



# **DISE**

*District Information System for Education*

**Report  
on  
Post Enumeration Survey  
(Sample Check on DISE Data)  
2008 - 2009**

**District : Virudhunagar  
State : TAMILNADU**



**ALAGAPPA UNIVERSITY, KARAIKUDI**  
(Accredited with 'A' Grade by NAAC)

**DEPARTMENT OF EDUCATION**

## **PREFACE**

**Dr. Prema**, Professor & Head, Department of Education,  
Dean, Faculty of Education,  
Chair Person, Alagappa School of Education,  
Alagappa University,  
**Karaikudi**, Sivagangai District, Tamilnadu.

SSA is the major time bound intervention for Universalization of Elementary Education in India being implemented from 2001 onwards on a mission mode with Central and State Government funding. Since SSA framework stresses the micro level planning and also gives much importance of the quality of data, large child population data base and school data base have been created in Tamilnadu. Since NUPEA has been entrusted to create and update the school database at National level it has initiated PES on DISE data to improve the quality of school database.

The State Project Director-SSA Tamilnadu has selected the University to undertake Post Enumeration Survey on 5% data sample check in **Virudhunagar District**.

I constituted a team of of 5 field workers to carry out Post – Enumeration Survey on 5% data sample check. The coordinator’s team consisting of **Dr.P.Prema and Dr. S.Subbiah, Lecturer, Alagappa University College of Education** went to SSA office at Virudhunagar District and obtained blockwise data about the different types and numbers of schools.

After the coordinators gave a one day orientation to the field workers’ team, the sample check work commenced in the third week of July 2008 and it was completed by the end of July 2008.

The data entry and preliminary analysis were done by **Mr.S.Subramanian, Guest Faculty, Department of Education, Alagappa University**. The overall review of the report was done by **Mr. R.Ramnath, Lecturer, Department of Education** for which I am thankful to him.

I am thankful to **Thiru M.P.Vijayakumar, I.A.S., former Director SSA** and **Thiru.R.Venkatesan I.A.S., present Director SSA** for their financial support and encouragement for carrying out this survey.

The investigators' team wish to acknowledge with thanks the excellent support rendered by the **SSA Officials of Virudhunagar District**. The heads and the teachers of the schools were cooperative which made this PES a success.

The unparalled support rendered by **Prof.Dr.P.Ramasamy, the Vice-Chancellor, Alagappa University, Prof..Dr.E.Ilamathian, Registrar, Alagappa University** is gratefully acknowledged..

I wish to thank **Mrs.J.Meenal, Junior Assistant and Mrs.S.Vidhya** Programme Assistant both from the Department of Education for preparing the draft report.

This survey report consists of six chapters. The first chapter deals with the "Outline of the PES". The PES highlights are presented in the second chapter. The investigators' feed back, objectives, findings of the survey and suggestions and recommendations are also presented in the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> chapters respectively.

I hope this Comprehensive report will be useful to maintain the high quality of DISE data for future planning and monitoring.

Date : 21.10.2007  
Place : KARAIKUDI

**(Dr. PREMA)**

# **CHAPTER I**

## **Outline of the Survey**

### **1.1 Introduction**

#### **Alagappa University – A Profile**

Alagappa University, named after Dr. Alagappa Chettiar, the munificent and multifaceted personality (late) was established in the year 1985 at Karaikudi in Sivagangai District in Tamilnadu. It has as its motto “Excellence in Action” and keeps before it the vision of excellence in all spheres of education.

The university has been accredited with **‘A’ Grade by NAAC for its excellence**. The Alagappa University was converted into an affiliating type in the academic year 2002-03 with the jurisdiction over two Revenue Districts, viz., Sivagangai and Ramanathapuram Districts affiliating 26 Colleges, offering courses in various disciplines catering to the educational needs of more than a lakh students.

Alagappa University is one of the renowned Post- Graduate and Research Universities with over 100 competent and qualified faculties, about 1500 full-time students and one-lakh distance education students.

The faculties of the university have published over 50 books and more than 1000 research papers in the reputed national and international journals and have won awards and honours in recognition of their exemplary service in teaching and research. Many faculty members in Science and Management disciplines are invited by foreign universities to utilize their teaching and research expertise. The Department of Education has received funds from The Netherlands for carrying out research in child care.

The University Grants Commission identified the potential of Alagappa University and sanctioned grants through many special schemes.

- Adult, Continuing Education and Extension
- Higher Education Persons with Special Needs [HEPSN]
- Centre for Women's studies
- Promotion of Ethics and Human Values
- Establishment of Special Cell for SC/ST
- Special Assistance Programme [SAP]
- Fund for Improvement of Science and Technology [FIST]
- Teacher Preparation in Special Education [TEPSE]
- General Development Assistance
- Umayal Day Care Centre

#### **Programmes of Study**

The University with 28 academic Departments/Centres of study and research is offering courses in varied areas like Bio-technology, Oceanography and Coastal Area Studies, Physics and Crystal Research, Industrial Chemistry, Mathematics, Computer Science and Engineering, Library and Information Science, Business Administration and e-commerce, Corporate Secretaryship, Tamil, English, Women's Studies, Education and Physical Education at P.G., M.Phil and Ph.D. levels.

#### **New Departments/Programmes**

Two new Departments have been started viz., Department of Bioelectronics and Biosensors and (ii) Department of Bioinformatics. The University has also planned to introduce two new courses viz., (i) Nanoscience and Technology and (ii) Animal Health and Management from the academic year 2008-2009.

## **Central Library**

The University Library has a very rich collection of 70,000 carefully culled volumes and 121 periodicals including 25 international journals. E-journals numbering 200 are accessed through UGC-INFONET, which is very much used by the research scholars and faculty members. Air conditioned internet browsing centre with 30 systems is functioning from 8.00 am to 8.00 pm. On an average, 350 users are using this facility. The library has been using the SOUL an Integrated Library Management software package with all the modules for the library housekeeping operations. Online Public Access Catalogue (OPAC) available in the library is very much useful to the users to search library online catalogue by Author, Title, Subject and Keywords. Also users can know the latest additions of periodicals and books and the status of a document. The Talking Book Library is catering to the requirements of visually impaired in this area.

## **Distance Education Programmes**

There is a giant leap in the enrolment for Distance Education in the Alagappa University with the cumulative admissions crossing the 1.75 lakhs mark during the current academic year (2007-08). The University has a vast Network of 189 Study Centres throughout the country and abroad in Singapore, Malaysia, Sri Lanka, Dubai, Kingdom of Bahrain, Qatar to provide services to the student community.

There are seven new courses that are introduced in the DDE mode and they are:

- (i) M.Sc. Physics
- (ii) M.Sc. Chemistry
- (iii) M.Sc. (Botany with Specialisation on Plant Biotechnology)
- (iv) M.B.A. (Human Resource Management)

- (v) P.G. Diploma in Human Resource Management
- (vi) P.G. Diploma in Library and Networking
- (vii) Certificate course in Library and Information Science

### **Collaborative Programmes**

Under the stream of Collaborative mode, need based and socially relevant academic programmes are being offered in collaboration with some of the private institutions. As of now, 54 programmes under different levels in the specialization of Hotel Management, Textile Designing, Paramedical Sciences, Nautical and Aeronautical Sciences are being offered through collaborative mode. During the year 2007-08, the University has collaborated with Seven Institutions to offer B.Sc.(Catering and Hotel Administration) Programme. M.Sc.(Biotechnology) has been introduced in collaboration with M/s Mediclone Biotech (P) Ltd., Chennai.

- . Postgraduate Diploma in Dialysis Technology
- . Postgraduate Diploma in Perfusion Technology
- . Diploma in Medical Records Technology
- . Postgraduate Diploma in Games Programming
- . Diploma in Animation
- . Certificate in 3D Animation
- . Certificate in Web Design
- . The Directorate of collaborative Programmes is going to launch Diploma course in Catering and Hotel Administration from the Year 2008 – 2009.

It is a matter of immense elation that **Alagappa University is the only institution in Tamil Nadu which has been chosen by the MHRD for monitoring and evaluating the SSA programme.**

### **1.2.1 Post Enumeration Survey**

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Alagappa University for Post Enumeration Survey on 5% DISE Data Sample Checking in Virudhunagar District, in Tamilnadu. Since the university has all infrastructure facilities and experienced faculties to conduct studies and sample surveys, it undertook the job after executing an MoU.

### **1.2.2 Formation of Team and Training to Team members**

Dr. Prema, Professor & Head, Department of Education accepted the responsibility and formed teams at the rate of six research scholars for data collection in the sample schools from the above districts. Dr.S.Subbiah, Lecturer, Alagappa University College of Education was the Co-Supervisor for the project.

The team members were given one day orientation training in selection of schools, data collection, concepts and definitions, data source, verification of registers etc. in detail.

### **1.2.3 Sample Technique**

Circular Random Sampling Technique was adopted for selection of 5% of Primary, Middle, High and Hr. Sec. Schools in Rural and Urban area and in all categories of Management such as Govt., Local Body and Welfare Department, Private aided and Private Unaided in the sample district.

**LIST OF BLOCKS AND TOTAL NUMBER OF SCHOOLS IN  
VIRUDHUNAGAR DISTRICT**

S.No	Name of the Block	Total No. of Schools
1.	Vir dhunagar	177
2.	Kariyapatti	139
3.	Sattur	132
4.	Sivakasi	180
5.	Watrap	90
6.	Vembakkottai	127
7.	Rajapalayam	238
8.	Narikudi	117
9.	Aruppukkottai	125
10.	Srivilliputhur	165

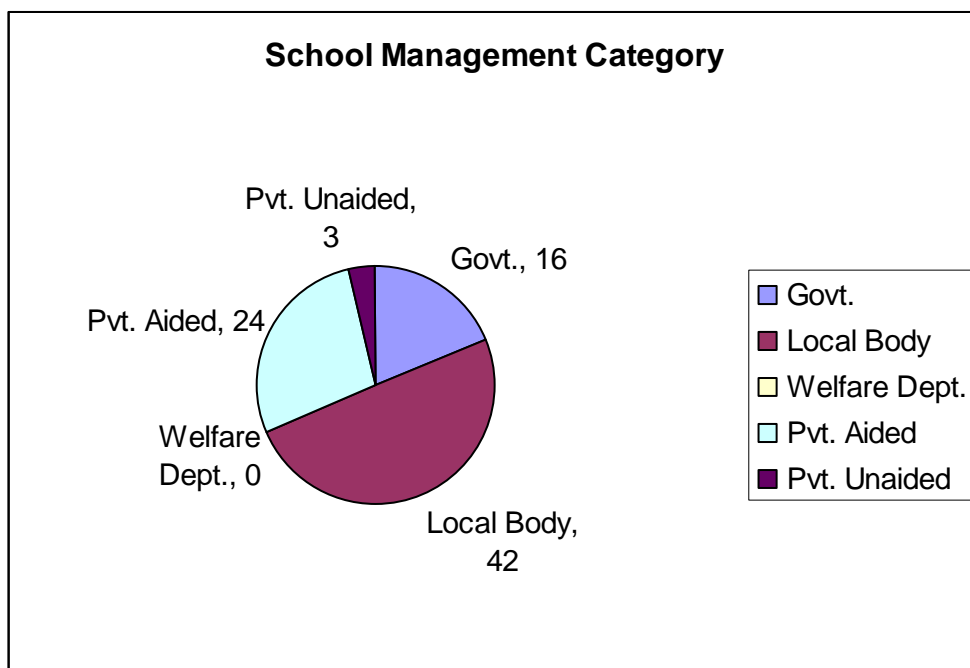
**1.2.4 Selection of Sample Schools**

The number of sample schools in the selected districts for Post Enumeration Survey is presented in the table below.

**Table 1.1**

**Selection of Sample Schools - Virudhunagar District**

S. No	No. of Blocks	School Management Category	No. of Schools		Sample Schools						Grand Total	% of sample school	
					Urban		Rural		Total				
					Pri	pums	pri	pums	Pri	pums			
		Pri.	Mid. HS,HSS										
1	10	Govt.	11	6	1	-	10	5	11	5	16	19	
		Local Body	24	3	2	4	26	10	28	14	42	49	
		Welfare Dept.	-	-	-	-	-	-	-	-	-	-	-
		Pvt.Aided	21	3	7	5	9	3	16	8	24	28	
		Pvt.unaided	11	6	-	-	1	2	1	2	3	3	
		<b>Total</b>	<b>67</b>	<b>18</b>	<b>10</b>	<b>9</b>	<b>46</b>	<b>20</b>	<b>56</b>	<b>29</b>	<b>85</b>	<b>5</b>	



**Block List:**

S.No	Name of the Block
1.	Virudhunagar
2.	Kariyapatti
3.	Sattur
4.	Sivakasi
5.	Watrap
6.	Vembakkottai
7.	Rajapalayam
8.	Narikudi
9.	Aruppukkottai
10.	Srivilliputhur

**Virudhunagar District**

In the selected district all the blocks were selected and 5% of schools in every category and in all management in all blocks were chosen for data collection/enumeration. In Virudhunagar district 85 number of schools were selected of which, 60 were primary schools and 25 were upper primary schools.

**1.2.5 Data Collection**

Under the supervision of Dr. Prema, and Co-supervision of Dr.S. Subbiah, was nominated as coordinator for this work. The following team members were assigned data collection work from the sample schools in the districts.

## **Table 1.2**

### **List of Enumerators for data collection**

#### **VIRUDHUNAGAR (District)**

1. R.Sekar
2. Sp.Ananda padmavathi
3. V.Shanthi
4. V.Naganathan
5. R.Kumutha

The team personally visited the schools and gathered data in the special data collection format without any bias. The team collected data from the sample schools during the period, July 2008 in the selected districts as per the schedule fixed.

#### **1.2.6 Verification of Records**

The State Project Director had already instructed the District Programme Co-ordinators in the selected district to inform the field staff and teachers to provide the relevant records and registers to the team members when they visited the schools for data collection and verification. Therefore, the team members got easy access to records and collected data.

#### **1.2.7 Data Processing**

The filled in formats were properly scrutinized by the team trained. The PES data DISE data of the sample schools were entered into the computers and validation reports were generated.

#### **1.2.8 Report Generation**

After complete validation, reports were generated . Based on the reports and enumerators' feed back a comparative analysis has been presented in the following chapters.

\*\*\*\*\*

## **CHAPTER II**

### **PES & DISE Highlights**

#### **2.1 Introduction**

The objectives of DISE are to create and update the school Database every year for educational planning and management. DISE data and Reports are also used as Monitoring tools for enhancing effectiveness of schools in achieving the objectives of SSA. Therefore it is felt that data quality must be ensured at all levels. To ensure data quality, post enumeration survey on 5% DISE data sample check is resorted. As such the team was adequately oriented to collect the data and also to furnish feed back. In this chapter the PES and DISE data related to school location, enrolment, teachers, VEC Composition, school facilities, classrooms, repeaters, children given free textbooks, children with disabilities are compared and highlighted.

#### **2.2.1 Location of the School**

For Post Enumeration Survey, 85 schools out of 1600 schools from Virudhunagr district, were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled-in-formats, showed that there is no deviation in the list of schools thus ensuring that data were compiled perfectly.

**Table 2.1**

**School Location Particulars : Deviation as per PES**

<b>No. of Sample Schools</b>	<b>School Location</b>		<b>% of deviation</b>
	<b>Correct</b>	<b>Not correct</b>	
85	85	-	-

#### **2.2.2 School particulars**

The details given in the table below in respect of year of establishment, category, type and management category of the sample schools were also found to be the same when compared with DISE filled in forms revealing that the school identification particulars are maintained properly.

**Table 2.2**  
**School Identification Particulars – Deviation as per PES**

No. of Sample Schools	No. of Schools - Particulars correct/not correct as per PES								
	Year of establishment			Type of school			Management		
	Correct	Not correct	%	Correct	Not correct	%	Correct	Not correct	%
85	85	-	-	85	-	-	85	-	-

### 2.3.1 Enrolment

Since enrolment data are felt very important, the team members were given clear instructions to peruse the relevant registers such as admission registers, promotion registers, attendance registers etc. and furnish the Data in Special DCF (Data Capturing format).

District wise enrolment in the sample schools as per PES and DISE is presented in the table below.

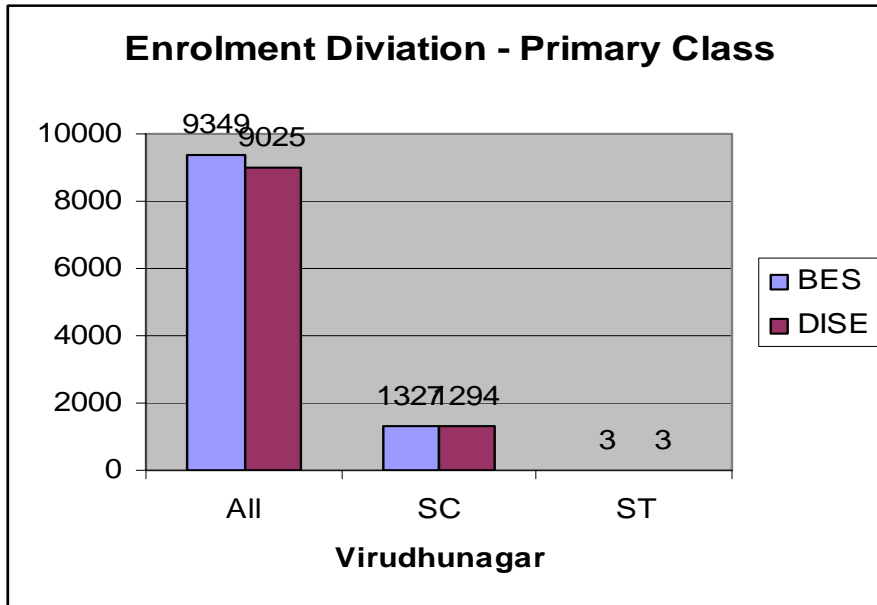
**Table 2.3**  
**Enrolment deviation as per PES**

Serial No	Category	Primary Class			Upper Primary Class		
		PES	DISE	Deviation %	PES	DISE	Deviation %
1	All	9349	9025	(+) 0.01	2989	2869	(+)0.03
2	SC	1327	1294	(+)0.07	919	887	(+) 0.01
3	ST	3	3	-	8	8	-

## Enrolment Deviation as per PES & DISE

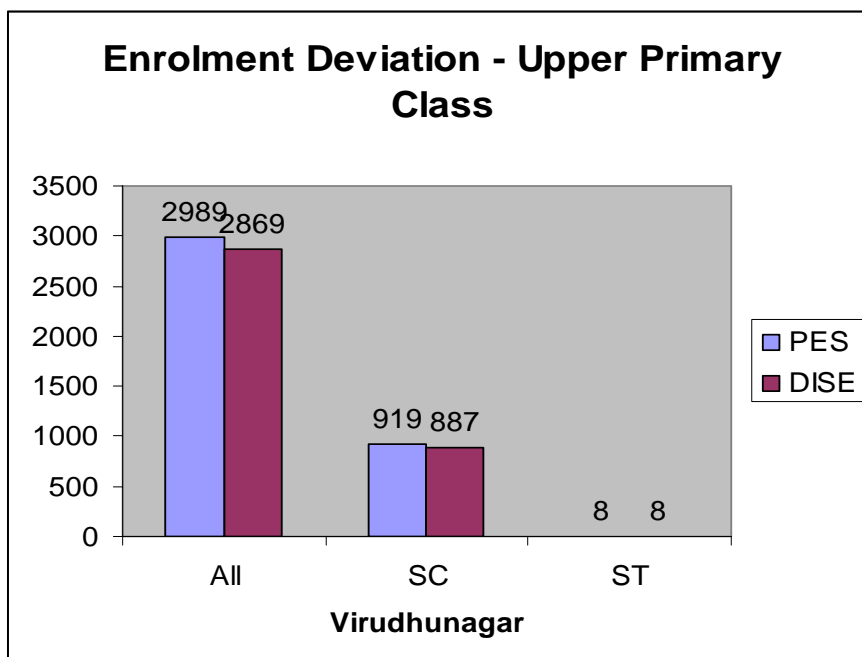
### Primary Class

The deviation between PES data and DISE data with regard to enrolment is + 0.01% only for all the categories and is negligible. For SC category it is + 0.07%.



### Upper Primary Class

In the upper primary classes the deviation in the enrolment for all the categories combined is + 0.07% and for SC it is + 0.01 and hence negligible.



A comparative account of enrolment data in Primary classes (Std. I-V) and in upper primary classes (Std. VI-VIII) showed that they are almost same as per PES and DISE in the district; however the deviation is little high in Sc candidates of Primary classes in Virudhunagar district. It is ascertained that BRTEs are themselves collecting the filled-in-DISE formats from the schools in their cluster and compare the data with the registers then and there.

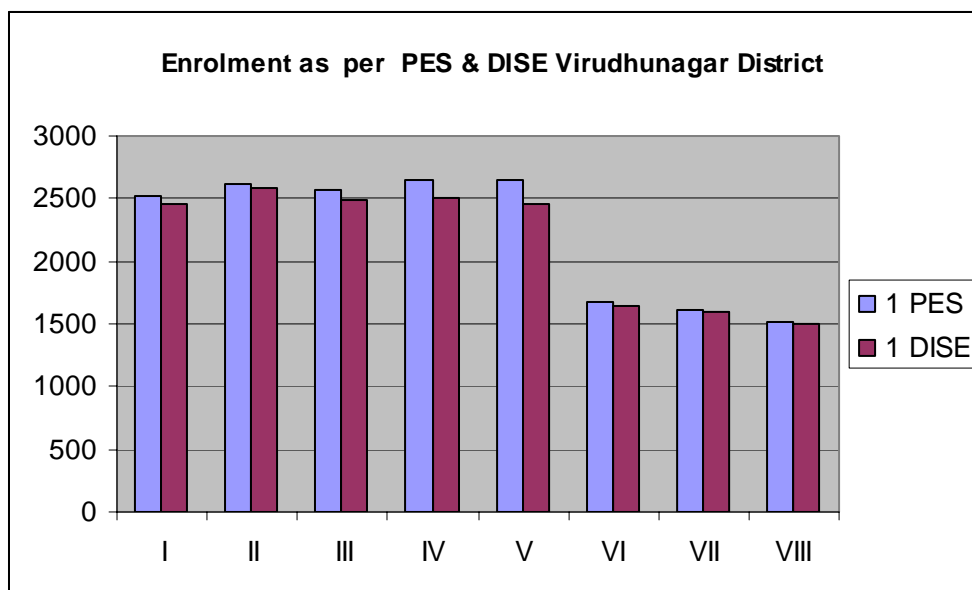
### 2.3.2 Enrolment by class

Class wise enrolment in the sample schools as per PES and DISE are presented for all the three districts in the table below.

**Table 2.4**

**Enrolment by class as per PES & DISE**

S.No	Class	Children Enrolled			SC Children Enrolled			ST Children Enrolled		
		PES	DISE	% Deviation	PES	DISE	% Deviation	PES	DISE	% Deviation
1	I	2526	2464	(+) 0.03	563	421	(+) 0.13	3	3	-
2	II	2617	2582	(+) 0.03	589	459	(+) 0.13	2	1	-
3	III	2570	2493	(+) 0.03	542	418	(+) 0.14	5	4	-
4	IV	2656	2510	(+) 0.03	545	388	(+) 0.13	1	-	-
5	V	2656	2454	(+) 0.03	605	212	(+) 0.05	1	1	-
<b>6</b>	<b>Sub Total</b>	13024	12503	<b>(+) 0.01</b>	2844	1898	<b>(+) 0.02</b>	12	9	-
7	VI	1680	1646	(+) 0.05	490	442	(+) 0.18	3	3	-
8	VII	1619	1589	(+) 0.06	345	301	(+) 0.25	3	3	-
9	VIII	1509	1493	(+) 0.06	311	285	(+) 0.29	4	4	-
<b>10</b>	<b>Sub Total</b>	4808	4728	<b>(+) 0.02</b>	1146	1028	<b>(+) 0.07</b>	10	10	-
<b>11</b>	<b>Total</b>	17832	17231	<b>(+) 0.01</b>	3990	2926	<b>(+)0.01</b>	22	<b>19</b>	-



Regarding class wise enrolment of children at the primary and upper primary levels in virudhunagar District, a maximum deviation of (+)0.06 was observed at the VII & VIII standard level and the overall deviation is less than 1%. As for the enrolment of SC children, the maximum deviation of (+)0.29 was found for VIII standard class. There is no deviation from the DISE data as far as the ST children enrolled in primary and upper primary levels in the Virudhunagar District.

### 2.3.3 Repeaters

Class wise repeaters in the sample schools as per PES and DISE in the selected districts are presented in the table below.

**Table 2.5**

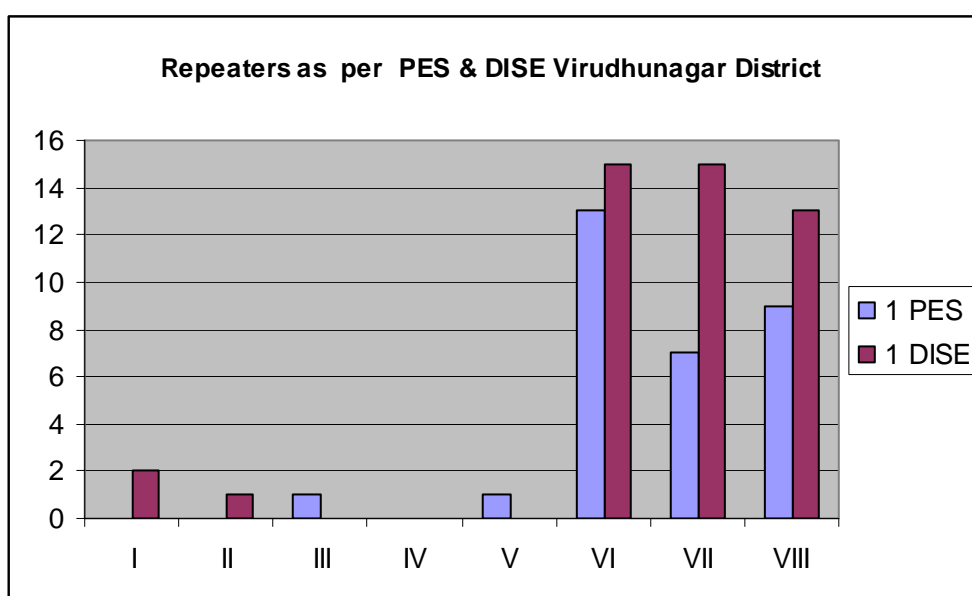
#### Repeaters by Class - Deviation as per PES

Total Repeaters by class as per PES								Total Repeaters by class as per DISE							
I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
-	-	1	-	1	13	7	9	2	1	-	-	-	15	15	13

**Table 2.5 (Contd...)**

**% of Deviation as per PES**

Total Repeaters by class as per PES							
I	II	III	IV	V	VI	VII	VIII
-	-	-	-	-	5.7	3.1	5.3



It is observed that a deviation of 5.7% at the VI standard level. In fact the actual variation is only two, that is, as per the PES data, the number is 13 whereas as per DISE data, it is 15. However, considering the total number of repeaters in the District, this is very negligible.

**2.3.4 Students given free textbooks**

Class wise number of children given free textbooks is presented in the table below.

**Table 2.6****Class wise No. of children given free text books**

<b>No. of Students given free textbooks class wise</b>							
<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
2526	2617	2578	2656	2656	1680	1619	1509

All the children in Government, Local Body, Private Aided schools were given free textbooks. However the children enrolled in private schools are not given free textbooks.

**2.3.5 Children with disabilities**

Class wise number of children with disabilities as per PES and DISE in the selected sample schools are presented in the table below.

**Table 2.7****Children with Disabilities – Deviation as per PES**

<b>Children with disabilities as per PES</b>								<b>Children with disabilities as per DISE</b>							
<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
5	12	14	22	12	1	4	1	5	8	5	12	19	1	3	2

**Table 2.7 (Contd...)****% of Deviation for children with disabilities**

<b>Children with disabilities</b>							
<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>
0	5.55	2.55	2.47	13.19	0	18.75	0

The percentage of deviation is highest which is (+)18.75% in VII std, (+) 13.19% V std. and (+) 5.55% in II std. However the children with disabilities are actually less in number.

## 2.4 Teachers in position

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers. However the number of posts sanctioned for the schools are not known by the HMs in a few schools. However, all the primary schools selected in the sample districts are having atleast two teachers but due to vacancy position, one teacher is continuing and another teacher is appointed on deputation basis from other schools with more than two teachers.

The number of teachers in position in the sample schools as per DISE and PES are given below.

**Table 2.8**

**Teachers in position - Deviation as per PES**

No. of sample schools	No. Teachers as per PES						No. Teachers as per DISE						Deviation %	
	Primary			Upper Primary			Primary			Upper Primary				
	M	F	T	M	F	T	M	F	T	M	F	T	Pri	Upp. Pri.
85	49	277	326	106	167	273	37	220	257	90	153	243	0.24	0.32

At the primary level there is 0.24% deviation, at the upper primary level, the table reveals a deviation of 0.32% .

## 2.5. VEC Composition

The VEC has been constituted and functioning as per the guidelines in all Government, Local Body and aided schools selected for the study.

**Table 2.9****Community Representation in VECs**

Total members in the VECs								
SC			ST			All		
M	F	T	M	F	T	M	F	T
190	125	315	-	-	-	850	780	1630

As per the guidelines SC, ST women representation is ensured in the VECs of the sample schools. However there is no ST representation in the sample VECs of Virudhunagar district. As it is the ST population is very limited in this District.

**2.6.1 School Facilities**

The details of the type of buildings in which the selected sample schools are functioning is given in the table below.

**Table 2.10****Deviation in School Building Type**

No. of schools by type of Buildings										%	
As per PES					As per DISE						devi
Pucca	Partially Pucca	Kucha	Tent	No Builg.	Pucca	Partially Pucca	Kucha	Tent	No Builg.		
85	-	-	-	-	85	-	-	-	-	-	

All the schools surveyed in the Virudhunagar district are functioning in pucca buildings. There is no deviation from DISE data. It is also revealed that all the PES sample Government and Local Body schools are functioning in Government buildings only.

### **2.6.2 No. of Class rooms**

The number of class rooms available in the selected sample schools are given in the table below. The number of classrooms is found a little less in PES than DISE. The deviation is 0.40%.

**Table 2.11**

#### **Deviation in No. of classrooms**

<b>No. of Class rooms</b>		<b>% deviation</b>
<b>As per PES</b>	<b>AS per DISE</b>	
531	533	0.40

## CHAPTER III

### Investigator Feedback Highlights

#### 3.1 Introduction

The team members were asked to collect data in the investigators feed back schedules. All the team members furnished the data almost accurately. The information were computerized and the reports were also generated to highlight the real situation.

This chapter presents a report of data on frequency of visits done by the team in the Virudhunagar District, teachers' response, availability and condition of records, children enrolled and those actually present on the day of the visit by the team and examination results.

#### 3.2 School Visit

85 Schools in Virudhunagar District were visited more than once and no school remained closed on the day of the visit.

#### 3.3 Teachers' response

**Table 3.1**

**Status of Teachers' Response**

<b>No. of Schools</b>				
<b>Teacher Response</b>				
<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very Poor</b>
41	39	2	3	-

Head teacher / teacher was available at the time of visit. In all the schools in the District majority of the responses of the teachers ranged from Very Good to Good.

### 3.4.1 Availability of School Records

**Table 3.2**

**Status of Availability of School Records**

<b>No. of Schools</b>				
<b>Availability of School Records</b>				
<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Very Poor</b>
40	34	7	3	1

As far as the availability of records in the District, in 75 schools they are good and very good. The teachers of the selected sample schools produced relevant registers for verification and the registers were found to be updated properly.

### 3.4.2

#### Condition of records

**Table 3.3**

**Status of updation of School Records**

<b>No. of School</b>	
<b>updation &amp; condition of School Records</b>	
<b>Yes</b>	<b>No</b>
78	7

Again it is seen from the table that the condition of the records and updating of records are highly satisfying to the investigators.

### 3.5.1 Children Enrolled & Attendance

**Table 3.4**

Class	As per PES Enrolment (as per record )						Attendance at the time of visit						Over all % of attendance
	Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	
I	1286	1240	277	286	2	1	1255	1209	229	192	2	1	97.5
II	1338	1279	316	273	2	-	1309	1273	238	221	1	-	98.6
III	1284	1294	271	271	3	2	1246	1247	214	204	2	2	96.7
IV	1372	1284	268	277	1	-	1265	1245	194	194	-	-	94.5
V	1446	1210	284	321	1	-	1305	1149	92	120	1	-	92.3
VI	1042	638	286	204	1	2	1024	622	266	176	1	2	97.9
VII	1053	566	211	134	3	-	1037	552	187	114	3	-	98.1
VIII	967	542	205	106	2	2	953	540	193	92	2	2	99.2

The table tacitly shows in Virudhunagar District and for all the classes right from I standard to VIII standard the percentage of attendance of children exceeds 93, which is encouraging indeed. Thanks to the sincere efforts of SSA functionaries at all levels. Childrens attendance in VIII standard shows that 99% and II and VII standard shows 98%. But for the attempts by teachers, CRC coordinators, BRC supervisors and other functionaries such a high percentage of attendance is not possible.

When the report of the MI was discussed with the Secretary, MHRD while finalizing the SSA grant for Tamil Nadu state, the secretary explicitly expressed his happiness about the percentage of attendance. To quote him “ Tamil Nadu is a child- friendly state. Listening to the performance of Tamil Nadu was a feast to the ears”. This statement speaks volumes about the commitment of SSA

The data obtained by the monitoring and evaluating team, the one as revealed by the PES record are very close to each other without much deviation. This crucial index of educational development is a matter of high elation for every one of us.

### 3.5.2 Examination Results

**Table 3.5**

#### **Annual Examination Results**

S. No	District	Class	Enrolled		Appeared		Passed		% of pass		
			B	G	B	G	B	G	B	G	T
1	Virudhunagar	I	1286	1240	1286	1240	1286	1240	100	100	100
		II	1338	1279	1338	1279	1338	1279	100	100	100
		III	1284	1294	1284	1294	1284	1294	100	100	100
		IV	1372	1284	1372	1284	1372	1284	100	100	100
		V	1446	1210	1446	1210	1446	1210	100	100	100
		VI	1042	638	1042	638	1040	635	99.8	99.5	99.6
		VII	1053	566	1053	566	1049	560	99.6	98.9	99.2
		VIII	967	542	967	542	964	539	99.6	99.4	99.5

In the Virudhunagar District the percentage of pass is nearly 100. Though on account of no detention policy at the primary level, the percentage of pass is 100 or near 100 and at the upper primary level also it is very nearly 99. This reveals the hard work done by the teachers in ensuring near one hundred-pass percentage in all the classes.

The key indicators of student enrolment, attendance and pass percentage show encouraging performance after the implementation of Sarva Shiksha Abhiyan.

\*\*\*\*\*

## CHAPTER IV

### Investigators School Observation – Highlights

#### 4.1 Introduction

All the team members were also trained to interview the teachers and collect information by observation. The teams furnished information such as in-service training given to school teachers and heads in capturing data, using DISE format, details of duration of the training programmes organized, kind of resource persons who conducted such training courses, frequency of visits by BRTE in the last three months and number of teachers who attended in-service training programmes etc. in the observation schedules. The highlights are presented in this chapter.

#### 4.2.1 DISE Training

One-day training was conducted for all school HM/teacher incharge of filling-up of DISE forms.

The table below shows that more than 95% of the teachers and heads attended the DISE training organized at Block level.

**Table 4.1**

#### Centre wise Teachers' attendance in DISE training

No. of Sample Schools	No. of School teacher/HM attended DISE training at				
	Cluster	Block	%	District	Not attended training
85	-	10	95	-	-

#### 4.2.2 Teachers who attended DISE training

**Table 4.2****Teachers' attendance by No. of Training Days**

No. of Sample Schools	Training attended			
	One day	Two days	More than two days	Training conducted by BRTE& SO /Resource Persons/Both
85	80	-	-	

**4.2.3 DCF/Concept**

The Table below reveals that all the teachers / heads in this District who have undergone the training course have understood the DCF concept and it is seen that the concept and DISE format was explained quite clearly during the training.

Since DISE training is being conducted every year the HM and the teacher in-charge of filling-up-of forms are familiar with the concept and definitions.

**Table 4.3****No. of Teachers who have understood the DCF & Concepts**

No. of Sample Schools	No. of Teachers/HM understood DCF/Concept			No. of Teachers by understanding DCF & concepts
	Yes	No	Partly	
85	80	-	-	85

### 4.3.1 School visits by BRTE

Table 4.4

#### BRTE's School Visits

No. of Sample Schools	No. of schools visited by BRTE in the last 3 months					
	Not visited	One time	Two times	Three times	Four times	More than four time
85	-	-	-	-	-	85

From the table it may be inferred that all the schools selected for PES have been visited by the BRTE more than four times in the last three months.

### 4.4 Teachers' in-service training

Table 4.5

#### No. of Teachers attended in-service Training

No. of Sample Schools	No. of teachers in position	No. of teachers attended in service training	Percentage of Attendance
85	500	490	98.00

The table shows that nearly 98% of the teachers have attended in-service training programmes. When many states have difficulty in training the teachers in service, it is a matter of high pride that almost all the teachers have undergone training. This will certainly boost the quality of teaching and teacher – child interaction.

\*\*\*\*\*

## **CHAPTER V**

### **Findings of the Survey**

#### **5.1 Introduction**

This project was intended to do a sample check survey of 5% of the schools in each block of Virudhunagar district, 5% of each category of schools i.e., Primary, Middle, High and Higher Secondary schools. Care was taken to select 5% of schools based on management category i.e, Government, Local body, Private aided and Private unaided. The sample consisted of 85 schools, all selected through circular random sampling technique. After an intensive training for one day in data capturing, the team was made to visit the Virudhunagar district for verification of school related data.

#### **5.2.1 School Location**

The details regarding the location of the schools such as village name/ ward number, Name of the block / Municipality and Rural/ Urban showed that there is no discrepancy between PES data and DISE data and the PES data are matching with the DISE data.

#### **5.2.2 School Particulars**

The information relating to school particulars such as school category, type, management, year of establishment etc. are found correct and there is no deviation between PES & DISE data.

#### **5.3 Teachers in position**

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 0.24 to 0.32.

#### **5.4 VECs**

There is very good representation from SC community in the VEC in the Virudhunagar district however in VECs in the sample schools there is no ST representation. This may be due to the fact that ST population is very less in this District.

#### **5.5.1 Enrolment and Student Attendance**

In all the classes from I to VIII standard, the percentage of attendance of children exceeds 92% which is an encouraging trend

indeed. In VIII Standard exceeding 99% and II & VII standard attendance is 98%. Thanks to the sincere efforts by SSA functionaries at all levels such as the SPD, DPCs, CEOs, ADPCs, AEEOs, BRC supervisors, CRC Co-ordinators, teachers, VECs, and education volunteers.

Attendance rate of children, as we all know, is a crucial index of educational development and the figures do not show any deviation from actual enrolment, thanks to the honest functionaries who have given reliable data.

The attendance rate also reveals gender equity in general and community wise equity in particular. This indeed is one of the greatest achievements of SSA, which aims to achieve gender equity by 2010 both at primary and upper primary levels.

### **5.5.2 Examination pass percentage**

In all the Schools in Virudhunagar district the percentage of pass is close to 100. From I std. to VIII std. the pass percentage ranges from 99 to 100. Here also there is no gender or community disparity in the results of annual examination.

### **5.5.3 Repeaters**

The actual variation between PES and DISE data is very negligible.

### **5.5.4 Distribution of Textbooks**

All the needy children were provided with free text- books from I std. to VIII std.

### **5.5.5 Disabled Children**

A total number of 54 children are disabled in the Virudhunagar district. The PES- DISE data discrepancy is very negligible when the actual number of children is considered.

## **5.6 Teachers' Response**

In general the cooperation and the response of the teachers were very good.

98% of the teachers and heads of schools have attended the DISE training conducted at Block level.

The DISE training programmes of one-day duration each were much useful to the teachers in to understand the DCF concept.

## **5.7 Availability of Records**

The PES revealed that the grading for availability of records mostly ranged from very good to good and this is one of the reasons for Tamil Nadu being strong in data base with reference to SSA. In almost all the schools, full co-operation was rendered during the sample check survey. Necessary registers/records were made available quite readily and were found to much to the delight of the team members maintained in good condition with regular updation. The team wishes to record the excellent cooperation rendered by the entire staff of SSA District, Head Quarters, though the CEO, SSA and the ADPC were away attending a meeting, they had made all arrangements to provide necessary data.

## **5.8 Schools Facilities**

### **Classroom Building and Status of Buildings**

There is no significant discrepancy between PES and DISE data regarding school facilities such as classroom and status of buildings. It is heartening to note that all the buildings in this District have pucca buildings for the schools. Further the data regarding the number of classrooms as per PES and DISE do not deviate.

### **5.9.1 Children Enrolled and Attendance**

This District shows an encouraging trend in the enrolment with the percentage of attendance exceeding 92 from I Standard to VIII Standard. There is not much deviation of PES data from the DISE data as shown by the PES data. In VIII Standard tops in children's attendance exceeding 99% and the VII and II Standards showing an attendance of 98.% each.

During the meeting of the Project Approval Board held on 21<sup>st</sup> March 2007, where the performance of Tamil Nadu with reference to SSA was shared with the Secretary, MHRD, after appraisal, the attendance issue was discussed. The secretary, MHRD was happy about the attendance percentage in Tamil Nadu which is a crucial index of educational development. There was very negligible deviation in the enrolment particulars of PES and DISE.

### **5.9.2 Examination Results**

In the Virudhunagar district the percentage of pass is nearly 100. Though on account of no detention policy at the primary level, the percentage of pass is 100 or near 100, at the upper primary level also

it is very nearly 99. This reveals the hard work done by the teachers in ensuring near one hundred pass percentage in all the classes.

The key indicators of student enrolment, attendance and pass percentage show encouraging performance after the implementation of Sarva Shiksha Abhiyan.

## **5.10 DISE Training**

98% of the teachers and heads in Virudhunagar District undergone DISE training at Block level. DISE training programmes were of one day duration each. It is interesting to note that all the teachers and heads have understood the DCF concept which can be inferred from the absence of any major discrepancy between the DISE and PES data.

### **5.11.1 Data Quality**

The quality of data regarding school particulars, infrastructure facilities (classroom and building), enrolment, attendance and pass percentage of children, teachers' response, availability and maintenance of school records, DISE training, in service training, disabled children, repeaters and distribution of books is very high and appreciable. The data discrepancy is only minimal, which shows the effectiveness of training in capturing relevant information.

### **5.11.2 Data Sharing**

Reports have been generated at CRC, BRC and district levels and shared with offices of various departments for their use. Sharing of data goes a long way in ensuring overall quality of education providing opportunity for mutual learning.

### **5.11.3 Usage of Data**

An encouraging trend is that the DISE data are also used for Monitoring and Planning at all levels.

## **5.12 Visit of BRTEs**

The sincerity and commitment of the BRTEs in Tamil Nadu are revealed in the finding that all the schools in Virudhunagar District have been visited by the BRTEs more than four times in the last three months.

### **5.13 Teacher's in service Training**

The greatest achievement of Tamil Nadu lies in the fact that nearly 98% of the teachers have attended in-service training programmes in this District. While several States are lagging behind in this component, the state of Tamil Nadu has made it possible to cover almost all the teachers.

### **5.14 General**

The overall findings of the Post Enumerative survey are that the data captured through DISE on all the key components and indicators of educational development are of excellent quality without any significant discrepancy. This has enabled Tamil Nadu to develop in all the educational indices of SSA.

\*\*\*\*\*

## **CHAPTER VI**

### **Suggestions and Recommendations**

#### **6.1. Introduction**

The following suggestions and recommendations have emerged from the report given in the preceding five chapters.

##### **6.2.1 DISE training**

In order to have a holistic and meaningful picture of the achievement of Education for All Scheme (SSA), it is essential to give DISE training to the heads and teachers of all the government heads and teachers of all the government aided and unaided schools. Inservice training should also be given to these teachers for enhancing the quality of instruction. A complete picture of the educational status of all the primary and upper primary children can be obtained only with the teamwork of teachers of government aided and unaided schools.

##### **6.2.2 Data collection and data processing**

It is necessary to encourage the sharing of the data with all the VEC members and others facilitating school administration. This sharing of experience will strengthen the various components of SSA and mutual learning in overcoming problems.

Regular monitoring of data capture, data sharing and data usage will be helpful in filling the gaps in the implementation of SSA.

The functioning of the VECs should be periodically monitored for effective administration, planning and organization of the schools.

##### **6.2.3 Data quality**

DISE data quality is good and the quality must be maintained at all levels.

##### **6.2.4 Maintenance and Updation of records**

As far as PES reveals that the HMs of the sample schools are maintaining all the records satisfactorily. In 13% of the schools the maintenance was not satisfactory and hence special focus should be given to this component. In 8% of the schools the condition of the records and registers was not good.

### **6.2.5 Data sharing**

Data sharing is done by way of distribution of reports generated for their requirement.

### **6.2.6 Data usage – monitoring**

DISE data are used very much in preparation of AWP&B; however data are not much used for monitoring.

### **6.2.7 VECs functioning**

VEC must oriented be to some more extent to strengthen its functioning wherever possible, representation of ST should be ensured in the VEC.

### **6.2.8 Any other**

SPO has created a very good school database which may be published in website for public access and for researchers.

### **6.2.9 General Observations**

The Post Enumerative Survey of 5% of schools in Virudhunagar District was a soul – satisfying experience because when many states face the problem of data discrepancy, Tamil Nadu is an exemplary state in providing objective and holistic data.

This was possible on account of rigorous training given to the functionaries in data capturing, data recording, data monitoring and data updating. Tamil Nadu is a role model in the successful implementation for Education for All scheme due to the commitment of functionaries at all levels.

If this tempo is continued and extended for secondary education also, our great nation will be able to fulfil the vision of India as a self-sustained superpower by 2020.

\*\*\*\*

# TABLE OF CONTENTS

## CHAPTER I

### Introduction

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
1.1	Introduction	1
1.2.1	Post Enumeration Survey	5
1.2.2	Formation of Team and Training to Team members	5
1.2.3	Sample Technique	5
1.2.4	Selection of Sample Schools	6
1.2.5	Data Collection	7
1.2.6	Verification of Records	8
1.2.7	Data Processing	8
1.2.8	Report Generation	8

## CHAPTER II

### PES & DISE Highlights

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
2.1	Introduction	9
2.2.1	Location of the School	9
2.2.2	School particulars	9
2.3.1	Enrolment	10
2.3.2	Enrolment by class	12
2.3.3	Repeaters	13
2.3.4	Students given free textbooks	14
2.3.5	Children with disabilities	15
2.4	Teachers in position	16
2.5	VEC Composition	16
2.6.1	School Facilities	17
2.6.2	No. of Class rooms	18

## CHAPTER III

### Investigator Feedback Highlights

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
3.1	Introduction	19
3.2	School Visit	19
3.3	Teachers' response	19
3.4.1	Availability of School Records	20
3.4.2	Condition of records	20
3.5.1	Children Enrolled & Attendance	21
3.5.2	Examination Results	22

## CHAPTER IV

### Investigators School Observation - Highlights

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
4.1	Introduction	23
4.2.1	DISE Training	23
4.2.2	Teachers who attended DISE training	23
4.2.3	DCF/Concept	24
4.3.1	School visit by BRTE	25
4.4	Teachers' in-service training	25

## CHAPTER V

### Findings of the Survey

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
5.1	Introduction	26
5.2.1	School Location	27
5.2.2	School Particulars	27
5.3	Teachers in Position	27
5.4	VECs	27
5.5.1	Enrolment and Student Attendance	27
5.5.2	Examination Pass Percentage	27
5.5.3	Repeaters	27
5.5.4	Distribution of Textbooks	27
5.5.5	Disabled Children	27
5.6	Teachers' Response	27
5.7	Availability of Records	27
5.8	Schools Facilities	28
5.9.1	Children Enrolled and Attendance	28
5.9.2	Examination Results	28
5.10	DISE Training	29
5.11.1	Data Quality	29
5.11.2	Data Sharing	29
5.11.3	Usage of Data	29
5.12	Visit of BRTEs	29
5.13	Teachers in-service Training	30
5.14	General	30

## CHAPTER VI

### Suggestions and Recommendations

<b>Sub Heading No.</b>	<b>Title</b>	<b>Page No.</b>
6.1	Introduction	31
6.2.1	DISE Training	31
6.2.2	Data collection and data processing	31
6.2.3	Data quality	31
6.2.4	Maintenance and updation of records.	31
6.2.5	Data sharing	32
6.2.6	Data and usage – monitoring	32
6.2.7	VECs functioning	32
6.2.8	Any other	32
6.2.9	General Observations	32

### List of Tables

S.No.	Title	P.No.
1.	Table 1.1 Selection of Sample Schools	6
2.	Table 1.2 List of Enumerators for data Collection	8
3.	Table 2.1 School Location Particulars - Deviation as per PES	9
4.	Table 2.2 School Identification Particulars - Deviation as per PES	10
5.	Table 2.3 Enrolment Deviation as per PES	10
6.	Table 2.4 Enrolment by Class as per PES & DISE	12
7.	Table 2.5 Repeaters by Class - Deviation as per PES	13
8.	Table 2.6 Class wise No. of Children Given Free Text books	15
9.	Table 2.7 Children with Disabilities - Deviation as per PES	15
10.	Table 2.8 Teachers in Position - Deviation as per PES	16
11.	Table 2.9 Community Representation in VECs	17
12.	Table.2.10 Deviation in School Building Type	17
13.	Table 2.11 Deviation in No. of Classrooms	18
14.	Table 3.1 Status of Teachers Response	19
15.	Table 3.2 Status of Availability of School Records	20
16.	Table 3.3 Status of updation of School Records	20
17.	Table 3.4 Children Enrolled/attending School on the date of visit	21
18.	Table 3.5 Annual Examination Results	22
19.	Table 4.1 Centre wise Teachers' attendance of DISE Training	23
20.	Table 4.2 Teachers Attendance by No. of Training Days	24
21.	Table 4.3 No. of Teachers who understood DCF & Concepts	24
22.	Table 4.4 BRTE's School Visits	25
23.	Table 4.5 No. of Teachers who attended in-service Training	25



## **CHAPTER – I**

### **1.1 Profile of the University**

The Bharathiar University was established in Coimbatore by the Government of Tamilnadu, in February 1982, under the provision of the Bharathiar University Act 1981, and the Tamilnadu Act No.1 of 1982, with jurisdiction over the revenue districts of Coimbatore, Erode and the Nilgiris. The motto of this University has been stated after the words of the great poet, Bharathiar himself, which means, “Educate to Elevate”. The main objectives of this University are, to engage itself in the national task of imparting necessary knowledge and skills to the youth of this country and make them achieve the great values on which our society is founded and enable them to contribute effectively towards the establishment of an egalitarian society based on social justice and economic parity.

The University is actively engaged in research. The Research Projects sponsored by the Government of India, the University Grants Commission (UGC) and other organizations like the Council of Scientific and Industrial Organization(CSIR), Department of Science and Technology (DST), Defense Research Development Organization (DRDO), Indian Council of Social Science Research (ICSSR), etc, these projects are being carried out effectively in various departments of this University.

### **Department of Extension and Career Guidance**

The Dept. of Extension, Career Guidance and Students Welfare is one of the Teaching, Research and Extension Service departments of the University. The purpose of the Department is to conduct credit and non-credit courses in Educational Extension and Career Guidance. It also supports GOs and Adults, Legal literacy, Literacy for Tribal children, Reproductive Health Awareness,

Community Colleges and Campaigns for Social Issues like Child Labour Elimination and Education for All. By using its expertise it also supports the affiliated colleges and NGOs to establish Career Guidance Cells to provide counseling to students in their Career Choice, C.V. Writing, appearing interviews and learning through on-line guidance materials. The department has created the following six websites are [www.careersite.com](http://www.careersite.com), [www.evarsity.org](http://www.evarsity.org), [www.apptitudecoach.com](http://www.apptitudecoach.com), [www.civilservicecoach.org](http://www.civilservicecoach.org), [www.youthredcross.org](http://www.youthredcross.org), [www.buparttimejobssupport.org](http://www.buparttimejobssupport.org).

**Research Projects Carried Out so Far by the Department:**

- A study on Pre-literacy in Reading and Writing, supported by Ministry of Human Resource Development, New Delhi
- A study on Learner Disabilities and Remediation, funded by Ministry of Human Resource Development, New Delhi.
- A study on the Weaning Practice and Nutritional profile of Vulnerable groups in Coimbatore, Minor Project financed by UGC, New Delhi.
- A study on Volunteer Instructor characteristics of TLC Programmes financed by UGC, New Delhi.
- An Evaluation of Non-formal Education for Child workers with the financial assistance of Centre for Social Education and Development organization, Avinashi, Coimbatore District.
- An Evaluation of Total Literacy Programme in Pondicherry Union Territory with the Financial assistance by Ministry of Human Resource Development in collaboration with the School of Management, Bharathiar University.
- Evaluation of the TLC Programme in Pasumpon Muthuramalingam District of Tamilnadu supported by the TLC.
- Students Aptitude Level for various sectors of employment and curriculum relevance – A project implemented at 55 Colleges of the University by assessing 18300 Final Year Students

**Our Innovative Research Programmes are:**

Skill Development Programmes, E – Learning for Career Counseling and Aptitude Coaching, Staff Development Programme for NGO Managers, Human

Rights Education and Professional Development Programmes, Career Coaching through online efforts and Placement Assistance.

**1.2.1 Post Enumeration Survey:**

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Dharmapuri District in Tamilnadu. Since the University has adequate experience in research activities for GOs and NGOs in the field of Education, Health and Human Rights and having experienced research faculties to conduct studies and sample surveys, it undertook the job after executing a MoU. A copy of MoU has also been sent to the Chief Educational Officer of Dharmapuri District.

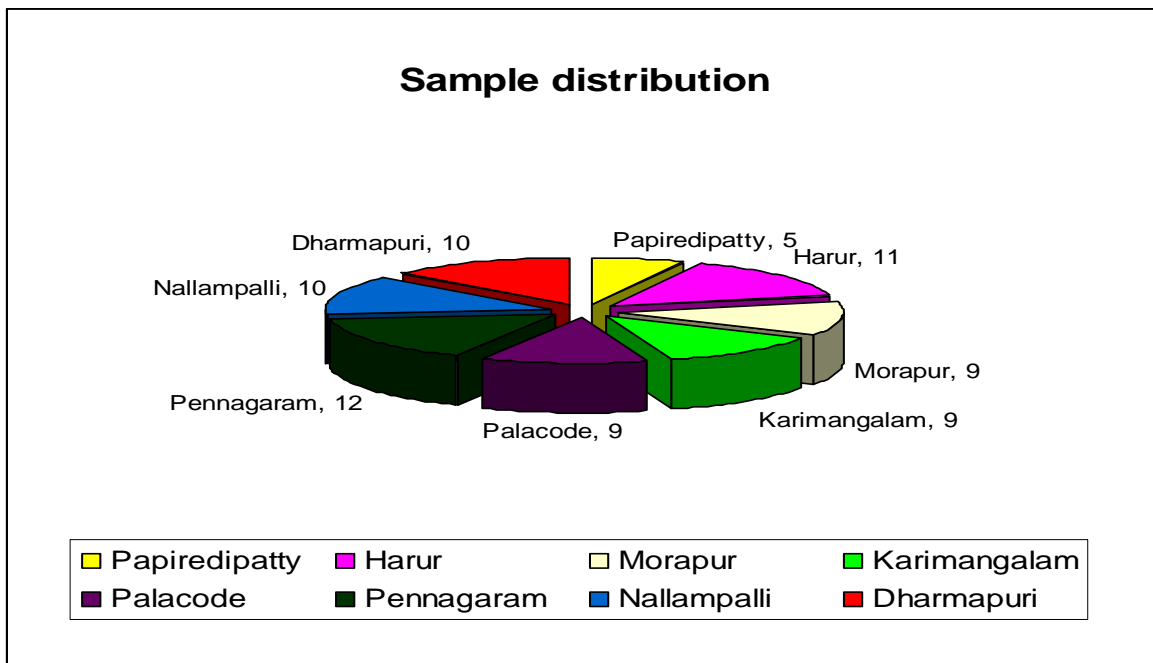
**1.2.2 Formation of Team and Training to Team members:**

Dr. M.Jayakumar, Professor and Director, Department of Extension, Career Guidance and Students Welfare, Bharathiar University has accepted the responsibility and formed a team of two Research Associates for execution of the Post Enumeration Survey Project. The team members were given two day orientation training in selection of schools, data collection, concepts and definitions, data source, verification of registers, etc in detail.

S.No	Name and Address	Area of Specialization
1	Dr.M.Jayakumar Director, Department of Extension and Career Guidance, Bharathiar University, Coimbatore – 46	Educational Evaluation, Language Teaching Methods
2.	Mrs.K.Mangayarkarasi Research Associate Bharathiar University, Coimbatore – 46	Extension Education, Training in EDP
3	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Extension Education and Women studies

### 1.2.3 Selection of Samples

The sample selection was done by random selection method. Random number was generated by using web site called [www.random.org/indegers](http://www.random.org/indegers) with the help of Random Integer Generator. The method followed was, a) command given about how many items we want, b) value given for both ends and c) click the choose random number selection. For this selection of samples, the University collected the school list from SSA, Dharmapuri Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, we have chosen 5% of the sample in respect to each category. The details about the samples selection was given in the Table 1.1. *Totally 75 schools were selected out of 1461 schools in the entire district covering 8 blocks namely Dharmapuri, Nallamballi, Pennagaram, Palacode, Karimangalam, Morapur, Pappireddipatti and Harur.*



**Table 1.1**  
**Details about the Sample Selection**

Block	Variable	No. of Pri School					No. of Middle School					No. of High School					No. of Hr.sec					Grand Total
		Govt	Local	Pri.aid	Pri.und	Total	Govt	Local	Pri.aid	Pri.und	Total	Govt	Local	Pri.aid	Pri.und	Total	Govt	Local	Pri.aid	Pri.und	Total	
Papiredipatty	No.	-	69	1	3	<b>73</b>	0	13	0	2	<b>15</b>	4	-	1	4	<b>9</b>	11	-	-	3	<b>14</b>	<b>111</b>
	5%		3			<b>3</b>		1			<b>1</b>						1				<b>1</b>	<b>5</b>
Harur	No.	9	124	-	-	<b>133</b>	1	33	-	-	<b>34</b>	11	3	-	4	<b>18</b>	7	-	1	4	<b>12</b>	<b>197</b>
	5%	1	6			<b>7</b>		2			<b>2</b>	1				<b>1</b>	1				<b>1</b>	<b>11</b>
Morapur	No.	-	107	1	7	<b>115</b>	-	30	-	2	<b>32</b>	7	-	1	3	<b>11</b>	13	-	-	3	<b>15</b>	<b>173</b>
	5%		5		1	<b>6</b>		2			<b>1</b>	1				<b>1</b>	1				<b>1</b>	<b>9</b>
K.mangalam	No.	-	104	1	12	<b>117</b>	-	41	-	-	<b>41</b>	-	8	-	-	<b>8</b>	7	-	-	1	<b>8</b>	<b>174</b>
	5%		5		1	<b>6</b>		2			<b>2</b>						1				<b>1</b>	<b>9</b>
Palacode	No.	-	106	-	10	<b>116</b>	1	43	-	-	<b>44</b>	3	-	-	6	<b>9</b>	7	-	1	-	<b>8</b>	<b>177</b>
	5%		5		1	<b>6</b>		2			<b>2</b>				1	<b>1</b>						<b>9</b>
Pennadam	No.	-	126	-	12	<b>138</b>	-	72	-	3	<b>75</b>	13	-	5	-	<b>14</b>	9	-	-	-	<b>9</b>	<b>236</b>
	5%		6		1	<b>7</b>		3			<b>3</b>	1				<b>1</b>	1				<b>1</b>	<b>12</b>
Nallampalli	No.	1	113	4	15	<b>133</b>	-	37	-	-	<b>37</b>	5	-	2	3	<b>10</b>	11	-	-	1	<b>12</b>	<b>192</b>
	5%		5		1	<b>6</b>		2			<b>2</b>	1				<b>1</b>	1				<b>1</b>	<b>10</b>
Dharmapuri	No.	1	98	-	27	<b>126</b>	1	35	2	3	<b>41</b>	9	-	1	7	<b>17</b>	8	-	-	9	<b>17</b>	<b>201</b>
	5%		5		1	<b>6</b>		2			<b>2</b>				1	<b>1</b>				1	<b>1</b>	<b>10</b>
Total	No.	<b>11</b>	<b>847</b>	<b>7</b>	<b>86</b>	<b>951</b>	<b>3</b>	<b>304</b>	<b>2</b>	<b>10</b>	<b>319</b>	<b>55</b>	<b>11</b>	<b>10</b>	<b>27</b>	<b>96</b>	<b>73</b>	<b>0</b>	<b>2</b>	<b>21</b>	<b>95</b>	<b>1461</b>
	5%	<b>1</b>	<b>40</b>	<b>0</b>	<b>6</b>	<b>47</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>75</b>

*Source : Records from the District SSA*

#### 1.2.4 Data Collection

The team personally visited the schools and gathered information in the special data collection format without any bias, which was framed and given by the State Project Office of SSA, Chennai. The investigators collected data from the sample schools during the month of July 2008.

**TABLE 1.2**  
**Details about Project Team**

<b>S.No</b>	<b>Name and Address</b>	<b>Blocks Surveyed in in Dharmapuri District</b>
2.	Mrs.K.Mangayarkarasi Bharathiar University, Coimbatore – 46	Dharmapuri, Nallamballi, Pennagaram, Pappiredipatti
3	Mrs.J.Vijayalakshmi Bharathiar University, Coimbatore – 46	Palacode, Karimangalam, Morapur, Harur

#### 1.2.5 Data Processing

After the collection of data, the investigators analyzed and verified the survey forms on the day of survey. The filled in formats and DISE data were entered into the computers in excel format and consolidated. Comparison was made between the PES and DISE data by data analysis process. With these data, reports were generated.

#### 1.2.6 Report Generation

After completing the consolidation work, report were generated for the District based on the report and team members feed back. A comparative analysis has been presented in the following Chapters.

## CHAPTER II

### COMPARATIVE ANALYSIS OF PES AND DISE

#### 2.1 Introduction

The objectives of the DISE are to create and update the School Data Base every year for educational planning and management. DISE data and Reports are also used as Monitoring tools for enhancing, effectiveness of schools in achieving the objectives of SSA. Therefore it is felt that data quality must be ensured at all levels. To ensure data quality, post enumeration survey on 5% DISE data sample check is resorted. As such the team was adequately oriented to collect the data and also to furnish feed back. In this chapter the PES and DISE data related to school location, enrolment, teachers in position, school facilities, classrooms, repeaters, children with disabilities are compared and highlighted.

#### 2.2.1 Location of the School

For Post Enumeration Survey, 75 Schools out of 1461 schools from Dharmapuri District were selected. A Comparison of the address and location of the sample schools with location particulars as per DISE filled in format showed that **there is no deviation in the list of schools thus ensuring that data were compiled perfectly.**

**TABLE 2.1**

**School Location Particulars: Deviation as per PES**

S.No	District	No.of Sample Schoo	School Location		% deviation
			Correct	Not correct	
1	Dharmapuri	75	75	-	-

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*

### 2.2.2 School Particulars

The details given in the Table.2.2 in respect of year of establishment, type and management category of the sample schools were also found to be the same when compared with DISE filled in forms prevailing that the school identification particulars are maintained properly.

**TABLE 2.2**  
**School Identification Details**

S.No	District	Particulars	No. of Schools		% deviation
			PES	DISE	
1	Dharmapuri	<b>Year of Establishment</b>	75	-	-
2	Dharmapuri	<b>School Category</b> i. Primary (1) ii. Primary with Upper primary (2) iii. Primary with secondary (3) iv. Upper primary only (4) v. Upper primary with secondary Hr.sec., (5)	47 15 3 3 7	47 15 4 4 5	- - (-)75% (-)75% (+)140%
3	Dharmapuri	<b>Type of School</b> i. Girls ii. Boys iii. Co-education	3 - 72	3 - 72	- - -
4	Dharmapuri	<b>Management Type</b> i. Education Department ii. Tribal Welfare Dept iii. Local body iv. Private Aided v. Private Unaided	9 1 56 1 8	9 1 56 1 8	- - - - -

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*

In respect to the School Category, there is slight variation in the category of Primary with Secondary and Upper Primary only. This variation was due to upgradation of the schools from the above said category to Upper primary with secondary status. This also shows the growth of schools in the district.

All the selected sample schools were operated in regular shift system. Hence there was no shift system and residential facilities adopted by the selected schools from the identification of the investigators.

### 2.2.3 Staff Details – Deviation as per PES

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers properly. During the survey, the investigators found that there is deviation between PES and DISE format in relation to staff in position. The details are given in TABLE 2.3

**TABLE 2.3**  
**Staff in Position – Deviation as per PES**

S.No	District	Staff details	No. of Teachers		% deviation
			PES	DISE	
1	Dharmapuri	Teaching	505	499	1.1
		Non Teaching	22	25	-12

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*

From the above Table, the deviation among the teaching and non teaching staff was noted as 1.1% and (-)12% respectively.

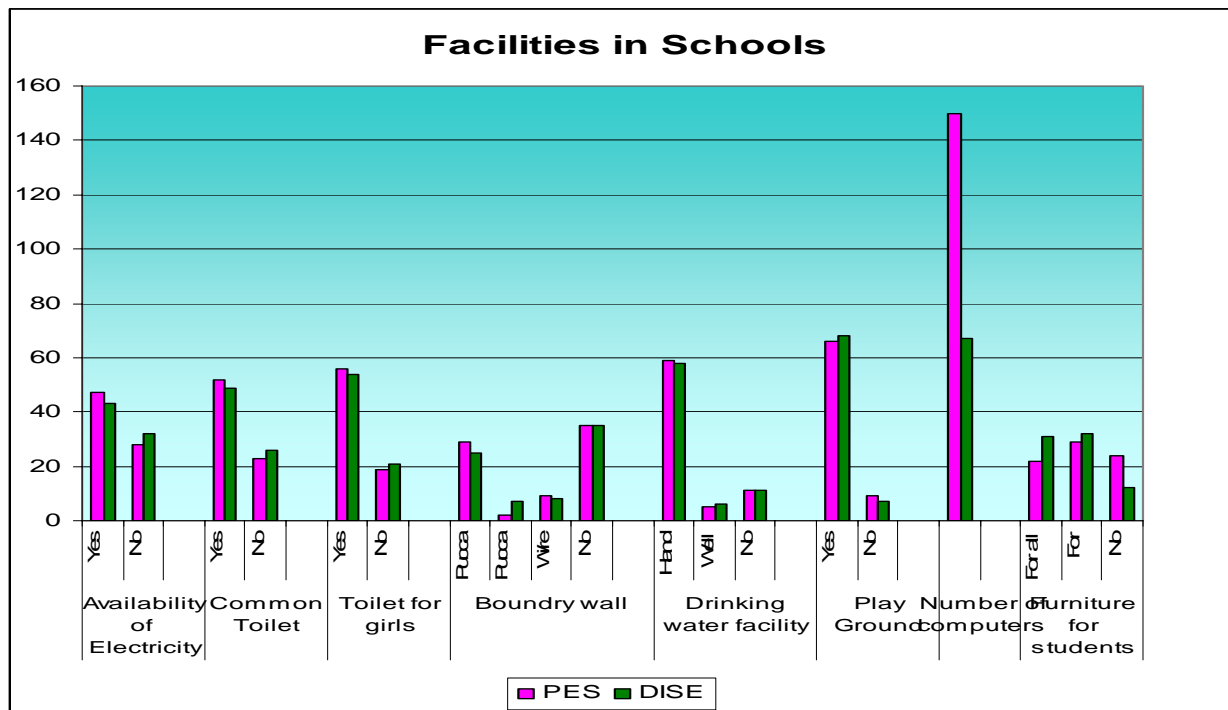
### 2.2.4 Facilities in Schools

As per the PES, the data were compared with DISE in the area of facilities available in the schools are given in the following Table and Figure.

**TABLE 2.4**  
**Facilities in Schools – Deviation as per PES**

S.No	Facilities in Schools	No. of Schools	
		PES	DISE
1	<b>Availability of Electricity</b>		
	Yes	47	43
	No	28	32
2	<b>Common Toilet</b>		
	Yes	52	49
	No	23	26
3	<b>Toilet for girls</b>		
	Yes	56	54
	No	19	21
4	<b>Boundry wall</b>		
	Pucca	29	25
	Pucca but broken	2	7
	Wire fencing	9	8
	No boundry wall	35	35
5	<b>Drinking water facility</b>		
	Hand pump and tap water	59	58
	Well	5	6
	No drinking water	11	11
6	<b>Play Ground</b>		
	Yes	66	68
	No	9	7
7	<b>Number of computers</b>	150	67
8	<b>Furniture for students</b>		
	For all	22	31
	For some students	29	32
	No furniture	24	12

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*



**Figure 2.1 Facilities in Schools**

In the above figure we can find the very meager deviation in availability of electricity, common toilet facilities and Play ground in the selected sample schools. In the case of drinking water facility and boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have adequate furniture but the students were sitting on the floor because they were undergoing the Activity Based Learning (ABL) Method for their learning.

As for as computers available, it is clearly depicted that in PES and DISE format having 150 and 67 respectively. This major deviation was due to the current purchase of computers in the academic year (2008-09) in private schools and Higher Secondary category. In some of the Primary and Upper Primary schools, one or two computers were provided by various schemes of Central and State Government. All the computers were in working condition.

### 2.2.5 Enrolment

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

Category wise enrollment details of the Academic year 2007 - 08 are given in the following Table

**TABLE 2.5**  
**Enrolment Deviation as per PES (2007-2008)**

S.No	Category	Primary			Upper Primary		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	Total	8015	8017	- 0.02	<b>5309</b>	5321	- 0.22
2	SC	1857	1885	- 1.4	<b>947</b>	949	- 0.2
3	ST	140	132	6.06	<b>98</b>	93	5.31

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*

From the above table, the deviation found higher when compare to DISE format in ST Category of Primary and Upper Primary schools.

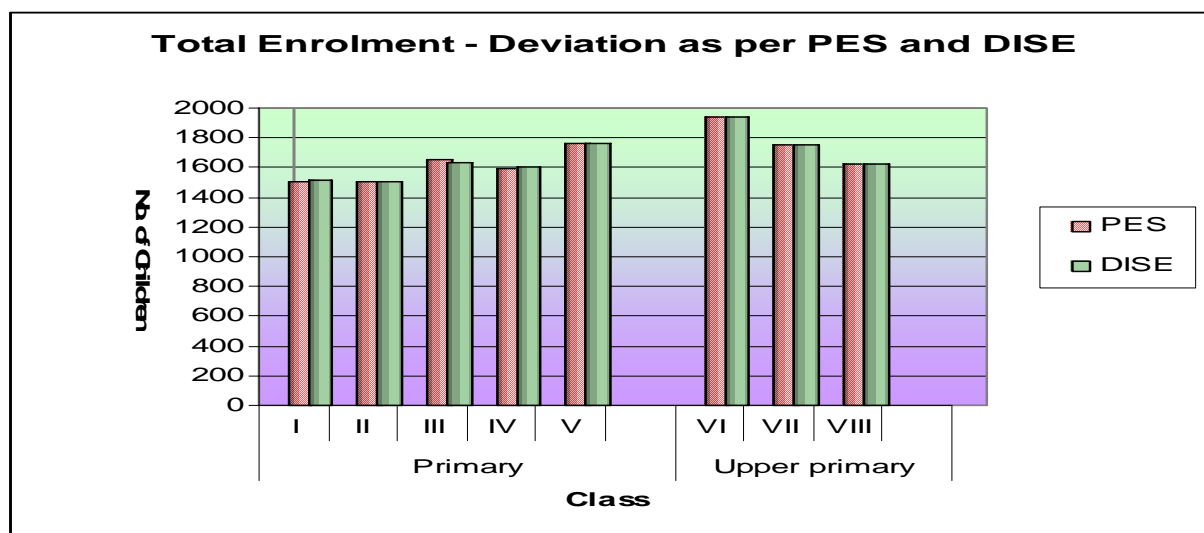
### 2.2.6 Class - wise Enrolment Deviation as per PES (2007-2008)

Class wise enrolment as per PES and DISE are presented for all the Classes (upto upper primary classes) in the sample schools in Dharmapuri District.

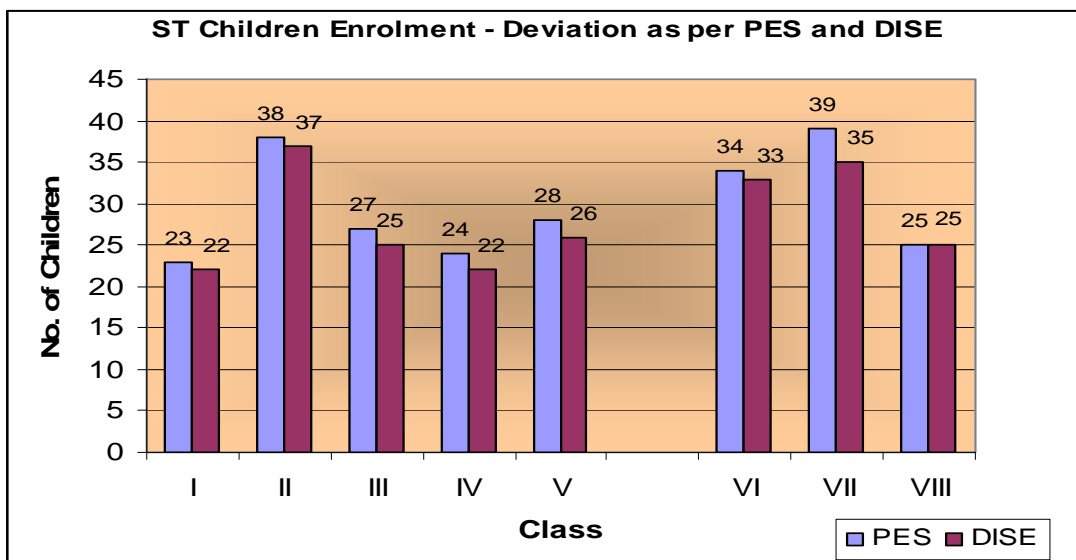
**TABLE 2.6 Class-wise Enrolment Deviation as per PES (2007-2008)**

Class	Total			SC children enrolled			ST Children enrolled		
	PES	DISE	Deviation %	PES	DISE	Deviation %	PES	DISE	Deviation %
I	1503	1514	- 0.7	387	379	2.1	23	22	4.5
II	1503	1506	- 0.1	331	339	- 2.3	38	37	2.7
III	1652	1630	1.3	382	394	- 3.0	27	25	8.0
IV	1599	1606	- 0.4	357	364	- 1.9	24	22	9.0
V	1758	1761	- 0.1	400	409	- 2.2	28	26	7.0
<b>Sub Total</b>	<b>8015</b>	<b>8017</b>	<b>- 0.02</b>	<b>1857</b>	<b>1885</b>	<b>- 1.4</b>	<b>140</b>	<b>132</b>	<b>6.0</b>
VI	1939	1944	- 0.2	337	335	0.5	34	33	3.0
VII	1748	1757	- 0.5	318	322	- 1.2	39	35	11.4
VIII	1622	1620	0.1	292	292	-	25	25	-
<b>Sub Total</b>	<b>5309</b>	<b>5321</b>	<b>- 0.22</b>	<b>947</b>	<b>949</b>	<b>- 0.2</b>	<b>98</b>	<b>93</b>	<b>5.3</b>
<b>Total</b>	<b>13324</b>	<b>13338</b>	<b>- 0.1</b>	<b>2804</b>	<b>2834</b>	<b>- 1.0</b>	<b>238</b>	<b>225</b>	<b>5.7</b>

Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>



**Fig 2.2 Total Enrolment – Deviation as per PES and DISE**



**Fig 2.3 ST Children Enrolment – Deviation as per PES and DISE**

Regarding Class-wise enrollment of children at the primary and upper primary levels in Dharmapuri District, a maximum deviation of 1.3% was observed at the III Standard level in Dharmapuri District and the overall deviation is – 0.1%. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 1.5 to 2.0% from the above Table. As far as ST children enrolled in Primary and Upper primary level, the percentage of deviation was high between the PES and DISE format. Even though the percentage was high, the actual number difference is very less.

### **2.2.7 Repeaters and Disabled Children (2007-08)**

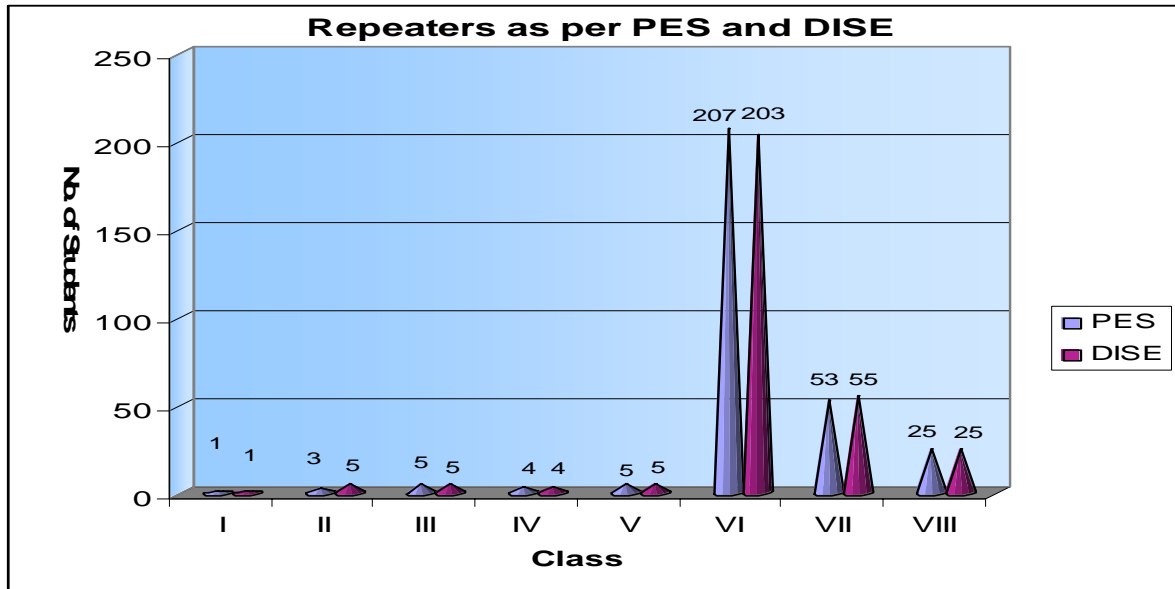
The details of the Repeaters and Disabled children enrolment are given below in the Table Format.

**TABLE 2.7**

**Repeaters by Class – Deviation as per PES**

S.No	Class	Repeaters			IED		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	I	1	1	-	3	4	- 25
2	II	3	5	- 40	4	4	-
3	III	5	5	-	14	14	-
4	IV	4	4	-	14	14	-
5	V	5	5	-	11	11	-
6	VI	207	203	1.97	17	17	-
7	VII	53	55	- 3.6	16	16	-
8	VIII	25	25	-	8	8	-

Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>



**Figure 2.4 Repeaters as per PES and DISE**

It is observed that from the above Table, there is no deviation in Disabled children enrolment except in I standard. The actual variation in number is only one. With respect to repeaters the variation is found only in VI and VII standard (1.97% and -3.6% respectively). In II standard, even though the percentage is higher, the actual number variation is very meager, i.e., only two.

### 2.6.8. Number of Class Rooms

The number of class rooms available in the selected sample schools are given in the Table below.

**TABLE 2.8**

**Deviation in Number of Class Rooms and Other Rooms**

s.No	Category	No. of Rooms		
		PES	DISE	Deviation in %
1	Class rooms in Good Condition	469	427	9.8
2	Class rooms in Major repair	43	47	- 8.5
3	Other rooms in Good condition	101	106	- 4.7

*Source: DISE Reports taken from <http://www.dharmapuri.tn.nic.in>*

The number of class rooms in good condition was found a higher deviation (9.8%) in PES when compare to DISE. All the Government schools surveyed in the Dharmapuri District are functioning in pucca Government building. Number of other rooms are lower in PES (- 4.7%) when compared to DISE format.

## CHAPTER III

### INVESTIGATOR FEED BACK HIGHLIGHTS

#### 3.1 Introduction

The team members were asked to collect data in the investigators feed back schedules. All the team members furnished the data almost accurately. The information was computerized and the reports were also generated to highlight the real situation.

This chapter presents a report of data on frequency of visits done by the team in Dharmapuri District, teachers' response, availability and condition of records, Children enrolled and those actually present on the day of visit by the team and examination results.

#### 3.2 Number of Visits made

All the 75 Schools were opened on the day of first visit itself. The investigators went on the week days that too in full working days.

#### 3.3 Status of Teachers Response:

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were Very Good. Because the District Officers gave clear information about the visit to the Head Teacher on the day of visit. The observed responses were given in the following Table.

**TABLE :3.1 Status of Teachers Response**

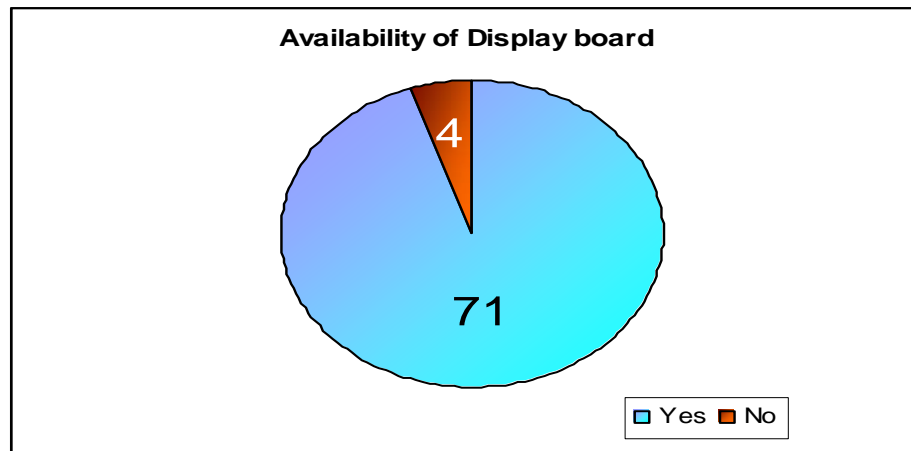
S.No	Attributes	Category of Response				
		Very good	Good	Average	Poor	Very Poor
1	Initial Reaction	73	2	-	-	-
2	Response of the HT provide Information	45	28	2	-	-
3	Availability of Records	38	35	2	-	-

*Source : Computed from the survey forms*

Almost in all the selected schools (94%) the Head Teacher / Head Teacher incharge maintained the records ranged from Very good to Good in respect to maintenance and availability of master registers like, enrollment details, Training records, visitors note book, VEC minutes note, Result records etc. They have also maintained in proper condition. Average response found only in 4 schools out of 75 Sample schools in Dharmapuri District in the response of the HT to provide information and Availability of records because the HT was appointed only few months or days before in some schools.

### 3.4 Availability of Display Board:

In 94 per cent schools, they have properly displayed their class wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, Date of VEC meeting, etc., The investigator did not identify the display boards in 4 Schools because they are coming under the private sector.



### 3.5 Midday Meal Programme:

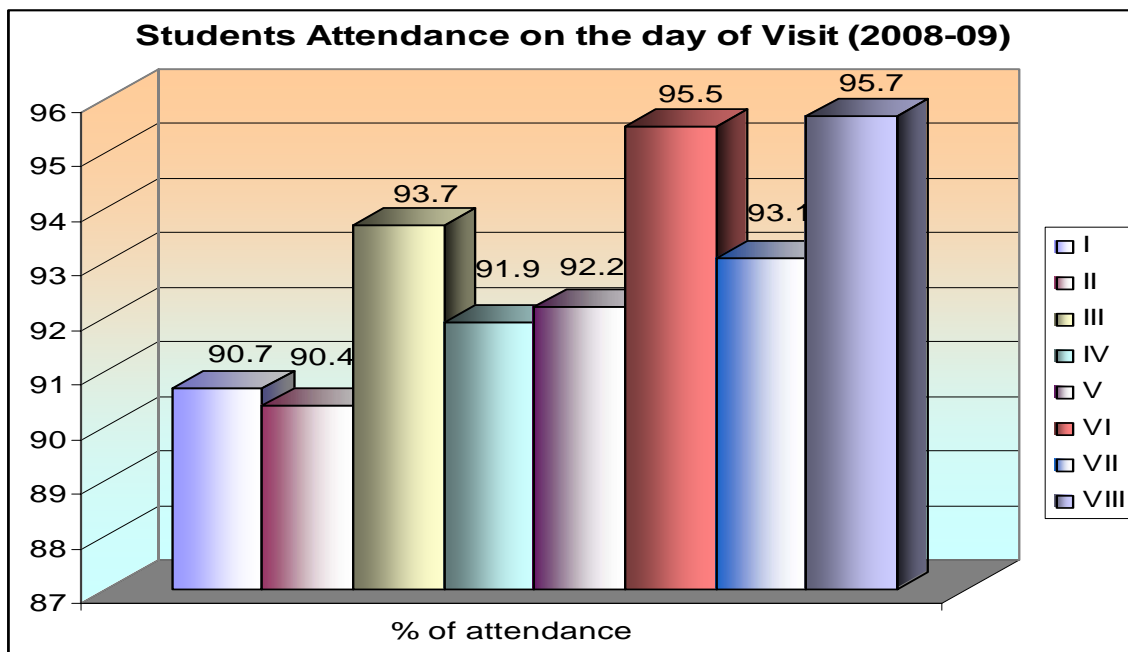
From the investigators identification, in 70 Sample schools, they are providing mid day meals to their children where as only five schools are not providing midday meals for their children, again this may be due to the reason that they come under private schools. In most of the schools, cent per cent of

the children were served with midday meals. Before serving the food to the children, the food was tasted by the concerned staff in the respective schools especially items like egg.

Mostly all the schools provided nutritious food for the children with green leafy vegetables, brinjal, carrot, beetroot and tomato were mixed with the sambar. In addition to this, grams and Potato has been to the children on Tuesdays and Fridays respectively. Egg has been served weekly thrice on alternative days.

### 3.6 Class wise Enrolment and Attendance:

From the below Table, the attendance of the students were found high (above 95 per cent) in upper primary classes when compare to Primary level of education. In primary level also, the students attendance was above 90 per cent, were noted on the day of visit by the investigators. Here the role of Teachers and the regular visits of the BRTEs are appreciable. This effort certainly maintains the students' attendance regularly.



Source : Students Attendance Registers available in the sample schools

**TABLE 3.2 Class wise Enrolment and Attendance Details (2008 – 09)**

Class	As per PES Enrolment (as per record)						Attendance at the time of Visit						Over all % attendance
	Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	676	659	147	162	5	6	618	593	131	142	5	5	90.7
II	733	698	167	176	8	5	664	631	151	154	8	4	90.4
III	778	689	181	141	16	18	714	662	174	140	15	17	93.7
IV	839	761	195	179	11	5	764	694	164	171	11	4	91.9
V	866	715	198	160	9	9	801	658	189	199	7	8	<b>92.2</b>
VI	837	944	147	200	15	16	790	912	143	196	15	16	95.5
VII	826	1049	133	243	11	70	797	950	121	219	9	11	93.1
VIII	616	848	125	213	14	16	609	792	120	201	12	6	95.7

*Source : Students Attendance Registers available in the sample schools*

**TABLE 3.3 Annual Examination Results 2007-08**

Class	As per PES Enrolment (as per record)						Appeared						Passed						Total Pass Percentage
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
V	918	718	177	157	14	11	918	716	177	157	14	11	918	716	177	157	14	14	100
VIII	650	896	98	170	4	6	642	893	98	169	4	6	633	855	97	163	4	6	96.5

*Source : Students Exam Result Register available in the sample schools*

### **3.7 Examination Results:**

From the Records maintained for Results by the Head Teacher helped the investigators to collect the details about the pass percentage of students and students appeared for the exam for V and VIII classes in the given format. The Table 3.3 shows the details of the Examination results.

In Class V, the pass percentage is 100 per cent and it was reported that this was due to hard work done by the teachers, learning method adopted and the students enthusiasm. In Class VIII is also noted that the pass percentage was above 96 per cent in 2007-08 examinations (98% of Boys and 95% of Girls).

## CHAPTER IV

### INVESTIGATORS' SCHOOL OBSERVATION – HIGHLIGHTS

#### 4.1 Introduction

The information collected for this Chapter by observation and verifying data from the school registers maintained. The data were collected for the year 2002 -03. This section clearly depicted the details such as in-service training given to school teachers and heads in capturing data, using DISE format, details of duration of the training programmes organized, kind of resource persons who conducted such training courses, frequency of visits by BRTE in the last three months and number of teachers who attended in-service training programmes etc. in the observation schedules.

#### 4.2.1 DISE Training

One day training was conducted for all school HM / Teacher in-charge of filling up of DISE forms.

The Table below showed that more than 80 per cent of the teachers and heads attended the DISE training organized at Block and Cluster level.

**TABLE 4.1 Centre wise teacher's attendance in DISE Training**

Blocks	No. of School	Cluster	Block	District	Not attended
Nallamballi	10	1	8	0	1
Pennagaram	12	4	6	0	2
Palacode	9	0	7	0	2
Karimangalam	9	0	8	0	1
Morappur	9	0	7	0	2
Dharmapuri	10	0	9	0	1
Pappiredipatti	5	1	3	0	1
Harur	11	0	7	0	4
<b>Total</b>	<b>75</b>	<b>6</b>	<b>55</b>	<b>0</b>	<b>14</b>

*Source : Computed from the survey forms*

#### 4.2.2 Duration of the Training:

**TABLE 4.2 Duration of DISE Training**

Blocks	No. of Schools	One day	Two day	More than two days	Not attended
Nallamballi	10	6	1	2	1
Pennagaram	12	10	0	0	2
Palacode	9	7	0	0	2
Karimangalam	9	6	0	2	1
Morappur	9	7	0	0	2
Dharmapuri	10	9	0	0	1
Pappiredipatti	5	2	1	1	1
Harur	11	6	1	0	4
<b>Total</b>	<b>75</b>	<b>53</b>	<b>3</b>	<b>5</b>	<b>14</b>

*Source : Computed from the survey forms*

From the above Table, it is clearly showed that almost 75 per cent of the teachers have gone one day training for DISE DCF format preparation. The teachers who have undergone this training were clearly explained about DCF concept and the doubts were cleared fully. This was helpful to the teacher incharge or Head teacher can able to explain the DCF format very clear and familiar with the concept and definitions.

#### 4.3 Number of Visits by CRCs:

Cluster Resource Centre Coordinator visit to the schools was illustrated in the Table No. 4.3. Nearly in 50 per cent of the schools, the CRCs visit was more than two times. In 25 per cent of the schools, CRC visit was nil.

**TABLE 4.3****No. of Visits Made by CRC Coordinator**

Blocks	No. Schools	One time	Two times	More than times	Not visited
Nallamballi	10	3	3	3	1
Pennagaram	12	1	2	4	5
Palacode	9	1	5	1	2
Karimangala	9	0	1	5	3
Morappur	9	0	0	7	2
Dharmapuri	10	0	0	9	1
Pappiredipatti	5	0	0	4	1
Harur	11	1	3	3	4
<b>Total</b>	<b>75</b>	<b>6</b>	<b>14</b>	<b>36</b>	<b>19</b>

*Source : Computed from the survey forms*

**4.4 Teachers' DPEP Training:**

The Table presented below shows that 91% of teachers have undergone in-service training under DPEP during the year 2002 -03.

**TABLE 4.4****Number of Teachers Received In-service Training under DPEP**

S.No	Blocks	No. of Schools	No. of Teachers in position	No. of teachers attended DPEP training
1.	Nallamballi	10	40	40
2.	Pennagaram	12	16	13
3.	Palacode	9	22	22
4.	Karimangalam	9	17	17
5.	Morappur	9	26	21
6.	Dharmapuri	10	24	24
7.	Pappiredipatti	5	21	19
8.	Harur	11	27	20
	<b>Total</b>	<b>75</b>	<b>193</b>	<b>176</b>

*Source : Computed from the survey forms*

## **CHAPTER V**

### **FINDINGS OF THE SURVEY**

#### **5.1 Introduction**

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Dharmapuri District in Tamilnadu. The sample selection was done with great care and without any bias by using Random Sample selection method. 5% sample ie., 75 samples were selected from 1461 schools from 8 Blolcks of Dharmapuri District. During the sample selection, equal importances were given to Management category, Type of School, Location of the School and Category of School. Two investigators were given orientation about Special DCF format for Post Enumeration Survey given by Tamil Nadu State Mission of Education for All, Chennai. Then the data were collected from the selected sample schools. After the collection of required data, it was consolidated, analysed, compared with DISE report and finally generated reports. The findings of the reports are given below.

#### **5.2 School Location**

The details regarding the location of the schools such as village name / ward number, Name of the block / Municipality and Rural / Urban showed that there is no difference between PES and DISE data and the PES data are matching with the DISE data.

#### **5.3 School Particulars**

The information relating to school particulars such as school Management, year of establishment etc., are found correct and there is no deviation between PES and DISE data. There is slight difference in type of

schools, because this year 3 schools were upgraded to secondary school category.

#### **5.4 Teachers in position**

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 3 – 6 in numbers.

#### **5.5 Facilities in Schools**

Very meager deviation is found in availability of electricity, common toilet facilities and Play ground in the selected sample schools. In the case of drinking water facility and boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have furniture but the students are sitting on the floor because they are undergoing the Activity Based Learning (ABL) Method for their Learning purposes.

As for as computers available, it is clearly depicted that in PES and DISE format having 150 and 67 respectively.

##### **5.6.1 Enrolment Details**

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

A maximum deviation of 1.3% was observed at the III Standard level in Dharmapuri District and the overall deviation is – 0.1%. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 1.5 to 2.0% from the above Table. As far as ST children enrolled in Primary and upper primary level, the percentage of deviation was high between the PES and DISE format. Even though the percentage was high, the actual number difference is very less.

### **5.6.2 Repeaters and Disabled Children enrolment:**

There is no deviation in Disabled children enrolment except in I standard. The actual variation in number is only one. With respect to repeaters the variation is found only in VI and VII standard is 1.97% and -3.6% respectively.

### **5.6.3 Class wise Enrolment and Attendance:**

On the day of visit, the attendance of the students were found good (above 95 per cent) in upper primary classes when compare to Primary level. In primary level also, the students attendance was above 90 per cent were noted. Here the role of Teachers and the regular visits of the BRTEs are appreciable. This effort certainly maintains the students' attendance regularly.

### **5.6.4 Examinations Results:**

In Class V, the pass percentage is 100 per cent for both Boys and Girls and this is due to hard work done by the teachers, Learning method and the students enthusiasm. In Class VIII is also noted that above 96 per cent in 2007-08 examinations (98% of Boys and 95% of Girls).

The key indicators of student enrolment, attendance and pass percentage show encouraging performance after the implementation of Sarva Shiksha Abhiyan.

## **5.7 Number of Classrooms**

The number of class rooms in good condition is found a higher deviation (9.8%) in PES when compare to DISE. **All the Government schools surveyed in the Dharmapuri District are functioning in pucca Government building.** Number of other rooms is lower in PES (- 4.7%) when compared to DISE format.

## **5.8 Number of Visits made**

All the 75 Schools were opened on the day of first visit itself.

### **5.9 Status of Teachers Response:**

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were Very Good. Almost in all the selected schools (94%) the Head Teacher / Head Teacher incharge maintained the records ranged from Very good to Good in respect to maintenance and availability of master registers. Average response found only in 4 schools out of 75 Sample schools in Dharmapuri District in the response of the HT to provide information and Availability of records.

### **5.10 Availability of Display Board:**

In 94 per cent schools, they have properly displayed their class wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, Date of VEC meeting, etc.,

### **5.11 DISE Training**

One day training was conducted for all school HM / Teacher in-charge of filling up of DISE forms. More than 80 per cent of the teachers and heads attended the DISE training organized at Block and Cluster level. The teachers who have undergone this training were clearly explained about DCF concept and the doubts were cleared fully.

### **5.12 Number of Visits Made by CRC Coordinators**

Nearly in 50 per cent of the schools, the CRCs visit was more than three times.

### **5.13 Teacher's in service Training**

91% of teachers have undergone in-service training under DPEP.

## **CHAPTER VI**

### **SUGGESSTIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This Chapter concentrates on the suggestions and recommendations emerged from the report given in the preceding five chapters.

#### **6.2 DISE Training**

The DISE Training should be given to all Management Category Schools like Private aided and unaided and Secondary and Higher Secondary schools. The DCF Training to the Head teachers of the above said category schools are also strongly recommended by the investigators. In addition to the Head Teacher, two more teachers from each school can be trained in DCF / DISE concept. In the same way the in-service training should also made compulsory to all category schools.

#### **6.3 Data Collection and Data Processing**

It is very essential to encourage the sharing of the data with all stakeholders of the schools like VEC members, Parents and other local body officials to strengthen the facilities of the schools and to enhance the enrollment in this competitive situation of the Private schools. The SSA officials' efforts are commendable in monitoring and evaluation of data capturing, data sharing and usage and this should be encouraged.

#### **6.4 Data Quality**

DISE data quality is good and the quality must be maintained at all levels.

#### **6.5 Maintenance and Updation of Records**

This Post Enumeration Survey reveals that the Head Teachers of the sample schools are maintaining all the records satisfactorily.

## **6.6 VECs Functions**

Village Education Committees efforts are very satisfactory. VEC meeting is conducted on third Thursday of every month at the respective schools.

## **6.7 General Observations**

It is very appreciable that the DISE format – Report cards of all the schools in Dharmapuri District is available in the **website: <http://www.dharmapuri.tn.nic.in>**. The teachers and District SSA officials cooperation and their efforts in preparation of DISE and Maintenance of records at the School level are very good and this will pave a way to upcoming of the status of Government schools. If these efforts at all level may be continued, the dream of 100% literacy rate at the primary level and child rights can be protected.