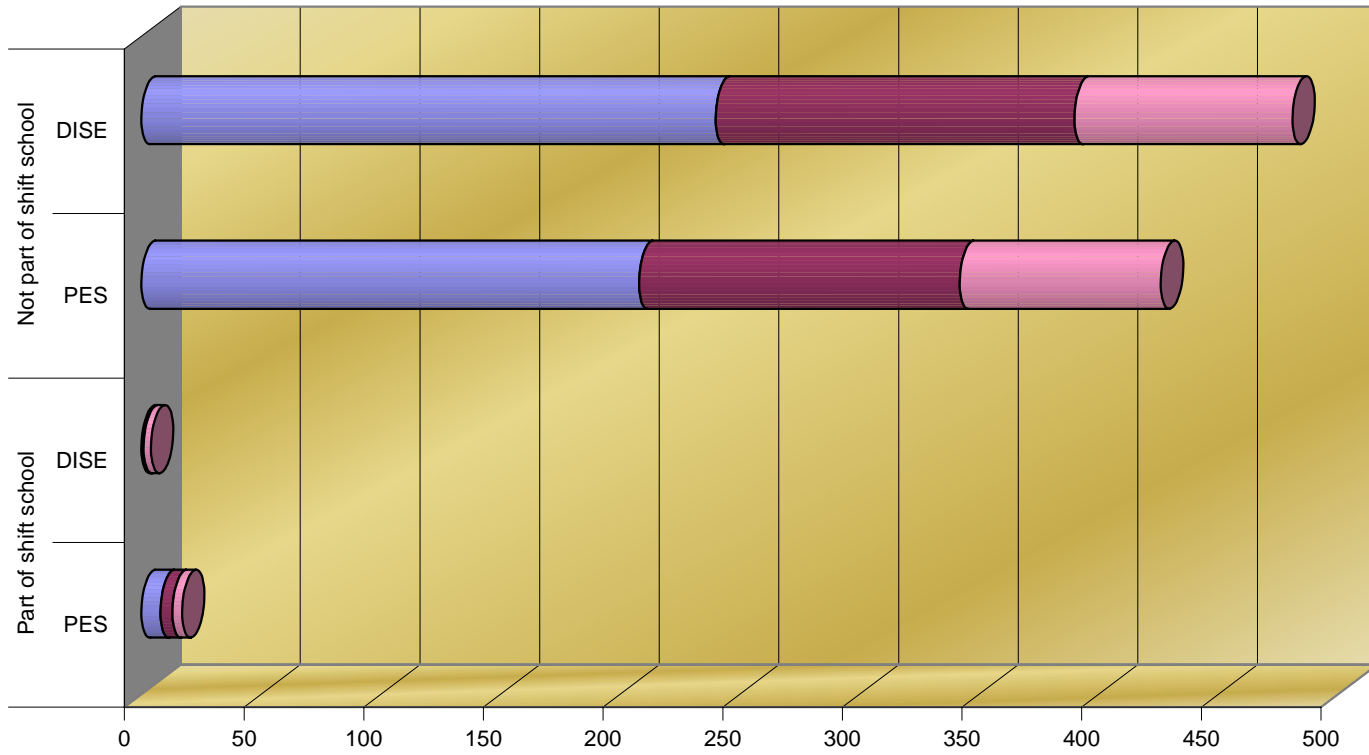


**TABLE No 3.9: COMPARISON OF PES DATA WITH DISE DATA ON PART OF SHIFT SCHOOL**

Sl. No.	School Category	Sample Size	Part of Shift School			Not Part of Shift School		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	8		8	208	240	32
2	Primary with Upper Primary	151	5	1	4	134	150	16
3	Upper primary with Secondary or Higher Secondary	94	4	3	1	84	91	7
	<b>Total</b>	<b>485</b>	<b>17</b>	<b>4</b>	<b>13</b>	<b>426</b>	<b>481</b>	<b>55</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 13
- d) Percentage deviation of DISE Data with PES Data - 2.68%
- e) Precision level of DISE data with relation to PES Data - 97.32%

**Fig.7: PART OF SHIFT SCHOOL**



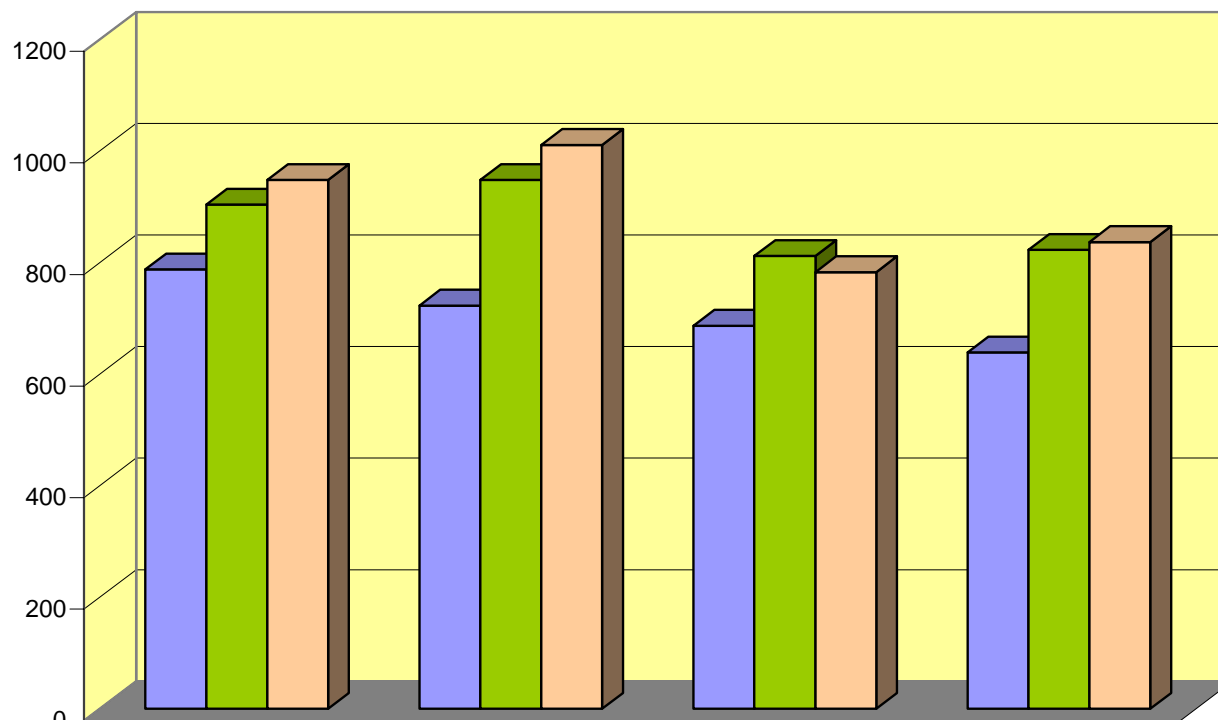
	Part of shift school		Not part of shift school	
	PES	DISE	PES	DISE
■ Upper primary with Secondary or Higher Secondary	4	3	84	91
■ Primary with Upper Primary	5	1	134	150
■ Primary	8		208	240

**TABLE No3.10: COMPARISON OF PES DATA WITH DISE DATA ON TEACHER POSTS SANCTIONED AND IN POSITION**

Sl. No.	School Category	Sample Size	Total teacher posts sanctioned			Total teachers in position		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	788	723	65	687	639	48
2	Primary with Upper Primary	151	904	948	44	812	823	11
3	Upper primary with Secondary or Higher Secondary	94	948	1011	63	783	837	54
	<b>Total</b>	<b>485</b>	<b>2640</b>	<b>2682</b>	<b>172</b>	<b>2282</b>	<b>2299</b>	<b>113</b>

- |    |  |   |                   |                    |
|----|--|---|-------------------|--------------------|
| a) | Quantitative Value of items as per DISE Data           | - | 485               |                    |
| b) | Quantitative Value of items as per PES Data            | - | 485               |                    |
|    |  |   | <b>SANCTIONED</b> | <b>IN POSITION</b> |
| c) | Quantitative Value of deviations ignoring $\pm$ signs  | - | 172               | 113                |
| d) | Percentage deviation of DISE Data with PES Data        | - | 6.41%             | 4.92%              |
| e) | Precision level of DISE data with relation to PES Data | - | 93.59%            | 95.08%             |

**Fig.8: TEACHER POSTS SANCTIONED AND IN POSITION**



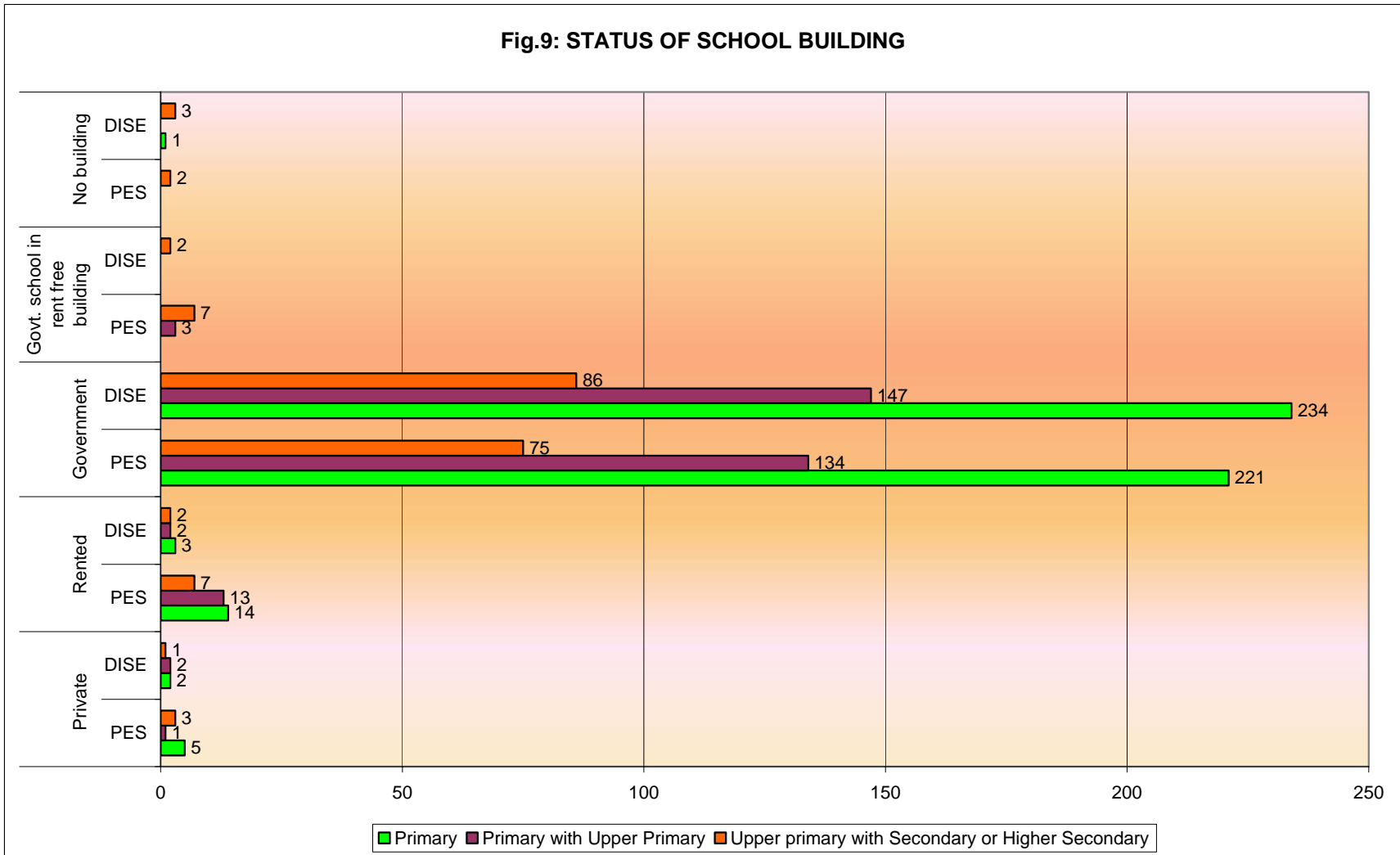
	PES	DISE	PES	DISE
	Teacher Posts Sanctioned		Teachers in Position	
■ Primary	788	723	687	639
■ Primary with Upper Primary	904	948	812	823
■ Upper primary with Secondary or Higher Secondary	948	1011	783	837

**TABLE No 3.11: COMPARISON OF PES DATA WITH DISE DATA ON STATUS OF SCHOOL BUILDING**

Sl. No.	School Category	Sample Size	Private			Rented			Government			Government School in rent free building			No Building		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Primary	240	5	2	3	14	3	11	221	234	13			0		1	1
2	Primary with Upper Primary	151	1	2	1	13	2	11	134	147	13	3		3			0
3	Upper primary with Secondary or Higher Secondary	94	3	1	2	7	2	5	75	86	11	7	2	5	2	3	1
	<b>Total</b>	<b>485</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>34</b>	<b>7</b>	<b>27</b>	<b>430</b>	<b>467</b>	<b>37</b>	<b>10</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>2</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 80
- d) Percentage deviation of DISE Data with PES Data - 16.49%
- e) Precision level of DISE data with relation to PES Data - 83.51%

**Fig.9: STATUS OF SCHOOL BUILDING**



**TABLE No 3.12: COMPARISON OF PES DATA WITH DISE DATA ON NO. OF BLOCKS IN THE SCHOOL**

Sl. No.	School Category	Sample Size	No. of Blocks in school		
			PES	DISE	Deviation
1	2	3	4	5	6
1	Primary	240	453	715	262
2	Primary with Upper Primary	151	401	699	298
3	Upper primary with Secondary or Higher Secondary	94	281	567	286
	<b>Total</b>	<b>485</b>	<b>1135</b>	<b>1981</b>	<b>846</b>

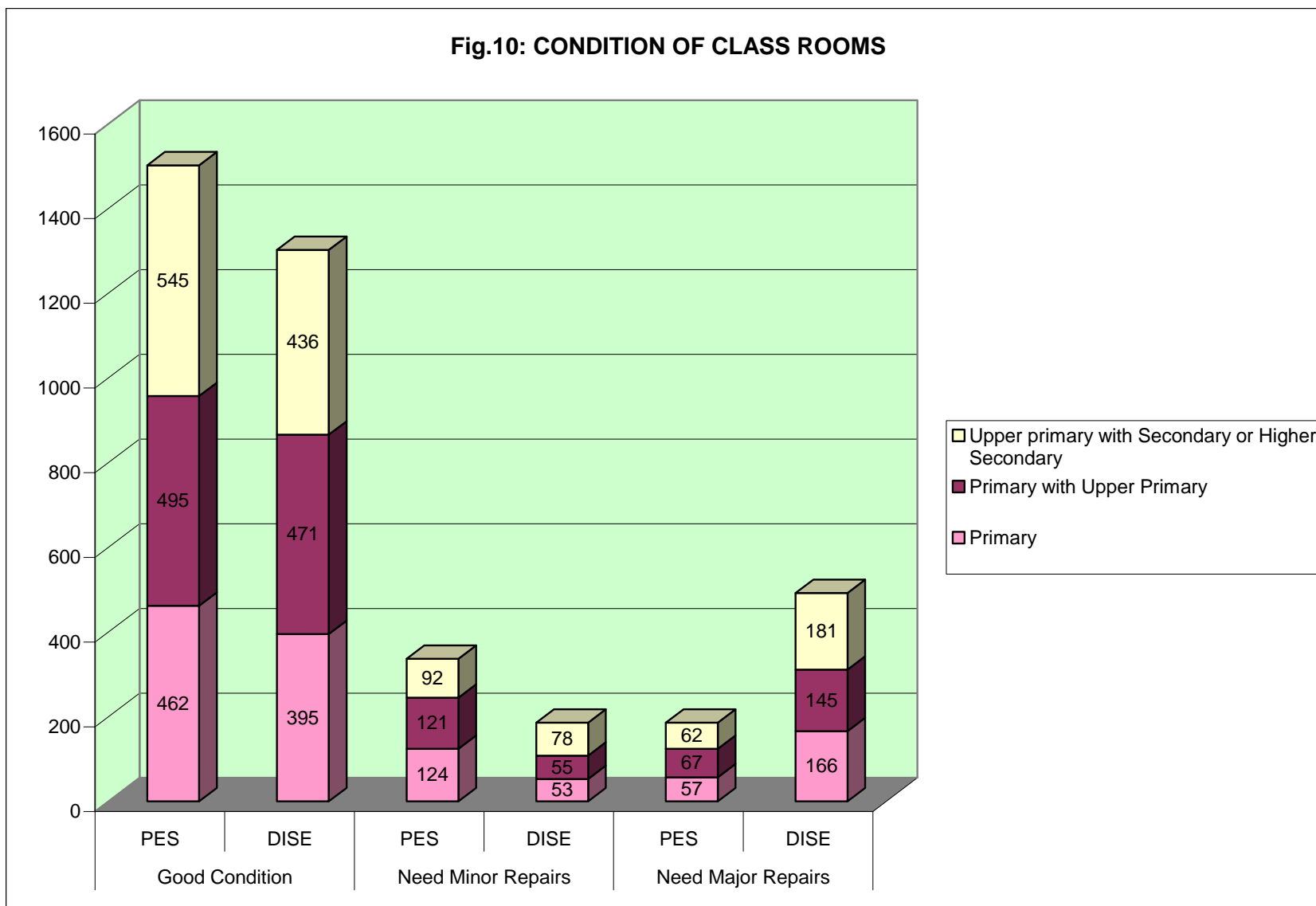
- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 846
- d) Percentage deviation of DISE Data with PES Data - 42.71
- e) Precision level of DISE data with relation to PES Data - 57.29

**TABLE No 3.13: COMPARISON OF PES DATA WITH DISE DATA ON CONDITION OF CLASS ROOMS**

Sl. No.	School Category	Sample Size	Good Condition			Need Minor Repairs			Need Major Repairs		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	240	462	395	67	124	53	71	57	166	109
2	Primary with Upper Primary	151	495	471	24	121	55	66	67	145	78
3	Upper primary with Secondary or Higher Secondary	94	545	436	109	92	78	14	62	181	119
	<b>Total</b>	<b>485</b>	<b>1502</b>	<b>1302</b>	<b>200</b>	<b>337</b>	<b>186</b>	<b>151</b>	<b>186</b>	<b>492</b>	<b>306</b>

a)	Quantitative Value of items as per DISE Data	-	485		
b)	Quantitative Value of items as per PES Data	-	485		
				Good Condition	Minor Repairs
c)	Quantitative Value of deviations ignoring $\pm$ signs	-	200	151	306
d)	Percentage deviation of DISE Data with PES Data	-	13.32	44.81	62.19
e)	Precision level of DISE data with relation to PES Data	-	86.68	55.19	37.81

**Fig.10: CONDITION OF CLASS ROOMS**



**TABLE No 3.14: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF ELECTRICITY IN SCHOOLS**

Sl. No.	School Category	Sample Size	Electricity Available			Electricity Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	28	29	1	212	211	1
2	Primary with Upper Primary	151	63	60	3	88	91	3
3	Upper primary with Secondary or Higher Secondary	94	77	81	4	17	13	4
	<b>Total</b>	<b>485</b>	<b>168</b>	<b>170</b>	<b>8</b>	<b>317</b>	<b>315</b>	<b>8</b>

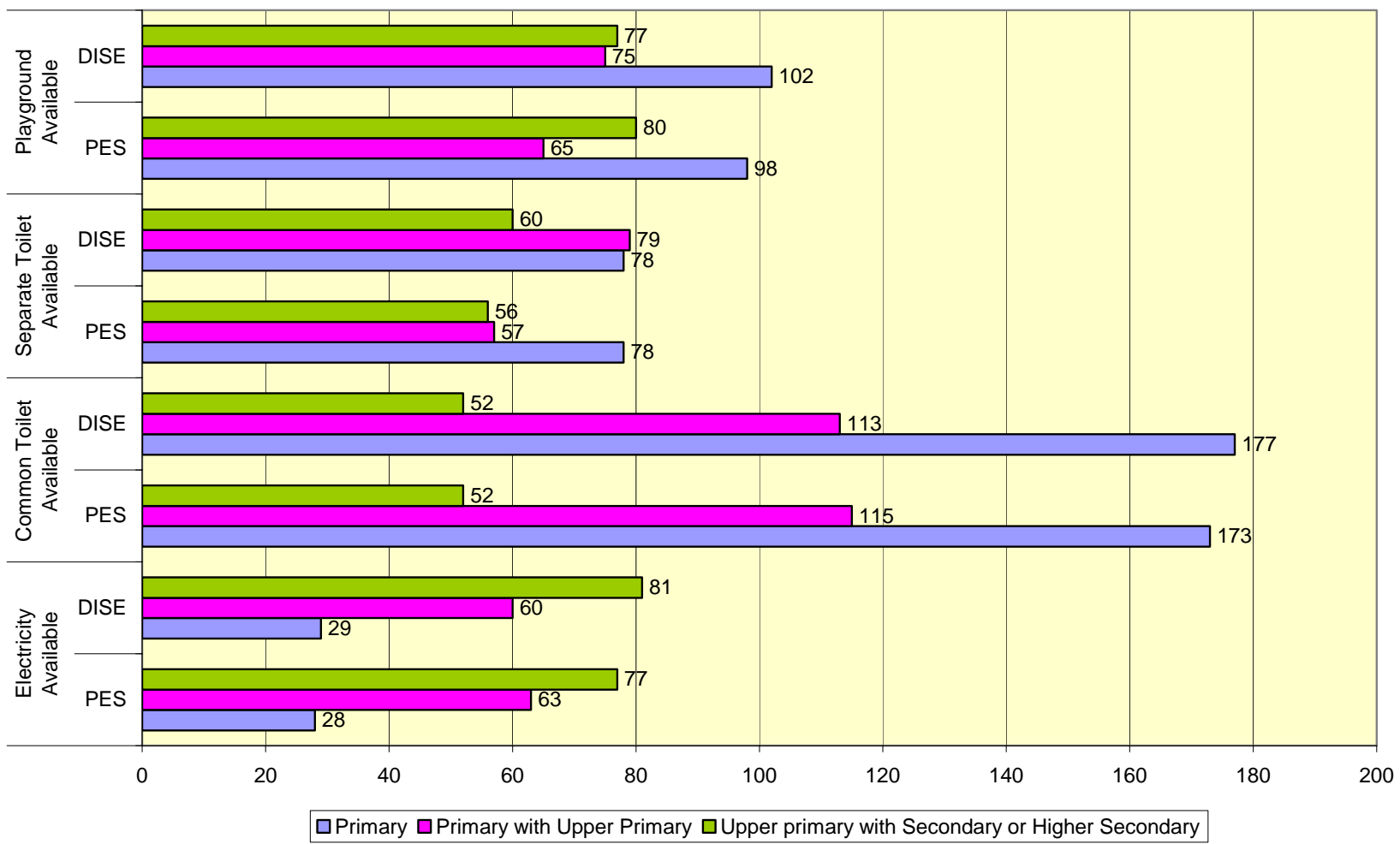
- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 16
- d) Percentage deviation of DISE Data with PES Data - 3.30%
- e) Precision level of DISE data with relation to PES Data - 96.70%

**TABLE No 3.15: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF COMMON TOILETS**

Sl. No.	School Category	Sample Size	Common Toilets Available			Common Toilets Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	173	177	4	67	63	4
2	Primary with Upper Primary	151	115	113	2	36	38	2
3	Upper primary with Secondary or Higher Secondary	94	52	52	0	42	42	0
	<b>Total</b>	<b>485</b>	<b>340</b>	<b>342</b>	<b>6</b>	<b>145</b>	<b>143</b>	<b>6</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 12
- d) Percentage deviation of DISE Data with PES Data - 2.47%
- e) Precision level of DISE data with relation to PES Data - 97.53%

**Fig.11: AVAILABILITY OF ELECTRICITY, COMMON TOILET, SEPARATE TOILET FOR GIRLS AND PLAYGROUND**



**TABLE No 3.16: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF SEPARATE TOILETS FOR GIRLS**

Sl. No.	School Category	Sample Size	Separate Toilets Available			Separate Toilets Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9
1	Primary	240	78	78	0	162	162	0
2	Primary with Upper Primary	151	57	79	22	94	72	22
3	Upper primary with Secondary or Higher Secondary	94	56	60	4	38	34	4
	<b>Total</b>	<b>485</b>	<b>191</b>	<b>217</b>	<b>26</b>	<b>294</b>	<b>268</b>	<b>26</b>

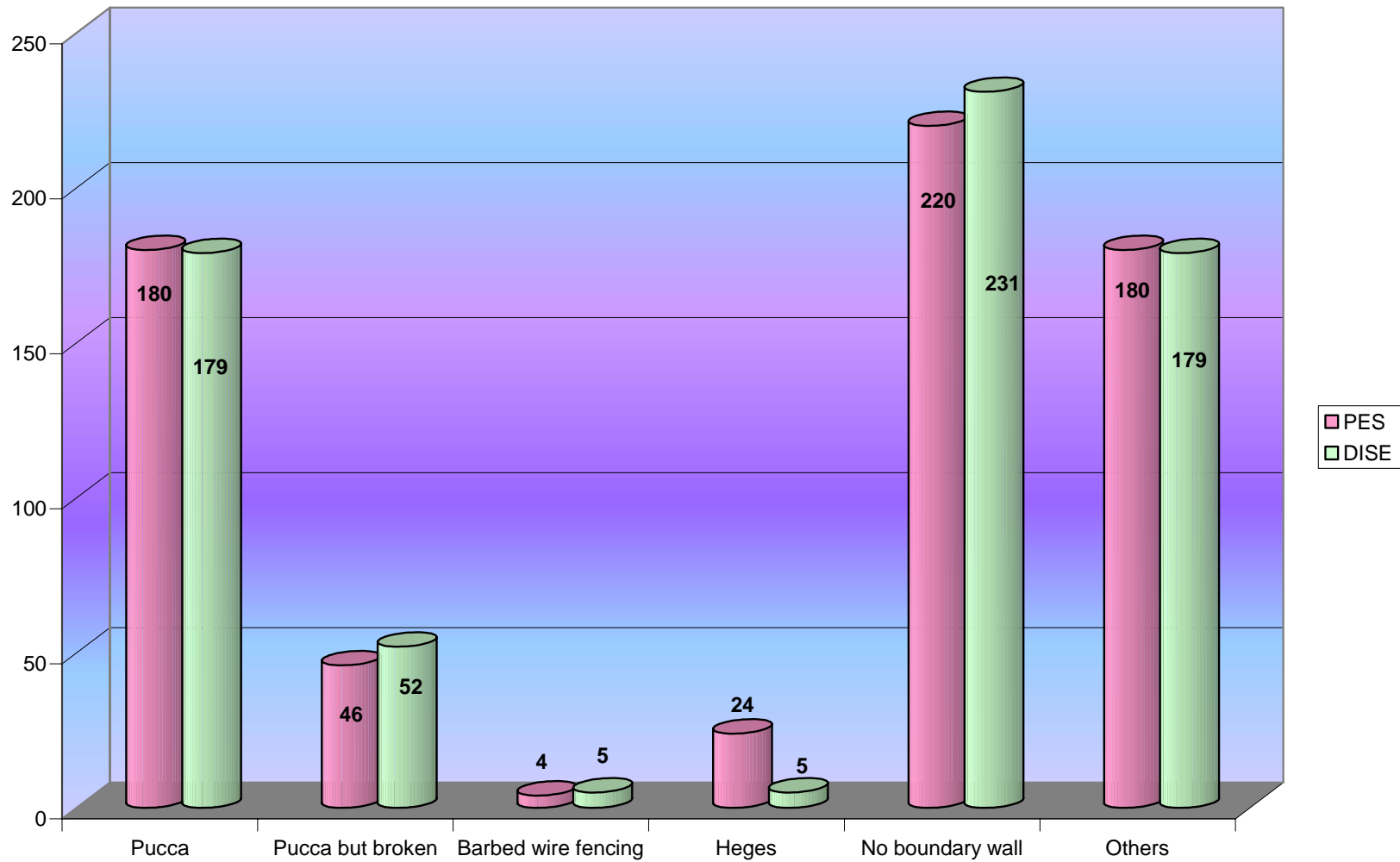
- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 54
- d) Percentage deviation of DISE Data with PES Data - 11.13%
- e) Precision level of DISE data with relation to PES Data - 88.87%

**TABLE No 3.17: COMPARISON OF PES DATA WITH DISE DATA ON CONDITION OF BOUNDARY WALL OF SCHOOLS**

Sl. No.	School Category	Sample Size	Pucca			Pucca but broken			Barbed wire fencing			Heges			No boundary wall			Other		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Primary	240	70	72	2	11	11	0	1	4	3	19	1	18	135	147	12	70	72	2
2	Primary with Upper Primary	151	65	66	1	21	20	1			0	5	4	1	57	60	3	65	66	1
3	Upper primary with Secondary or Higher Secondary	94	45	41	4	14	21	7	3	1	2			0	28	24	4	45	41	4
	<b>Total</b>	<b>485</b>	<b>180</b>	<b>179</b>	<b>7</b>	<b>46</b>	<b>52</b>	<b>8</b>	<b>186</b>	<b>492</b>	<b>5</b>		<b>5</b>	<b>19</b>	<b>220</b>	<b>231</b>	<b>19</b>	<b>180</b>	<b>179</b>	<b>7</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 58
- d) Percentage deviation of DISE Data with PES Data - 11.96%
- e) Precision level of DISE data with relation to PES Data - 88.04%

**Fig.12: CONDITION OF BOUNDARY WALL IN SCHOOLS**

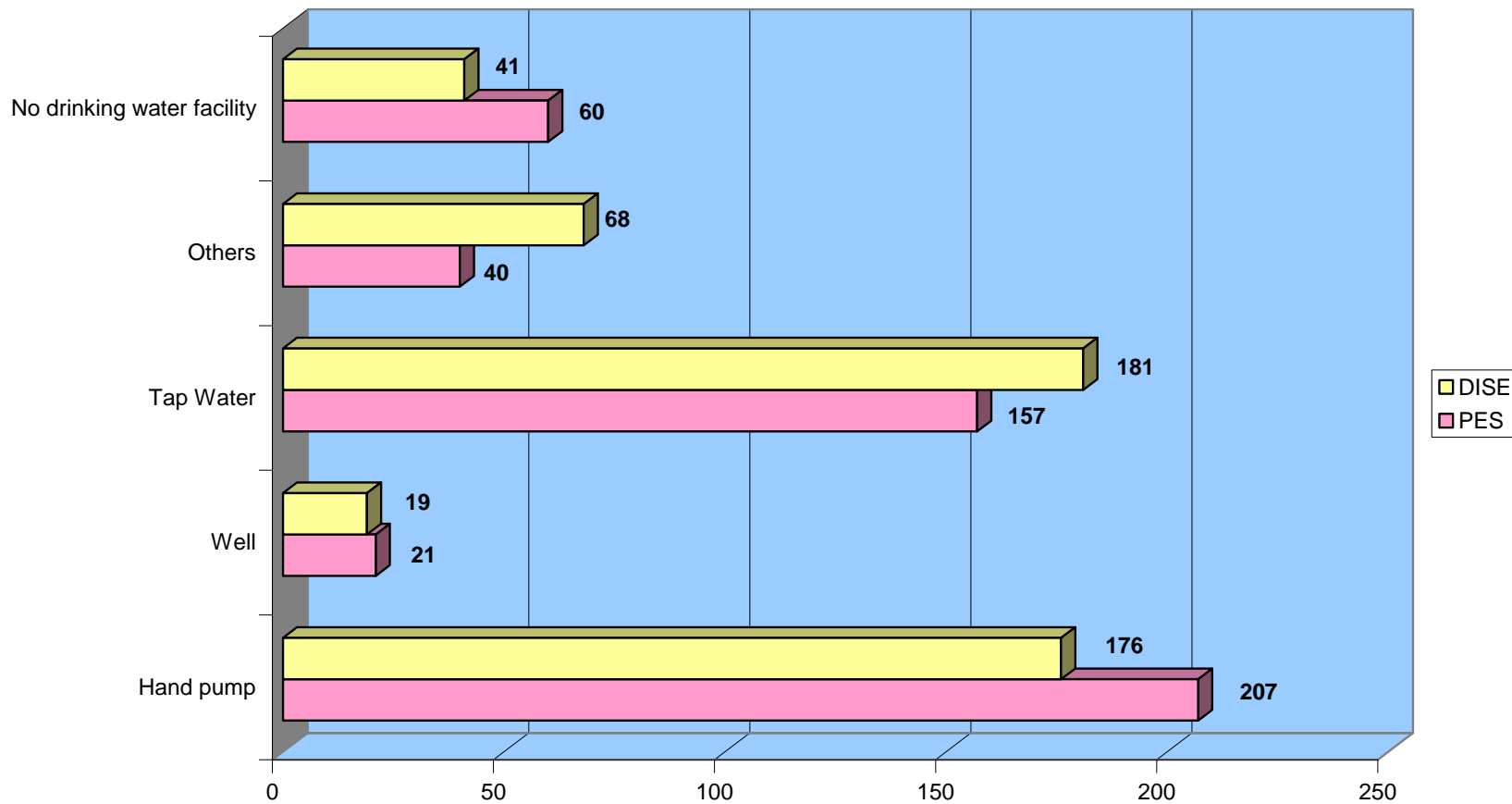


**TABLE No 3.18: COMPARISON OF PES DATA WITH DISE DATA ON SOURCE OF DRINKING WATER**

Sl. No.	School Category	Sample Size	Hand pump			Well			Tap Water			Others			No drinking water facility available		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Primary	240	106	80	26	13	13	0	72	83	11	20	42	22	29	22	7
2	Primary with Upper Primary	151	67	59	8	5	3	2	51	62	11	9	14	5	19	13	6
3	Upper primary with Secondary or Higher Secondary	94	34	37	3	3	3	0	34	36	2	11	12	1	12	6	6
	<b>Total</b>	<b>485</b>	<b>207</b>	<b>176</b>	<b>37</b>	<b>21</b>	<b>19</b>	<b>2</b>	<b>186</b>	<b>492</b>	<b>24</b>		<b>68</b>	<b>28</b>	<b>60</b>	<b>41</b>	<b>19</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 110
- d) Percentage deviation of DISE Data with PES Data - 22.68%
- e) Precision level of DISE data with relation to PES Data - 77.32%

**Fig.13: DRINKING WATER FACILITY IN SCHOOLS**



**TABLE No 3.19: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF PLAYGROUND AT SCHOOLS**

Sl. No.	School Category	Sample Size	Playground Available			Playground Not Available		
			PES	DISE	Deviation	PES	DISE	Deviation
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
1	Primary	240	98	102	4	142	138	4
2	Primary with Upper Primary	151	65	75	10	86	76	10
3	Upper primary with Secondary or Higher Secondary	94	80	77	3	14	17	3
	<b>Total</b>	<b>485</b>	<b>243</b>	<b>254</b>	<b>17</b>	<b>242</b>	<b>231</b>	<b>17</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 34
- d) Percentage deviation of DISE Data with PES Data - 7.01%
- e) Precision level of DISE data with relation to PES Data - 92.99%

**TABLE No 3.20: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF COMPUTERS IN SCHOOLS**

Sl. No.	School Category	Sample Size	No. of computers available in good working condition		
			PES	DISE	Deviation
1	2	3	4	5	6
1	Primary	240	41	11	30
2	Primary with Upper Primary	151	6	19	13
3	Upper primary with Secondary or Higher Secondary	94	272	357	85
	<b>Total</b>	<b>485</b>	<b>319</b>	<b>387</b>	<b>128</b>

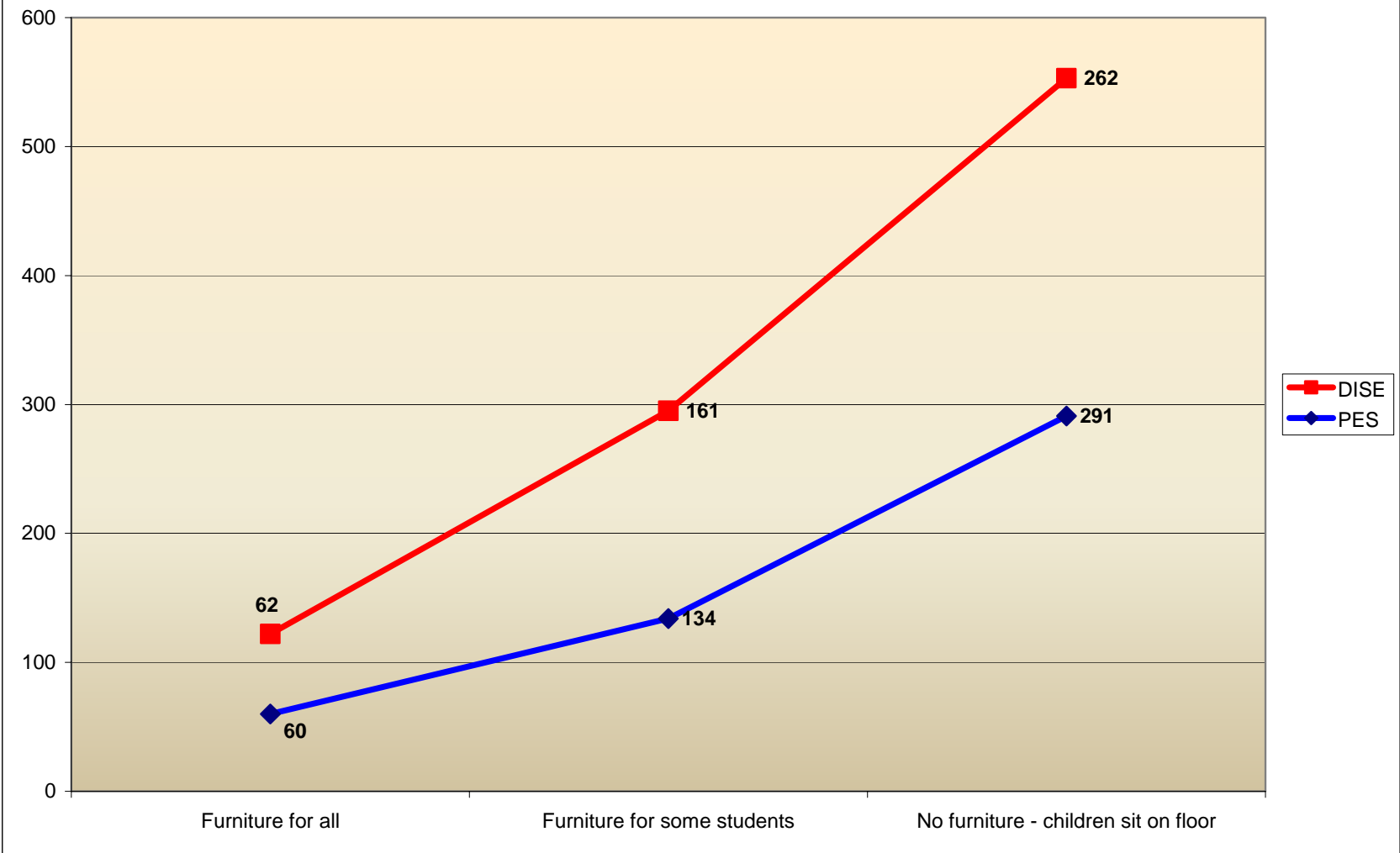
- a) Quantitative Value of items as per DISE Data - 387
- b) Quantitative Value of items as per PES Data - 319
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 128
- d) Percentage deviation of DISE Data with PES Data - 33.07%
- e) Precision level of DISE data with relation to PES Data - 66.93%

**TABLE No 3.21: COMPARISON OF PES DATA WITH DISE DATA ON AVAILABILITY OF FURNITURE IN SCHOOLS**

Sl. No.	School Category	Sample Size	Furniture for all students			Furniture for some students			No furniture - children sit on floor		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12
1	Primary	240	30	35	5	57	64	7	153	141	12
2	Primary with Upper Primary	151	13	16	3	49	50	1	89	85	4
3	Upper primary with Secondary or Higher Secondary	94	17	11	6	28	47	19	49	36	13
	<b>Total</b>	<b>485</b>	<b>60</b>	<b>62</b>	<b>14</b>	<b>134</b>	<b>161</b>	<b>27</b>	<b>186</b>	<b>492</b>	<b>29</b>

- a) Quantitative Value of items as per DISE Data - 485
- b) Quantitative Value of items as per PES Data - 485
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 70
- d) Percentage deviation of DISE Data with PES Data - 14.43%
- e) Precision level of DISE data with relation to PES Data- 85.57%

**Fig.14: AVAILABILITY OF FURNITURE IN SCHOOLS**

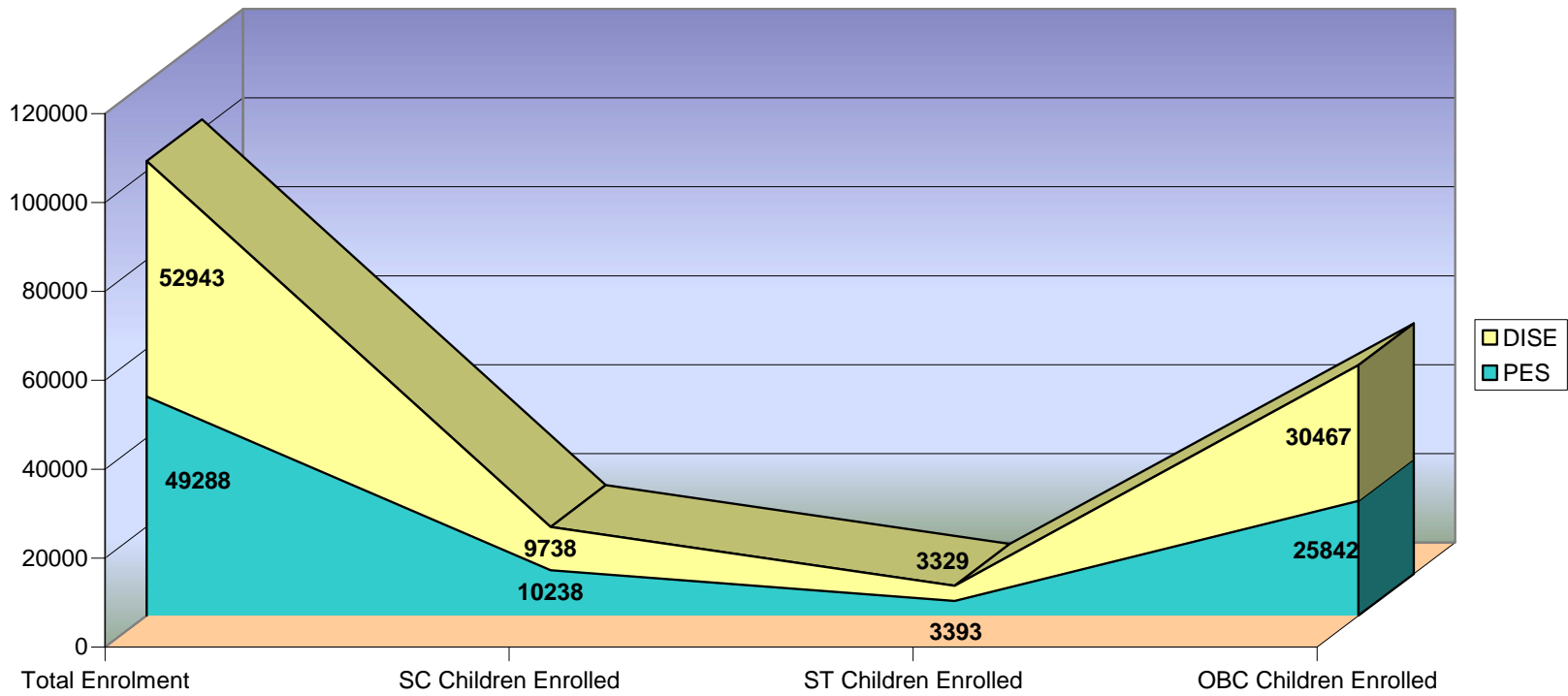


**TABLE No 3.22: COMPARISON OF PES DATA WITH DISE DATA ON ENROLMENT OF CHILDREN IN 2006-07  
BOYS & GIRLS**

Sl. No.	School Category	Sample Size	Total Enrolment			SC Children Enrolled			ST Children Enrolled			OBC Children Enrolled		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	240	21064	21437	373	4175	4153	22	1736	1676	60	10237	11185	948
2	Primary with Upper Primary	151	15367	17753	2386	2621	2723	102	617	573	44	8772	11420	2648
3	Upper primary with Secondary or Higher Secondary	94	12857	13753	896	3442	2862	552	976	1144	168	6833	7862	1029
	<b>Total</b>	485	<b>49288</b>	<b>52943</b>	<b>3655</b>	<b>10238</b>	<b>9738</b>	<b>676</b>	<b>3329</b>	<b>3393</b>	<b>272</b>	<b>25842</b>	<b>30467</b>	<b>4625</b>

- a) Quantitative Value of items as per DISE Data - 96541
- b) Quantitative Value of items as per PES Data - 88697
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 9228
- d) Percentage deviation of DISE Data with PES Data - 9.56%
- e) Precision level of DISE data with relation to PES Data - 80.44%

**Fig.15: ENROLMENT OF CHILDREN - 2006-07**



**TABLE No 3.23: COMPARISON OF PES DATA WITH DISE DATA ON ENROLMENT OF CHILDREN IN 2006-07 –  
BOYS ONLY**

Sl. No.	School Category	Sample Size	Total Enrolment			SC Children Enrolled			ST Children Enrolled			OBC Children Enrolled		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	240	10010	10427	417	2031	2004	27	844	867	23	4797	5376	579
2	Primary with Upper Primary	151	7069	8315	1246	1089	1311	222	335	304	31	4044	5336	1292
3	Upper primary with Secondary or Higher Secondary	94	5982	6741	759	1576	1385	191	257	568	311	3267	3823	556
	<b>Total</b>	<b>485</b>	<b>23061</b>	<b>25483</b>	<b>2422</b>	<b>4696</b>	<b>4700</b>	<b>440</b>	<b>1436</b>	<b>1739</b>	<b>365</b>	<b>12108</b>	<b>14535</b>	<b>2427</b>

- a) Quantitative Value of items as per DISE Data - 46457
- b) Quantitative Value of items as per PES Data - 41301
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 5654
- d) Percentage deviation of DISE Data with PES Data - 12.17%
- e) Precision level of DISE data with relation to PES Data - 87.83%

**TABLE No 3.24: COMPARISON OF PES DATA WITH DISE DATA ON ENROLMENT OF CHILDREN IN 2006-07 –  
GIRLS ONLY**

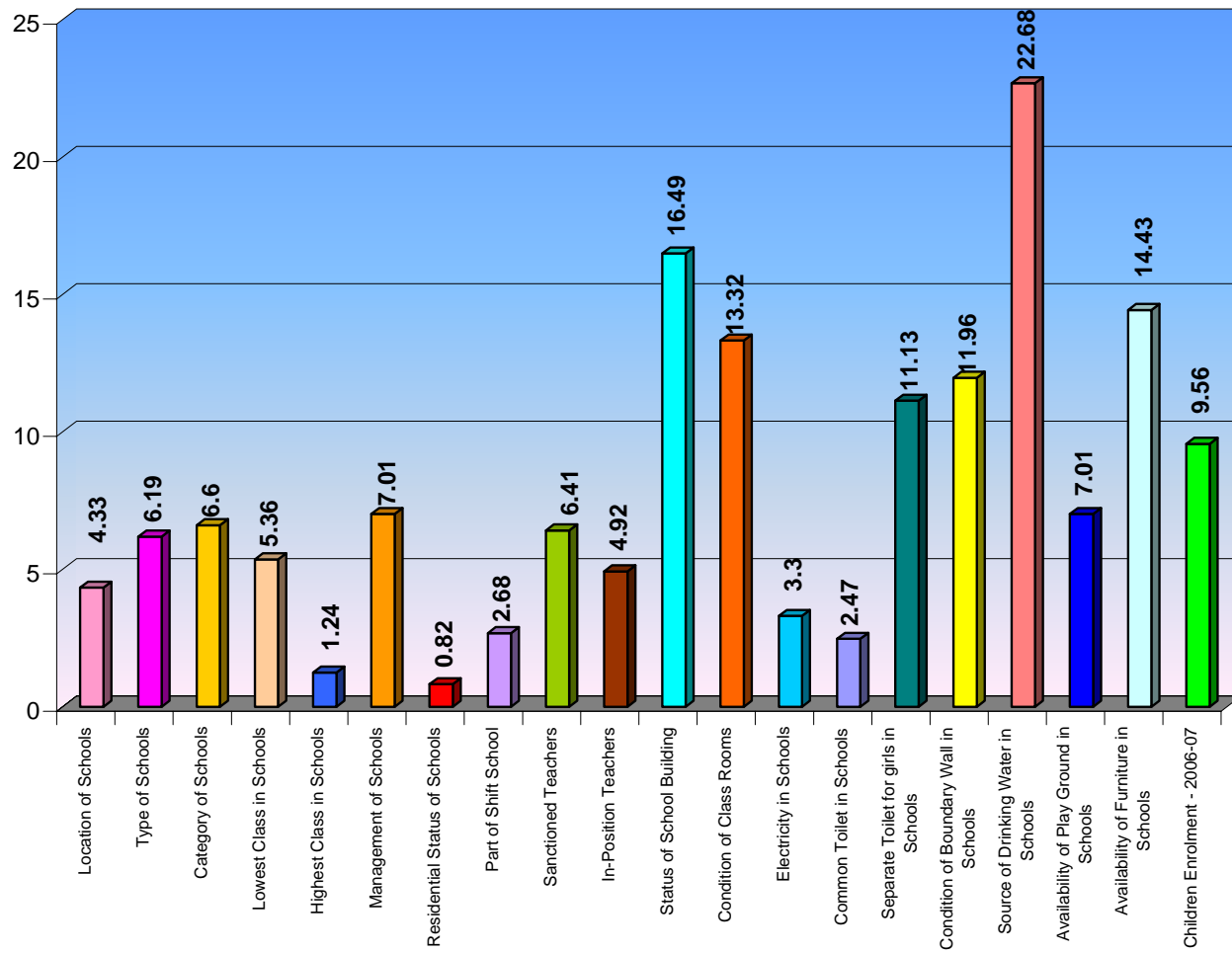
Sl. No.	School Category	Sample Size	Total Enrolment			SC Children Enrolled			ST Children Enrolled			OBC Children Enrolled		
			PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation	PES	DISE	Deviation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Primary	240	11054	11010	44	2144	2149	5	892	809	83	5440	5809	369
2	Primary with Upper Primary	151	8298	9438	1140	1532	1412	120	282	269	13	4728	6084	1356
3	Upper primary with Secondary or Higher Secondary	94	6875	7012	137	1866	1477	389	719	576	143	3566	4039	473
	<b>Total</b>	<b>485</b>	<b>26227</b>	<b>27460</b>	<b>1321</b>	<b>5542</b>	<b>5038</b>	<b>514</b>	<b>1893</b>	<b>1654</b>	<b>239</b>	<b>13734</b>	<b>15932</b>	<b>2198</b>

- a) Quantitative Value of items as per DISE Data - 50084
- b) Quantitative Value of items as per PES Data - 47396
- c) Quantitative Value of deviations ignoring  $\pm$  signs - 4272
- d) Percentage deviation of DISE Data with PES Data - 8.53%
- e) Precision level of DISE data with relation to PES Data - 91.47%

**TABLE 3.25**  
**PERCENTAGE DEVIATION AND PRECISION LEVEL OF DISE DATA WITH**  
**THE PES DATA FOR ALL COMPARABLE ITMES**

Sl. No.	Description of Comparable items	Quantitative Value under			Percentage	
		DISE	PES	Deviation ignoring $\pm$ within Sub-items	Deviation	Precision
1	2	3	4	5	6	7
1	Location of Schools	485	485	21	4.33	95.67
2	Type of Schools	485	485	30	6.19	93.81
3	Category of Schools	485	485	32	6.60	93.40
4	Lowest Class in Schools	485	485	26	5.36	94.64
5	Highest Class in Schools	485	485	6	1.24	98.76
6	Management of Schools	485	485	34	7.01	92.99
7	Residential Status of Schools	485	485	4	0.82	99.18
8	Part of Shift School	485	485	13	2.68	97.32
9	Sanctioned Teachers	2682	2640	172	6.41	93.59
10	In-Position Teachers	2299	2282	113	4.92	95.08
11	Status of School Building	485	485	80	16.49	83.51
12	Condition of Class Rooms	1502	1302	200	13.32	86.68
13	Electricity in Schools	485	485	16	3.30	96.70
14	Common Toilet in Schools	485	485	12	2.47	97.53
15	Separate Toilet for girls in Schools	485	485	54	11.13	88.87
16	Condition of Boundary Wall in Schools	485	485	58	11.96	88.04
17	Source of Drinking Water in Schools	485	485	110	22.68	77.32
18	Availability of Play Ground in Schools	485	485	34	7.01	92.99
19	Availability of Furniture in Schools	485	485	70	14.43	85.57
20	Children Enrolment - 2006-07	96541	88697	9228	9.56	90.44
	<b>Total</b>	<b>110784</b>	<b>102681</b>	<b>10313</b>	<b>9.31</b>	<b>90.69</b>

**Fig.16: PERCENTAGE DEVIATION OF DISE DATA VIS-A-VIS PES DATA WITH ALL COMPARABLE ITEMS**



The above table 3.25 and fig.16 infers that the overall deviations of data from PES data within the comparable items are 9.31% and thereby giving a precision level of 90.69%. The highest deviation of data is noticed in status of school buildings, number of class rooms, drinking water facility common toilets, furniture availability and children enrollment. This is because of the respondents in ability to interpret the item and under reporting the items with in accurate figures in DISE data. This demands the effective supervision and monitoring at different levels and proper awareness generation among the teachers and Head Masters to fill the schedules or Formats with accurate information for this it is necessary for them to maintain the school records proper. Apart from this it also requires attention of scruitinsation at the school complex level and Mandal level with full involvement of Mandal Educational Officers, Head Masters and Educational Department experts after giving proper orientating training.

The over all deviation is 9.31%, which is within the range of permissible limit i.e. 10%. As far as non-comparable items are concerned due to non-availability of information of DISE, the following items left out with out comparison.

- Data on disability
- Working condition of the computers
- Repetition data
- Attendance of children and teachers
- Grade wise Examination results

However, the independent analysis is made with PES data to show the existing situation or trend. On the whole, it may conclude that more precaution should be taken right from the school level while canvassing and administrating the DISE format and data should be collected from all the schools functioning under different managements then only the accuracy of data will be ensured.

## Chapter IV Post Enumeration Survey Results

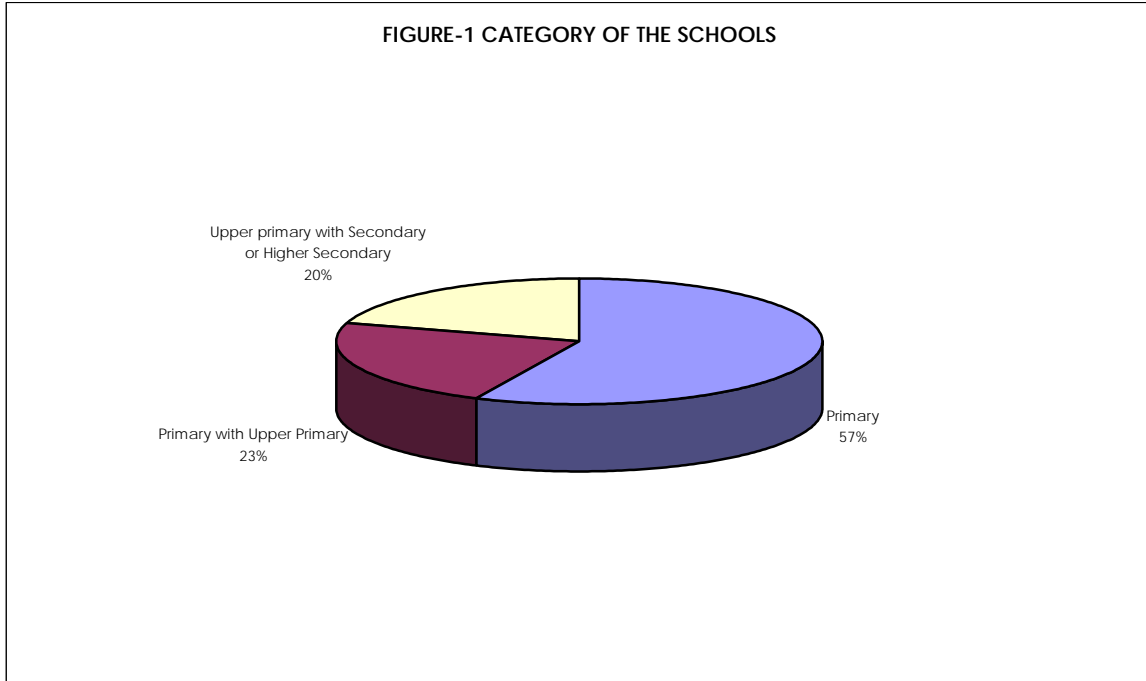
The inadequacy, up-to-date, reliable and comprehensive data about the state of school education, especially the primary education, render it difficult for the Planners, Policy and Decision Makers to identify appropriate measures and action on how to improve the quality of education and make it more accessible and available to the people. The Post Enumeration Survey envisioned assessing the quality check, verifying the accuracy, consistency of data and actual coverage of schools. Accordingly, the analysed data was presented in the following manner:

### A. Distribution of Sample

As per the details presented in Table 4.1 and also in fig 4.1 the total number of schools covered under the study was 485 under Post Enumeration Survey. Out of this, majority of them i.e. 438(57%) were of Primary schools and 176 (23%) Primary with Upper Primary schools and the remaining 156 (20%) were Upper Primary with Secondary or Higher Secondary institutions. Graphical presentation of analysed data is presented in Fig. 4.1.

**TABLE- 4.1: DISTRIBUTION OF SAMPLE BY SCHOOL CATEGORY**

Sl. No.	School Category	Frequency	Percent	Valid Percent	Cumulative Percent
1	Primary	438	56.9	56.9	56.9
2	Primary with Upper Primary	176	22.9	22.9	79.7
3	Upper primary with Secondary or Higher Secondary	156	20.3	20.3	100
	<b>Total</b>	<b>770</b>	<b>100</b>	<b>100</b>	



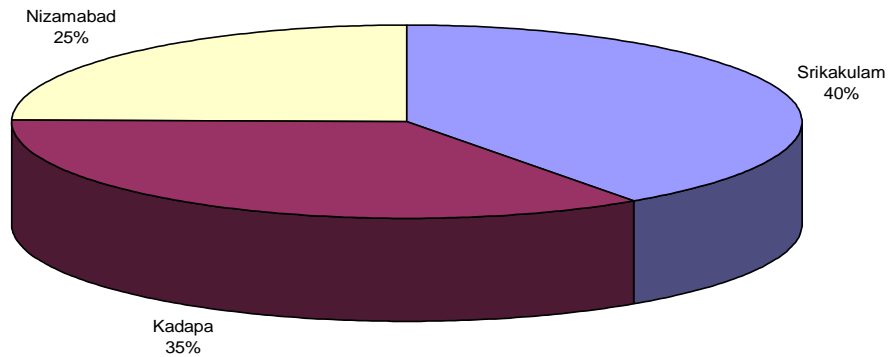
### B. Sample Distribution across Districts

In reference to distribution of sample schools by district the details are presented in Table 4.2 as well as Fig. 1.

**TABLE-4.2: DISTRIBUTION OF SAMPLE BY SCHOOL CATEGORY AND DISTRICT**

Sl. No.	School Category	District			Total
		Srikakulam	Kadapa	Nizamabad	
1	Primary	86	98	56	240
2	Primary with Upper Primary	69	46	36	151
3	Upper primary with Secondary or Higher Secondary	40	26	28	94
	<b>Total</b>	195	170	120	485
	<b>%</b>	40.21	35.05	24.74	100

**FIG-2: DISTRICT-WISE SELECTION OF SAMPLE SCHOOLS**

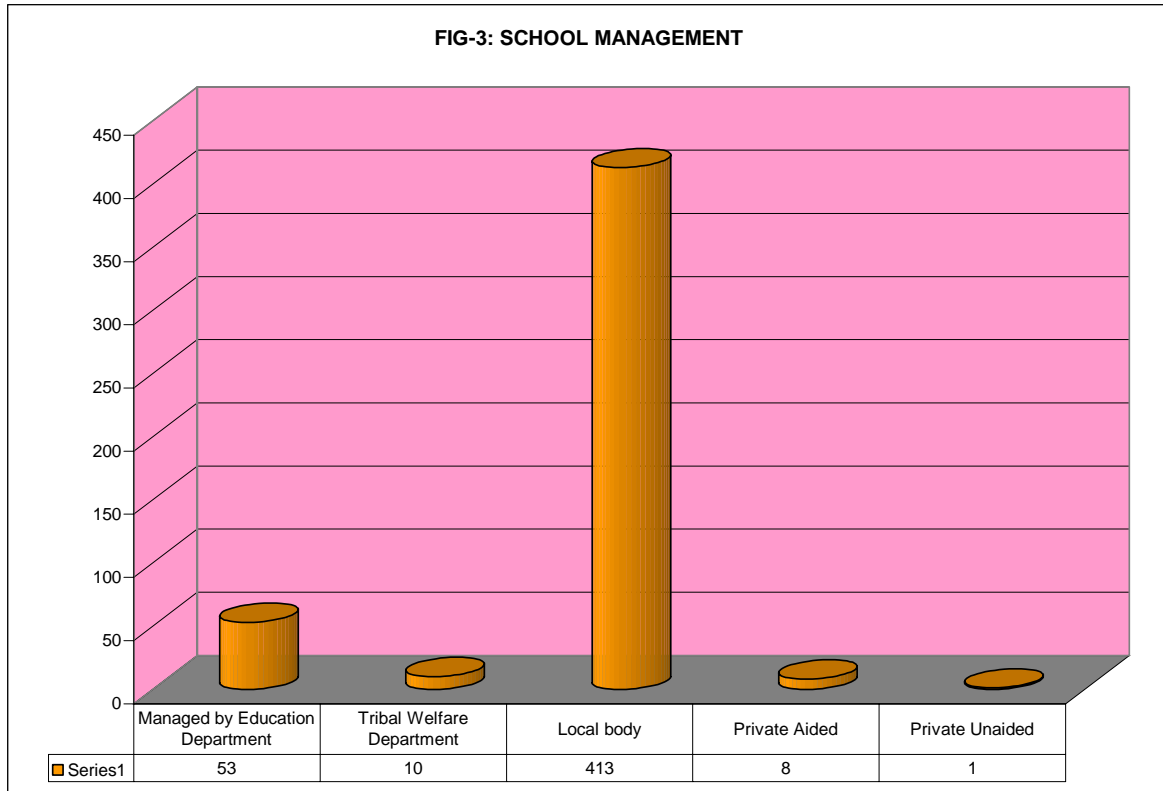


Among the three districts selected for the survey, Srikakulam district (40%) has more coverage of schools than other districts and then followed by Kadapa(35%) and the remaining (25%) were from Nizamabad district. The variation in terms of number of schools was occurred due to sampling procedure based on revenue divisions and number of schools there of from the particular district.

### C.Sample Distribution by School Management

The distribution of sample by School Management is presented in Figure 4.3

**Figure 3: Sample Distribution by School Management**



As per the details presented in Figure 4.3, it reveals that out of total 485 schools, 413 are run under local body (Panchayati Raj Management), followed by 53 managed by Education Department, 10 under Tribal and Social Welfare department, 8 are private Aided and the remaining 1 are un private unaided schools.

#### D.Distribution of Sample by Location

Details on sample distribution by location of schools are presented in Table 4.3.

**TABLE-4.3: DISTRIBUTION OF SCHOOLS BY SCHOOL LOCATION**

Sl. No.	School Category	Rural / Urban		Total
		Rural	Urban	
1	Primary	193	47	240
2	Primary with Upper Primary	125	26	151
3	Upper primary with Secondary or Higher Secondary	84	10	94
	<b>Total</b>	<b>402</b>	<b>83</b>	<b>485</b>
	<b>%</b>	82.89	17.11	100.00

It is observed from the above Table that 402 schools (82.89%) were located in rural areas while 83schools (17.11%) are located in urban areas. Within rural area schools, greater majority of schools (193) were Primary schools followed by 125 Primary with Upper Primary schools. In reference to urban area, majority of them (47) were Primary schools and then followed by 26 Upper Primary with Secondary and the remaining 10 were Primary with Upper Primary classes.

#### E.Distribution of Sample by Type of Schools

A detail of sample in this regard is presented in Table 4.4.

**TABLE-4.4: DISTRIBUTION OF SCHOOLS BY TYPE OF SCHOOL**

Sl. No.	School Category	Type of School			Total
		Boys only	Girls only	Co-educational	
1	Primary	1	6	233	240
2	Primary with Upper Primary	1	8	142	151
3	Upper primary with Secondary or Higher Secondary	3	14	77	94
	<b>Total</b>	<b>5</b>	<b>28</b>	<b>452</b>	<b>485</b>
	<b>%</b>	1.03	5.77	93.20	100.00

Out of 485 schools, 452 of them (93.2%) were co-educational schools and then followed by 28(5.77%) exclusively girls schools and 05(1.03%) Boy's schools.

### F. Detail of Sample by Type of School Building

Detail on sample in this regard is presented in Table 4.5.

**TABLE-4.5: DISTRIBUTION OF SCHOOLS BY STATUS OF SCHOOL BUILDING**

Sl. No.	School Category	Status of School Building					Total
		Private	Rented	Government	Government School in rent free building	No Building	
1	Primary	5	14	221			240
2	Primary with Upper Primary	1	13	134	3		151
3	Upper primary with Secondary or Higher Secondary	3	7	75	7	2	94
	<b>Total</b>	<b>9</b>	<b>34</b>	<b>430</b>	<b>10</b>	<b>2</b>	<b>485</b>
	<b>%</b>	1.86	7.01	88.66	2.06	0.41	100

It is seen from the above table that the greater majority of the schools – 430 (88.6%) - were being run in Pucca school building and then followed by 34(7.01%) in rented buildings. Whereas 02 schools (0.41%) were not having buildings.

### G. Condition of Boundary Wall Among Sample School

Particulars of sample schools in reference to condition of boundary wall are presented in Table 4.6.

**TABLE4.6: CONDITION OF BOUNDARY WALL IN THE SAMPLE SCHOOL**

Sl. No.	School Category	Condition of boundary wall in the school						Total
		Pucca	Pucca but broken	Barbed wire fencing	Heges	No boundary wall		
1	Primary	70	11	1	19	135	4	240
2	Primary with Upper Primary	65	21		5	57	3	151
3	Upper primary with Secondary or Higher Secondary	45	14	3		28	4	94
	<b>Total</b>	<b>180</b>	<b>46</b>	<b>4</b>	<b>24</b>	<b>220</b>	<b>11</b>	<b>485</b>
	<b>%</b>	37.11	9.48	0.82	4.95	45.36	2.27	100

The above table indicates the conditions of boundary wall in the sample schools. Out of 485 schools, 220 schools (45.36%) were not having the boundary wall, followed by 180 schools (37.11%) having Pucca boundary wall, where as 46 schools (9.48%) having pucca boundary wall but broken. Besides this, in 04 schools (0.82%) compounds were barbed with fencing and 24 schools (4.95%) with Heges.

## H. Source of Drinking Water in Sample Schools

A detail of Drinking Water source in sample schools is presented in Table 4.7 as well as Figure 4.7.

**TABLE 4.7: SOURCE OF DRINKING WATER FACILITY IN SCHOOLS**

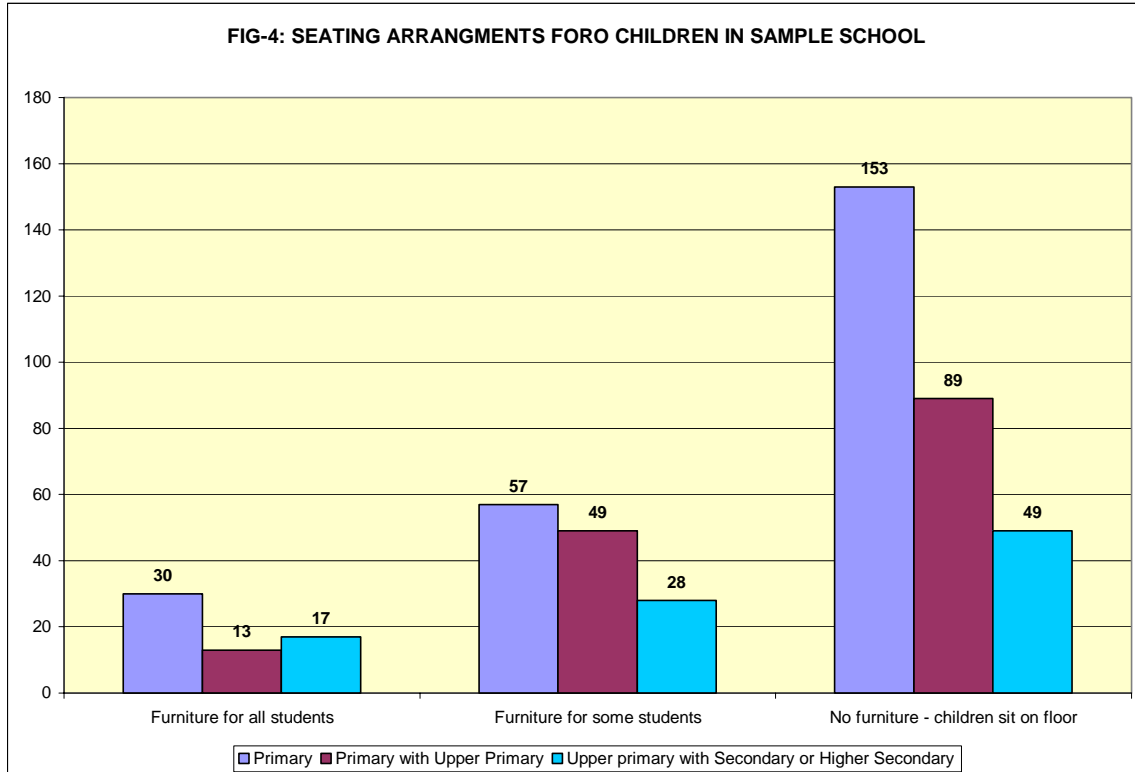
Sl. No.	School Category	Source of drinking water facility in school					Total
		Hand pump	Well	Tap Water	Others	No drinking water facility available	
1	Primary	106	13	72	20	29	240
2	Primary with Upper Primary	67	5	51	9	19	151
3	Upper primary with Secondary or Higher Secondary	34	3	34	11	12	94
	<b>Total</b>	<b>207</b>	<b>21</b>	<b>157</b>	<b>40</b>	<b>60</b>	<b>485</b>
	%	42.68	4.33	32.37	8.25	12.37	100

As detailed in the above-cited Table 4.7, majority of the schools (42.68%) were having Hand Pump as source of drinking water. However, considerable number of schools (12.37%) was not at all having drinking water facility. Tap Water as drinking water facility is found only in 157 schools (32.37%) and Well Water in 21schools (4.33%) and the remaining 40 schools (8.25%) depend on other sources for drinking water.

## I. Seating Arrangement for Children in Schools

A detail in this regard is presented in Figure 4.

**Figure 4: Seating Arrangements for Children in Sample Schools**



The graph on seating arrangements for children in the schools reveals that out of 485 schools, 285 are not having furniture for children to sit, they are sitting on the floor and this includes majority of primary and upper primary schools. Only 60 schools were having furniture to all the students. Besides this, in 134 schools furniture is available for some students.

### J. Number of Teacher Posts Sanctioned and in Position

A detail on number of teacher posts sanctioned in sample schools and the actual position of teachers there of is presented in Table 4.8.

**TABLE-4.8: NUMBER OF TEACHER POSTS SANCTIONED AND IN POSITION**

Sl. No.	School Category	No. of Teacher Posts Sanctioned	No. of Teachers in Position
1	Primary	788	687
2	Primary with Upper Primary	904	812
3	Upper primary with Secondary or Higher Secondary	948	783
	<b>Total</b>	<b>2640</b>	<b>2282</b>

The above cited Table on Number of teacher posts sanctioned and in position shows that a total of 2640 teachers posts were sanctioned in 485 sample schools and out of this 2282(86.4%) were in position.

### K.Number of Blocks in Sample Schools

A detail on number of blocks in sample schools is presented in Table 4.9.

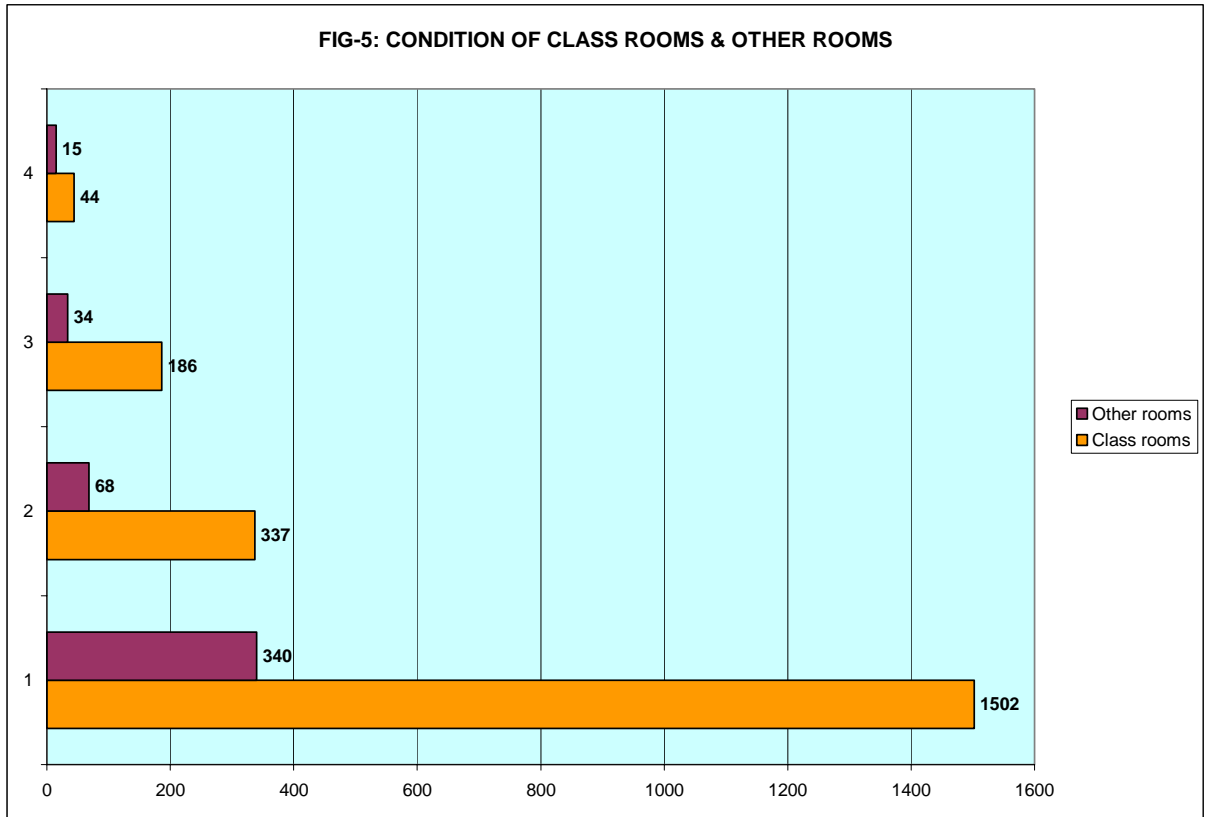
**TABLE-4.9: NO. OF BLOCKS IN SAMPLE SCHOOLS**

Sl. No.	School Category	No. of Blocks in school
1	Primary	453
2	Primary with Upper Primary	401
3	Upper primary with Secondary or Higher Secondary	281
	<b>Total</b>	<b>1135</b>

The above table reveals the number of Blocks in sample schools. There were 1135 blocks in 485schools. Out of this 453 were in Primary Schools, 401 in Upper Primary with Secondary and the remaining 281 Primary with Upper Primary sections.

## L. Condition of Rooms in Schools

A detail on physical condition of classrooms in sample schools is presented in Figure .5



**1=Good condition: 2=Minor Repairs:3= Major Repairs:4= Not fit for use**

**Figure 5: Condition of Class Rooms and Other Rooms in Schools**

The above Figure reveals the condition of classrooms and other rooms of the sample schools. Out of total 485 schools, majority was in Good condition (1842). In reference to remaining schools, 337 of them need minor repairs, (186) need major repair whereas the remaining (44) rooms of the schools are not fit for use.

### M. Availability of Computers in Schools

A detail in this regard is presented in Table 4.10.

**TABLE-4.10: AVAILABILITY OF COMPUTERS IN GOOD WORKING CONDITION**

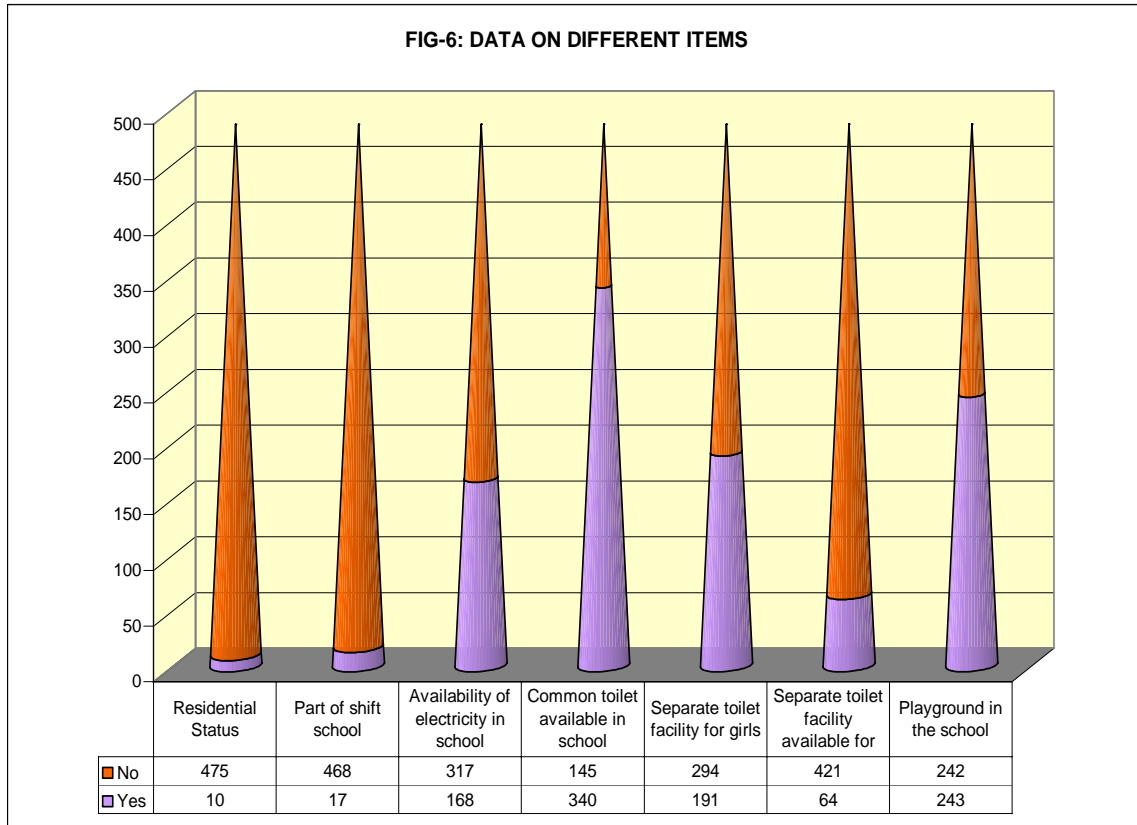
Sl. No,	School Category	No. of computers available in good working condition
1	Primary	41
2	Primary with Upper Primary	6
3	Upper primary with Secondary or Higher Secondary	272
	<b>Total</b>	319

The above table shows that out of 485 schools, 319 schools were having computers and are working in good condition and this includes 272 Upper Primary with Secondary schools followed by 41 Primary schools and the remaining 06 Primary with Upper Primary schools.

### N. Facilities in Schools

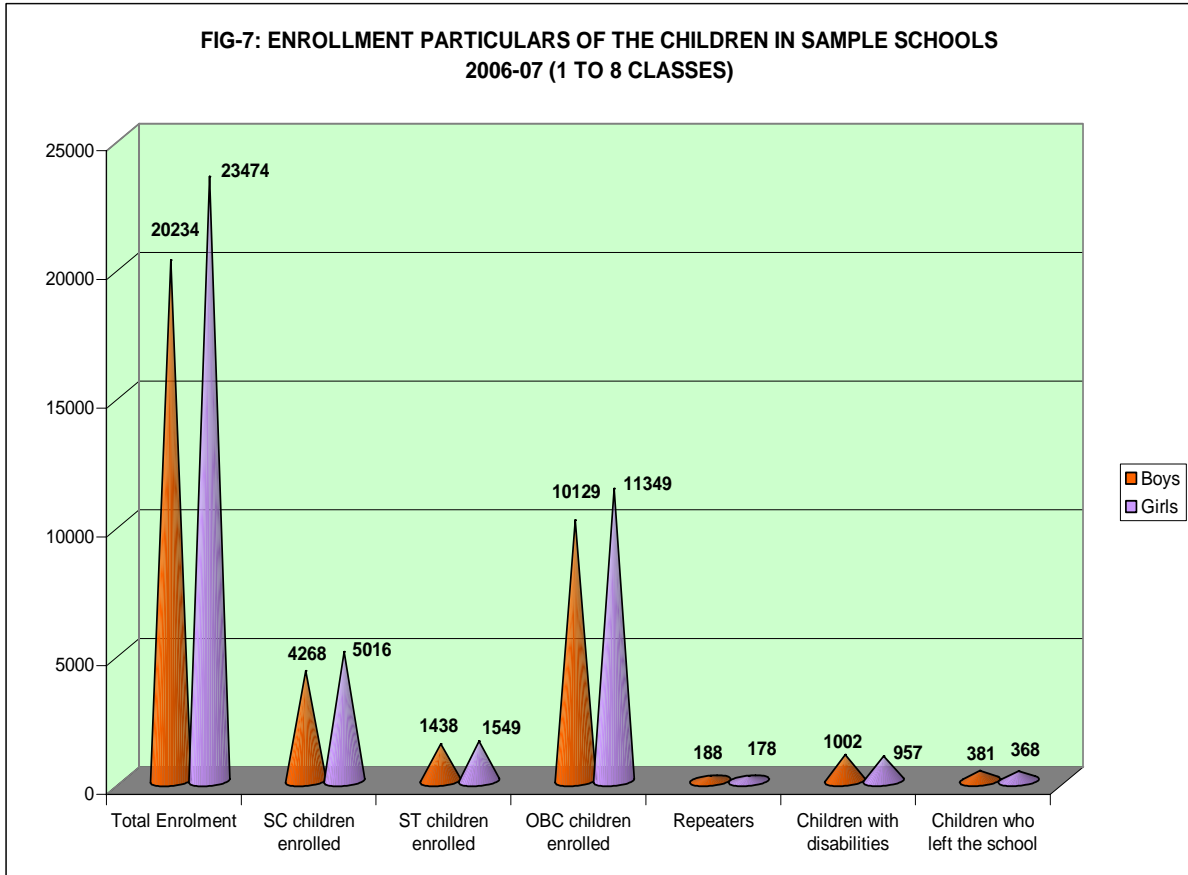
A detail on various facilities in schools is presented in Figure 6. Out of total 485 sample schools as many as 475 of them were Day schools. Similarly, only in 17 schools there was a shift system while running the schools. However, in only 168 schools Electricity facility was available. As far as toilet facilities were concerned 340 schools have common toilets. However, only in 191 schools separate toilet facility for girls was available. In reference to play ground facility; only 243 schools have a playground facility for children.

Thus, in reference to facilities for school children, it is quite significant to observe that majority of the schools were devoid of separate toilet facility for girls and this might be a hindering factor in improving girl's education in Andhra Pradesh



### **O. Enrolment of Children in Schools – 2006 - 07**

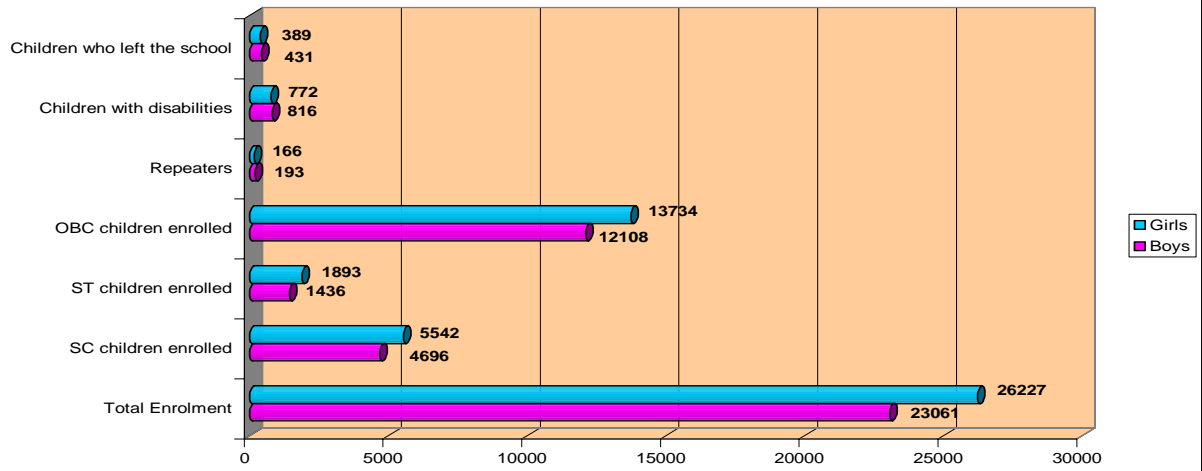
The details of enrolment for the academic year 2006 – 07 were presented in Figure 7. It indicates that enrolment ratio between boys and girls were quite encouraging with the girl's enrolment is moderately high in the sample schools of 485. In reference to number of repeaters, Girls number is higher than that of boys, Among SC, ST and OBC children enrollment, there was a substantial gap observed only in ST Boys and Girls as well as differently able children. Only 381 boys and 368 girls of the total enrolled children had left the school due to various reasons.



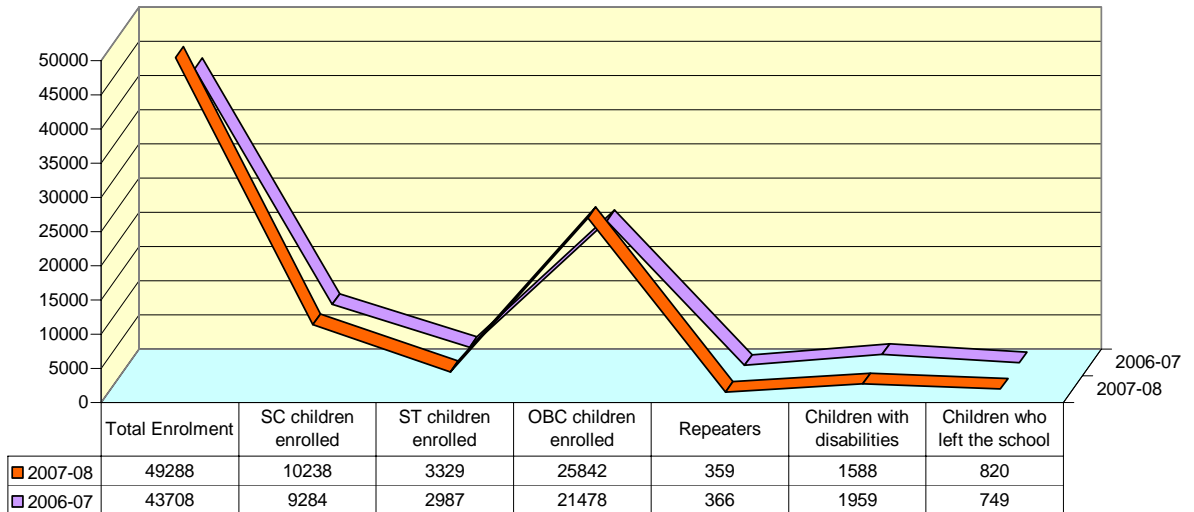
**P. Comparison of enrollment of children (2006-07 and 2007-08):**

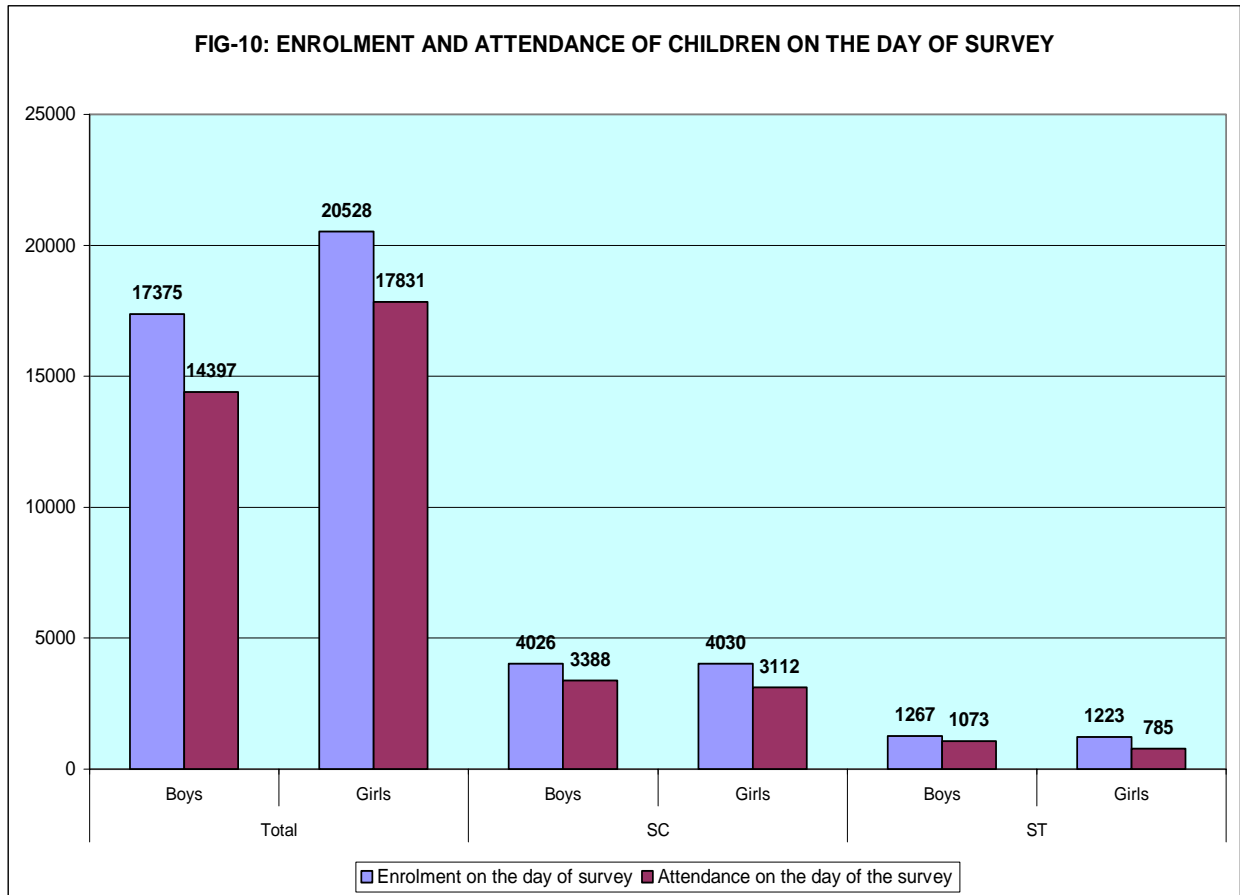
A detail on comparison of the enrollment of children is presented in Figure 9 it indicates that in all the categories the enrollment has been increased substantially especially girls enrollment is more in number. However, there was a decrease in number of repeaters and increase in the number of children who left the school in the sample schools in the year.2007-08. This has to be viewed seriously and suitable measures have to be taken to improve the quality aspect to retain the children in schools.

**FIG-8: CHILDREN ENROLLMENT IN THE PRESENT ACADEMIC YEAR IN SAMPLE SCHOOLS  
2007-08 (1 TO 8 CLASSES)**



**FIG-9: COMPARISON OF CHILDREN ENROLMENT DURING 2006-07 AND 2007-08**



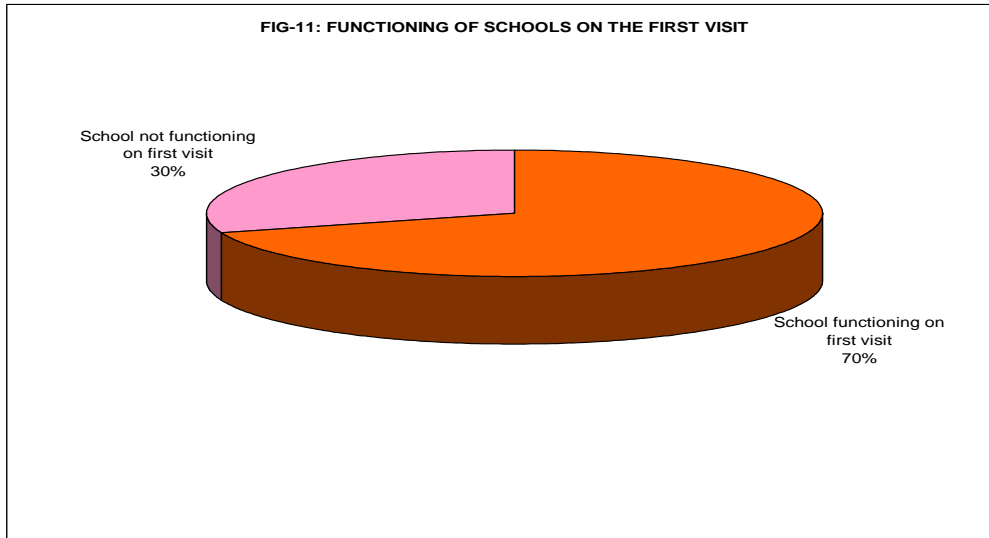


**Q. Attendance profile of students on the day of PES:**

A detail on attendance profile of students on the day of PES is presented in Figure 10. The attendance percentage was 84% in SC Boys, 77.2% in SC Girls is quite encouraging. Where as among ST girls the attendance percentage is (64.1%) which is quite lesser and Boys is (84.6%). Besides this the overall Boys and Girls attendance percentage recorded was 83% and 86.8%.

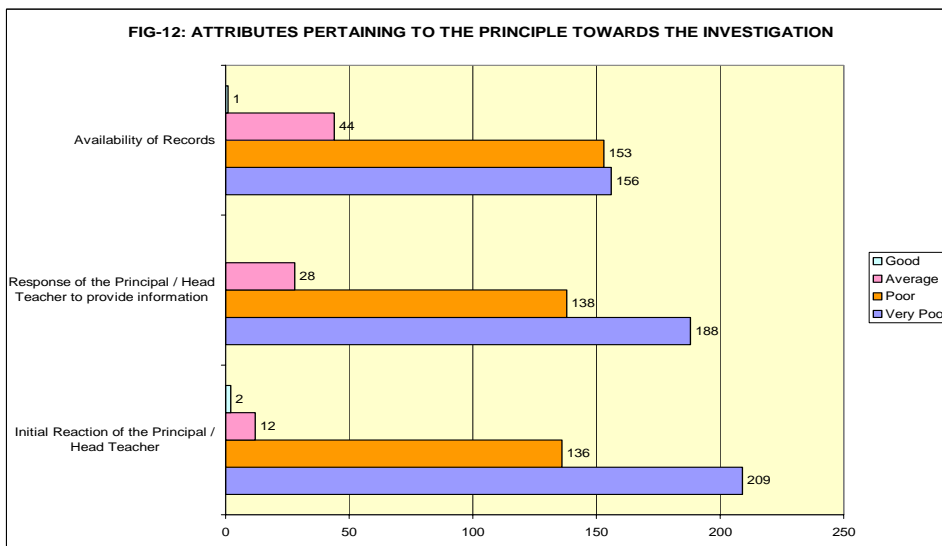
## INVESTIGATOR FEEDBACK ON SCHOOLS UNDER PES

### R. Functioning of Schools on the Day of Visit for PES



A detail on functioning of schools selected for the sample is provided in Figure 11. The graph reveals that 70% of schools were found opened on the first visit in connection with PES and the remaining 30% schools found closed. To collect the Quality check data the investigators made a second visit and third visits to the 30% of schools among the 485 Schools selected for the survey.

### S. Attributes Pertaining to the Principal towards PES Investigators



A detail in this regard is presented in Figure 12. The Graph shows the reaction of principal/HM towards the investigators of PES. The initial reactions of HM were quite positive in 128 schools where as in 208 schools the reaction was so casual and have shown least interest towards PES. In reference to response towards the survey, majority of the Head Masters in showed Average response and where as the remaining 208 schools Head Masters response could be accessed with much difficulty. Regarding the availability of records in the sample schools, it was revealed that in 9.25% of the schools record maintenance was good and in the remaining 31% records were not maintained properly.

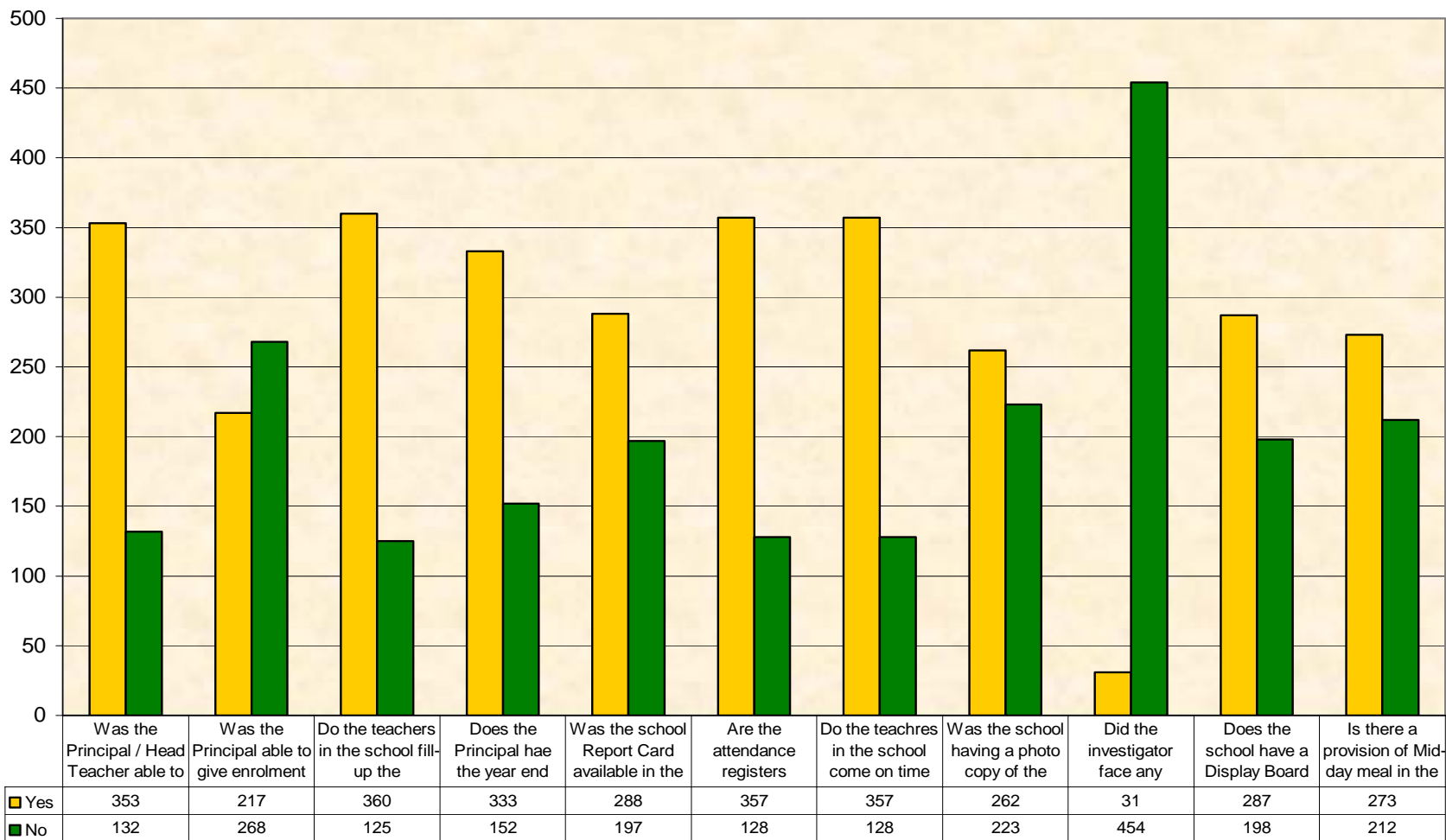
#### **T. Investigators Feedback on Different Variables of PES**

A detail in this regard is presented in Figure 13. In reference to providing information, it was noticed that 79% of the school HM's could able to provide the needful information and where as 21% HM's unable to provide the required information. In reference to maintaining attendance register in schools, it was found that in 74.% of the schools that teachers were properly filling up the attendance registers and in the remaining 26% of the schools there was a lapse in properly filling the registers concerned. Approximately three fourth of the sample school HM's (71%) were having summary details of children in respective schools as well as habitations. In reference to remaining HM's, none of them were having access to needful data. In terms of School Report Cards, slightly more than half of the sample schools (59%) were having School report cards and the remaining 41% schools do not have the school report card.

In reference to timely attendance of teachers in respective schools, it was found that only in 74% of the schools it was noticed that teachers come on time where as in the remaining 26% schools teachers do not come on time.

Out of 485 sample schools, only 54.2% of schools posses photocopy of DISE filled in format where as the remaining 45.8% schools do not have the photocopy of DISE format. Similarly, only in 59% schools display boards were available and where as 41% schools display boards were not available.

**FIG-13: INVESTIGATORS FEEDBACK ON DIFFERENT VARIABLES**



## Chapter V

### Conclusions and Recommendations

The scrutiny of DISE data reveals that some of the Schools have not provided the proper information. It reflects that Head Masters and Teachers concerned do not have proper awareness on items of the DISE Format. In PES, the coverage of sample was 510 schools; out of this data pertaining to 25 schools was not matching with the DISE data. Hence, only 485 schools data was considered for comparison.

A few of the important conclusions drawn from the survey results are as follows:

- The overall deviation of DISE data from PES data, in respect of all comparable of items, is 9.31%, which is within the range of permissible percentage of deviation i.e. 10%, and there by giving a precision level of 90.69% for DISE data in relation to PES data
- Within the available comparable data, few schools did not provide the information on some of the items.
- The highest deviation of data is observed in respect of items which are based on respondents interpretation i.e. Management, Number of Blocks in the schools, Status of school buildings, sanction of teacher posts and availability of computers, furniture, availability of drinking water facility etc.
- The items like type of management ,number of blocks in schools, teacher posts sanctioned, teachers in position, disability, repitation rate, availability of computers have not been reported properly. Hence, it was felt difficult to establish deviation on such an important variables.

- As much as seven per cent of schools among 30% schools were not open at the time of survey causing lot of inconvenience while collecting data for these schools investigators visited second time.
- As much as 21% of Head Masters concerned could not able to provide requisite information pertaining to his/her school though records are available.
- Twenty percent of schools were not maintaining the records properly resulting in non-capture of data.
- In 26% of the schools, it was observed that Teachers were not on time to school for various reasons.
- 45.8% of the schools even do not have photocopy of DISE format though requisite instructions were in vogue.
- In as much as 41% of schools Display Boards were not available.
- Still considerable number of schools was not having exclusive toilets for girl children.
- Enrolment of girls, especially from ST community, has recorded high frequency when compared with the boys of the same category.

Based on the results of the survey some of the **recommendations** were arrived at for improving MIS, and these are as follows:

- The DISE format is lengthy and hence it should be re-designed to keep it short and simple keeping in view the abilities and time available among teachers concerned.
- More emphasis should be laid on issues like **enrolment, retention, and dropout and attendance rate** in the data capture format resulting in effective enumeration of vital statistics.

- Collection of data through DISE format may be ensured by October of each academic year so that the Five Percent Sample Check can be attempted by December of the same academic year so that the results can be appropriately utilized for planning the activities for next academic year.
- The formats canvassed for Post Enumeration Survey (DCF) and the District Information System of Education (DISE) were quite different in terms of certain variables/aspects. This has been resulting difficulty in establishing similarities or confirmation of data through Five Percent Check.
- The School complex Head Masters, Mandal Educational Officers, Officers of District project SSA and DIET faculty should be given training on collection and utilization of DISE data and its all related soft ware applications for proper planning and implementation of Educational activities.
- All the teachers must be given proper orientation and awareness that based on this data the budgetary provisions of schools were made hence, it is mandatory to know all these by the concerned personnel of the schools.
- Though this year scrutiny was under taken by the School complex Head masters, in most of the places it was quite casual. Hence this has to be relooked and Effective supervision and monitoring should be ensured at Mandal and District level.
- ***MIS Units should be strengthened right from the mandal level to state level.***

