



# POST ENUMERATION SURVEY OF DISE DATA

**Major Findings: 2007-08**

**A Compilation**

*By*

**Savita Kaushal**



**Department of Educational Management Information System (EMIS)  
National University of Educational Planning and Administration  
17-B, Sri Aurobindo Marg, New Delhi 110016**

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June 2009

## FOREWORD

Development of a sound information system is critical for successful monitoring and implementation of any programme. Design of a school information system has, therefore, been accorded priority from the very beginning of the District Primary Education Programme (DPEP) in 1994, as a result of which the District Information System for Education (DISE) was developed by the National University of Educational Planning and Administration (NUEPA). Importance of an Educational Management Information System (EMIS) was reiterated when Sarva Shiksha Abhiyan (SSA) was launched in 2001. SSA guidelines envisage development of a transparent EMIS and preparatory activities of the programme including substantial strengthening of MIS infrastructure in the States and Union Territories (UT's) of the country. Accordingly all the States and Union Territories of the country have adopted DISE and established EMIS units both at the state and district levels across the country. One remarkable feature of DISE is that it has drastically reduced the time-lag in the availability of educational statistics which is now down from 7-8 years to less than a year at the national level and only a few months at the district and state levels.

The DISE also instituted several mechanisms to check the quality of data at various stages of data collection and processing. As a quality check measure, NUEPA has suggested that all states should carry out Post-Enumeration Survey (PES) through an independent agency external to data collection and SSA, with the basic purpose to examine the accuracy of DISE data. NUEPA has provided suggestive methodology and guidelines to analyse the data for carrying out PES. Since 2006-07, it was made mandatory for all states to carry out PES, as a result 23 states have carried out PES in 2006-07 itself. In the present document a brief summary and an overview of the PES survey have been presented by my colleague Dr. Savita Kaushal, Assistant Professor, Deptt. of EMIS for which she deserves congratulations. I hope that the efforts made by the NUEPA will further help in improving the quality of DISE data.



**Arun C. Mehta**  
**Head**  
**Department of Educational**  
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## ACKNOWLEDGEMENTS

Sarva Shiksha Abhiyan (SSA) aims at providing universal access to schools, improved school environment and relevant elementary education for all children 6 to 14 years of age by 2010. To realise the objectives of SSA, development of useful indicators, existence of reliable data and dissemination of available evidence are necessary for policy formulation and implementation. DISE (District Information System for Education) is the valuable source of data that carries detailed information of each school pertaining to various aspects such as the students, teachers and school infrastructure. DISE has been accepted as the unique source of educational data in which detailed educational scenario in a computerised form is available. Since 2006-07, it was made mandatory for all states to carry out PES, as a result 23 states have carried out PES in 2006-07 itself. It was made mandatory for all the states to conduct the post enumeration survey as it was felt that it would help to know the shortcomings, if any, in DISE data collection and accordingly enable in suggesting measures that can reduce the variation and increase the reliability and correctness of data.

I sincerely express my deep sense of gratitude to Prof. Arun C. Mehta , Head of Department , EMIS, NUEPA for giving me an opportunity to work in this interesting area. I also thank him for providing continuous academic support and guidance despite his deep engagement in other activities. I would like to thank Mr. Padam Singh Bisht, Computer Centre, NUEPA and Mr. Deepesh Kumar, DEO, Department of EMIS, NUEPA for helping me to bring this report in its present shape and format. I also thank Ms. Sheeja Biju, Project Publication Officer, NUEPA for designing the cover page of this document. I hope that the document will help in providing an insight into the findings of the Post Enumeration Survey conducted by different States and also regarding the areas of concern. Comments or suggestions if any for improving the document are most welcome and would serve as source of encouragement.

**Dr. Savita Kaushal**  
**Assistant Professor**  
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## LIST OF ABBREVIATIONS USED

AWW	Anganwadi Worker
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
DISE	District Information System in Education
DIET	District Institute of Education and Training
EMIS	Educational Management Information System
MIS	Management Information System
NPRC	Nyay Panchayat Resource Centre
PES	Post Enumeration Survey
PTA	Parent Teacher Association
SDMC	School Development Management Committee
SSA	Sarva Shiksha Abhiyan
TWD	Tribal Welfare Department
VEC	Village Education Committee

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## Introduction

The functioning of the education system, its objectives, strategies and policy decisions should be based on data obtained from reliable sources. For building updated information database on the school education system, it is important to conduct regular school census and the required information should be collected through simple, easy to fill-up formats encompassing aspects such as access, retention and infrastructure. The National University of Educational Planning and Administration (NUEPA) has already taken steps in this direction. It has created a comprehensive database on elementary education in India known as the District Information System for Education (DISE). At present, under the DISE, primary and upper primary schools/sections of all the districts are covered, and plans are afoot to extend this to the secondary level education too.

The data collected and collated, under the DISE, are used widely in policy making (particularly in preparing district and state level annual and perspective plans), monitoring and evaluation, appraisal missions and in research. The wider usage of the DISE data in policy making, research and popular discussions makes it imperative that the data are of high quality and up-to-date. The DISE has also instituted several mechanisms to check the quality of data at various stages of data collection and processing. The use of technology for processing and aggregation of data taking the school as a unit completely eliminates computational errors that may usually take place at various levels of aggregation. Under the DISE, the errors can still be committed at the stage of filling-up of the Data Capture Format (DCF) and data entry, but measures are in place to rectify this.

In order to monitor the quality of data, the DISE has instituted both manual checking of filled-up DCFs to check for accuracy and authenticity and software enabled checks for ensuring consistency of data. The verification and manual checking of filled in DCFs is planned at various stages of transmission of data from lower to higher levels of administration beginning with the cluster to the state level. The CRCCs are expected to thoroughly check all the filled-up DCFs for completeness and accuracy. They are also expected to cross-check the filled-up DCFs by visiting the schools. Similarly, the BRCs and the District MIS co-ordinators are also expected to monitor the quality of the data by checking filled in DCFs and by visiting at least five percent of the schools. Furthermore, the CRCCs/BRCCs are expected to be physically present there during the entry of data of their respective blocks/clusters so that there is no error at the time of data entry. In addition to these, manual checking of the software also provides several consistency checks to identify discrepancies at various levels. The District and State MIS coordinators are expected to run the consistency checks and take corrective steps. The data submitted by states is subjected to consistency checks and all discrepancies are brought to the notice of the state authorities, explanation are sought and corrective steps taken before merging it into national data. The measures internal to the data collection process discussed above play a crucial role in improving the quality of the data.

In addition to these measures, it was felt that agencies and researchers external to the data collection mechanism should examine the quality of data. Accordingly, the NUEPA recommended all states to carry out a Post-Enumeration Survey (PES) through an agency external to the data collection and the SSA to examine the

accuracy of data given in DCFs under the DISE. The NUEPA also provided suggestive methodology/protocols to be followed while conducting the PES, DCF for the PES, and preliminary guidelines to analyze the data to help the states carry out the PES. The states were advised to engage external agencies that are not involved in the implementation of the SSA, like the SSA monitoring agencies, university departments, the ICSSR Research Institutes, etc., to carry out the PES.

It was suggested that state government officers may choose 10 percent of the districts (subject to a minimum of two districts) to carry out the PES. The agency chosen to carry out the PES is expected to select five percent of schools randomly from all blocks to carry out the PES. Besides examining the accuracy of information given in the DCF, the PES is also expected to throw light on attendance status of children and teachers on the day of survey, the willingness of school headmasters to provide data, availability and maintenance of records to provide data, etc. A suggestive DCF to collect data for the PES was also provided. The items included in the PES are listed in Table - I:

**Table I: Items included in the DCF of PES**

<b>Location</b>	<ul style="list-style-type: none"> <li>• Rural/Urban</li> </ul>
<b>About School</b>	<ul style="list-style-type: none"> <li>• Year of Establishment</li> <li>• School Category (Primary /Upper Primary, etc.)</li> <li>• Type of School(Boys/Girls/Co-educational)</li> <li>• Lowest Class</li> <li>• Highest Class</li> <li>• School Management</li> <li>• Residential School</li> <li>• Type of Residential School (Ashram/Private, etc.)</li> <li>• Shift School</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Teacher posts sanctioned and in position</li> <li>• Number of teachers (excluding principal/head teacher)</li> <li>• Para-teachers</li> <li>• Non-teaching staff</li> <li>• Number of staff employed for mid-day meals and cleaning</li> <li>• Number of teachers present on the day of survey</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Status and Type of building</li> <li>• Number of blocks in schools</li> <li>• Condition of class rooms</li> <li>• Electricity, Common toilet, Separate toilet for staff</li> <li>• Condition of boundary wall, source of drinking water, play ground</li> <li>• Number of computers in good condition, Seating Arrangement</li> </ul>
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>• Total Enrollment - Current and Previous Year - Class-wise (Boys and Girls),ST and SC, OBC and children with disabilities</li> <li>• Repeaters – Current and Previous Year Class-wise</li> <li>• Number of children who left school – Current and Previous Year, Class -wise</li> </ul>
<b>Enrollment and Attendance</b>	<ul style="list-style-type: none"> <li>• Enrollment and Attendance on the day of survey: class-wise,gender,total, SC and ST</li> </ul>
<b>Examination Results(for present and previous academic year)</b>	<ul style="list-style-type: none"> <li>• Enrollment in class IV/V at the end of academic year by gender, total, SC and ST</li> <li>• Appeared for examination in class IV/V at the end of academic year by gender, total, SC and ST</li> <li>• Passed examination in class IV/V at the end of academic year by gender, total, SC and ST</li> </ul>
Apart from the above items, questions on availability and maintenance of school records to provide data, field investigators' perception of cooperation extended by school headmasters in providing data are also included in the DCF for the PES	

The state governments are advised to handover the filled DISE DCFs of the sample schools to the agency undertaking the PES after data collection is completed. The states are expected not to carry out any corrections in the DISE DCFs on the basis of information provided for the PES.

The agency undertaking the PES is expected to analyze the discrepancies between the PES and DISE data, if any. A suggestive outline is provided to analyze the discrepancies. The percentage variation on different items by number of schools between the PES and the DISE is to be reported.

Since 2006-07, the NUEPA made it mandatory that the data supplied by states shall be merged into the national data only if it is accompanied by the PES report. In 2006-07, as many as 23 states conducted the PES survey. Most of the surveys were conducted by monitoring institutes (ICSSR funded institutions) identified for the states. However, in a few states, the task was entrusted to private agencies. The list of the states and organizations that undertook the PES in 2006-07 is given in Table - II on the next page.

The guidelines for sample checking of the DISE data, data collection format for five percent random checking of the DISE data and investigator feedback schedule are enclosed in the Annexure.

The major findings of the PES reports of different states for the year 2007-08 are presented in this Report. In addition to this in Table - III, the reports are summarized in terms of the agency conducting the survey, the number of districts, blocks and schools covered.

**Table II: States and Organizations that undertook the PES in 2006-07**

State	Organization	Nature of Organization	Number of Districts in which PES was conducted
Andhra Pradesh*	NIRD, Hyderabad	Research Institute	5
Arunachal Pradesh	Department of Education , Rajiv Gandhi University, Itanagar	University	2
Assam*	Mathematical Sciences Division, Institute of Advanced Study in Science and Technology, Boragaon, Guwahati	Private Educational Institute	3
Bihar*	ASSERT, Patna	Research Institute	6
Chhattisgarh*	Nandi Foundation, Bastar; Educational Development Centre, Raipur and Pratham, Korea	NGOs	2
Chandigarh	State Institute of Education	State level Professional Body	2
Gujarat*	Centre of Advanced Study in Education, Faculty of Education and Psychology, M.S.University of Baroda, Vadodara	University	4
Haryana	SIEMAT, Bhiwani	State level Professional Body	2
Himachal Pradesh	M/s Software Solutions, Shimla	Consultancy Firm	2
Jammu and Kashmir*	Directorate of Economics and Statistics	Government	2
Karnataka*	CMDR, Dharwad	Research Institute	3
Madhya Pradesh*	Madhya Pradesh Institute of Social Science Research, Ujjain	Research Institute	4
Maharashtra	Satyam Sevabhavi Sanstha, Latur; Swami Vivekanand Gram Vikas Bahu – Uddeshiya Sevabhavi Sanstha, Vivkevardhini, Beed and Gramin Vikas Shikshan and Krida and Smt Panfuladevi Patil Social Work College , Khadki –Akola	Local NGOs	8#
Meghalaya	Lumpraring Thrift and Credit Society, Shillong	Local NGOs	2
Mizoram*	Department of Education, Mizoram University	University	1
Orissa*	Dr. P. M. Institute of Advanced Study in Education, Sambhalpur, Orissa	Private Educational Institute	3
Punjab	The American India Foundation Trust, Chandigarh	Local NGO	2
Rajasthan*	Centre for Development Communication and Studies, Jaipur	NGO	32( All Districts and 3 blocks and 5% schools within the blocks)
Sikkim	State Institute of Education, Gangtok	State Level Professional Body	2
Tamil Nadu*	Algappa University , Karaikudi, Tamil Nadu	University	3
Uttaranchal*	Academy of Management Studies, Dehradun	Research Consultancy Firm	13
West Bengal	Department of Adult, Continuing Education and Extension, Vishwa Bharati	University	2

Note: \* PES reports are available at <http://dise.in/samplecheck.html> as on July 6, 2008

# Only reports for 3 districts were received by NUEPA

## Methodology

A study of the Post-Enumeration Survey reports of different states indicates that a variety of agencies/organizations were entrusted with the responsibility of carrying out the PES. In some states it was a National Institute (National Institute of Rural Development, Andhra Pradesh), a State Institute (State Institute of Education, Chandigarh), a Directorate (Directorate of Economics and Statistics, Jammu and Kashmir), a Research Agency (Centre for Multi-Disciplinary Development Research, Karnataka), a Private Local Body (SGI Enterprises, Shimla), and an Education Department (Mizoram). In Chhattisgarh, the State Project Office involved different volunteers registered in Employment Guarantee Scheme for conducting the sample study. The job of carrying out the PES was given to local NGOs in Himachal Pradesh (SGI Enterprises) while in case of Punjab it was entrusted to an NGO outside the State (Datamation Research Analyst, Delhi). In the case of Jharkhand, it was entrusted to the prestigious Private Business Management Institute -XLRI. In West Bengal it was entrusted to the Vishwa Bharathi University. Similarly, in Tamil Nadu, two universities Alagappa University and Bharatiyar University conducted the PES. In Gujarat two agencies, the Gujarat Council of Primary Education (GCPE) and the Centre of Advanced Study in Education (CASE) conducted the PES study. The PES in Uttar Pradesh was entrusted to three agencies the Giri Institute of Development Studies, Aliganj, the Govind Balabh Pant Social Science Institute, Jhusi and the Centre of Advanced Development Research, Lucknow.

While selecting the sample blocks, due consideration was given to the present status of educational development in terms of literacy rate, rural/urban areas and proportion of the SC and ST population; and within each sample block, a random sample of five percent of the total schools was selected. In majority of the states, random sampling technique was adopted (e.g. Haryana, Jharkhand, Jammu and Kashmir, Mizoram West Bengal, Uttaranchal,). Some states adopted the stratified random sampling for the selection (e.g. Chandigarh) in order to ensure that the sample comprised of schools of different categories, i.e., government schools, private recognized schools, girls' schools and schools in rural area. The PES survey in Tamil Nadu was entrusted to two Universities, namely Alagappa University and Bharatiar University. The Alagappa University adopted the circular random sampling technique for selection of the sample. The Bharatiar University adopted technology enabled strategy in order to select the sample. The random number was generated by using web-site called [www.random.org/indeggers](http://www.random.org/indeggers). From the entire list, five percent of the sample was chosen in respect of each category. In addition to data collection format in certain states, such as West Bengal, the relevant information was collected using the technique of interview and participant observation by the investigators. In certain states such as Punjab, the PES survey team interviewed the principals in order to understand their perspective. They also conducted a few random interviews of the students of selected schools to understand the impact of various identified parameters. Both the quantitative and qualitative analysis of data was done to evolve optimum inferences. In all the states the field investigators were given orientation beforehand so as to ensure accuracy of the data.

### **General Observations**

The findings of the PES indicate that the coverage of the DISE is nearly complete. No major variation is reported between the DISE and PES data in several states and union territories such as Andhra Pradesh, Assam, Chandigarh, Delhi, and Karnataka. The small variation was in most of the cases due to omission as well as conceptual differences. With respect to enrolment, no large variation is reported in several states. But in some states like Tripura in the case of as many as twenty indicators the average discrepancy was 26.94 percent. Amazingly, the discrepancy was highest in the case of district code (97.22 percent). This was followed by incentives (88.89 percent); school code (69.44 percent); examination results (69.44 percent); repeaters (66.67 percent); enrolment (38.89 percent); disabled students (22.22 percent); academic year (22.22 percent). In Himachal Pradesh, the percentage of deviation was highest in the case of year of establishment (19 percent) while other areas of deviation were type of school building (8 percent) and number of classrooms (7 percent). In most of the PES reports the discrepancies were attributed to improper understanding of concepts and/or definitions used in DCFs of both the DISE and PES. It is also noted that reporting of discrepancies is mechanical and no attempt is made to discern patterns. In the PES Report of Mizoram for Kosalib district, the highest deviation was found in 'lowest classes in the school' (75 percent) while in the case of another district (Champai), highest deviation was found in the number of students with disabilities (55.36 percent). In certain states such as Manipur, medium to large deviation was reported with respect to certain variables such as drinking water, type of building, toilet facility and playground facility. Deviation in certain items such as condition of boundary wall (Jammu and Kashmir - 19 percent) was attributed to the degree of interpretation/judgement by the respondents. In most of the cases, the investigators got full cooperation from the schools. In certain states such as Punjab, the investigators reported that they were not able to get cooperation from three schools. In addition to this, it was noted that the PES report of Punjab just reproduced the data school-wise.

In most of the PES surveys it was observed that major deviations were due to conceptual error (definition not properly understood) made during filling up of the needed information in the DCF by the concerned school headmasters. Most of the PES reports have suggested that teachers and headmasters must be provided an intensive training in filling-up of the Data Capture Formats. They suggested that the period of training on the DISE-DCF should be in third or fourth week of September. They should also be oriented about the concept and utility of the DISE data.

On the whole, some of the suggestions provided by the institutions, which conducted the PES, are summarized below:

### ***Improvisation of the DISE and PES Formats***

- Keep the DISE format short and simple. School particulars, posts sanctioned, budget release, etc., should be collected from the authorities at the block/district level.
- The DISE format may also include some qualitative variables concerning problems of students, teachers and parents, effectiveness of teaching, etc.
- Queries about the EMIS unit and its operation at the district level should also be included in the Sample Survey Schedule. In order to ascertain the problems in the computer unit of the EMIS, a separate sheet consisting of the opinions of the computer personnel at the district level, their problems, etc., may be used.
- Some queries about the DISE unit and its operation should be included in the PES schedule in order to assess the overall performance of the units working for acquiring the data on various aspects of education.
- The format of both the DISE survey and PES survey should be the same, as it would help in getting proper analysis of the overall report.
- Regular monitoring of data capture format, data sharing and data usage will be helpful in filling the gaps in the implementation of the SSA.

### ***Need for Capacity Building***

- Deviation of data is due to certain level of lack of awareness in terms of providing actual data. The variance in terms of the DISE data will be much lesser if there is some extra bit of supervision and capacity-building intervention.
- The training of teachers needs to be organized periodically, so that the teachers are also informed about the latest happenings in their field.
- There is also a need to take up the training on a more serious mode. The help of some professional body, with requisite experience, can also be taken in this regard.
- Training on the DISE once in a year is not sufficient. Rigorous and quality training should be organized for headmasters and teachers involved in data collection.
- In many cases, the single teacher faces difficulties in attending the training. Therefore, some arrangement should be made to enable them to attend training.
- The training workshops on the EMIS data should be organized frequently at district level. The BRC/NPRC coordinators should be imparted computer training regarding the EMIS data.
- As BRCCs and CRCCs are to handle the Data Capture Formats, these functionaries must also be trained regarding the nature and objectives of various types of school data.

### ***Ensuring Better Data***

- School Identification Code needs to be indicated on the sign-board of the school like the year of establishment.
- A xerox copy of the filled-up DISE data format needs to be preserved in the schools for checking and maintaining the truthfulness of recorded data.
- Teachers should be asked to prepare the attendance of learners at the end of every month indicating the number of boys and girls, ST/SC/disabled, repeaters, etc.
- The Data Capture Formats need to be supplied well in advance so that they get enough time to fill-up the format.
- Computer facilities may be provided to schools so as to facilitate the Headmaster/Teacher to store all kinds of data.
- Time lag between the DISE and PES should be minimized. States should be requested to initiate corrective measures in the light of the findings and recommendations of the PES.
- The MIS Unit at the district level should be strengthened and provided with sufficient staff.
- The EMIS data should be compiled at the BRC level also for better quality of data. In addition to this a minimum of 10 percent DISE data should be checked by BRC/NPRC coordinators.
- Sample checking of the DISE data should be a regular feature of educational planning.

### ***Involving the School and Community***

- The opinions of the School Development Management Committee (SDMC) members may also be useful to get feedback about the quality of teaching in the schools.
- The VEC and PTA members should be involved in the process of data collection, dissemination and utilization. The BRC and CRC Coordinators should visit the schools frequently.
- Sharing of the data with all the stakeholders of the school like VEC members, parents and other local body officials should be encouraged.
- The functioning of the VECs should be periodically monitored for effective administration, planning and organization of the schools.
- All the schools covered under the DISE have been provided school report cards. The District Project Coordinators should ensure sharing of report cards with the head teachers, CRC and village community.

### ***Strengthening the Monitoring Mechanism***

- In order to ensure complete coverage of all recognized schools, a check-list of all such schools existing in the Block should be prepared and cross-checked with the list provided by the Block Education Extension Officer.
- There is a need for frequent monitoring and validation of information at the grassroots level. Thorough scrutiny of the DISE formats, preferably at the cluster level, should be made mandatory.
- A xerox copy of the filled-up DISE data format needs to be preserved in the schools for checking and maintaining the truthfulness of recorded data.

Table III: Five Percent Random Sample Checking of Data: 2007-08

S.No	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	Number of Sample Schools	Agency that Conducted the PES
1.	Andhra Pradesh	23	03	Not mentioned in the Report	485	National Institute of Rural Development, Hyderabad
2.	Arunachal Pradesh	16	02	08	45	SSA Monitoring Institute, Rajiv Gandhi University, Itanagar
3.	Assam	27	05	30	391	SCORPION, Guwahati
4.	Chandigarh	01	01	01	20	State Institute of Education, Chandigarh
5	Chhattisgarh	16	02	19	362	State Project Office, Rajiv Gandhi Shiksha Mission, Raipur
6.	Delhi	09	09	All Blocks	234	UEE Mission , Delhi
7	Gujarat	25	04	33	250	i) Gujarat Council of Primary Education, Gandhi Nagar ii) Centre of Advanced Study in Education, Baroda
8	Haryana	20	04	23	169	Department of Education, Kurukshetra University
9.	Himachal Pradesh	12	07	27	172	SGI Enterprises, Singrauli, Shimla
10.	Jammu & Kashmir	14	02	Not Mentioned in the Report	106	Directorate of Economics and Statistics, Srinagar
11.	Jharkhand	22	02	09	67	XLRI , Jamshedpur
12.	Karnataka	27	03	17	207	Centre for Multi-Disciplinary Development Research, Dharwad
13.	Mizoram 1	08	01	03	09	Education Department Mizoram University
	Mizoram2		01	03	20	-do-
14.	Manipur	09	02	07	48	Directorate of Economics & Statistics, Government of Manipur, Imphal
15.	Orissa	30	03	11	370	Centre for Youth and Social Development, Bhubaneswar

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S.No	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	Number of Sample Schools	Agency that Conducted the PES
16.	Punjab	19	03	33	275	Datamation Research Analyst, Delhi
17.	Sikkim	04	02	Not Mentioned in the Report	30	United Arithang Development Society, Gangtok, Sikkim
18.	Tamil Nadu 1	30	01	10	85	i)Department of Education, Aligappa University
	Tamil Nadu 2		01	08	75	ii)Bharatiar University, Coimbatore
19.	Tripura	04	02	06	41	Office of the Nodal Officer, SSA, Tripura University
20.	Uttaranchal	13	13	39	442	Academy of Management Studies, Dehradun
21.	Uttar Pradesh 1	70	03	45	427	Giri Institute of Development Studies, Aliganj
	Uttar Pradesh 2		01	08	92	Govind Balabh Pant Social Science Institute, Jhusi
	Uttar Pradesh 3		02	31	203	Centre of Advanced Development Research, Lucknow
	Uttar Pradesh 4		01	23	193	Govind Balabh Pant Social Science Institute, Jhusi
22.	West Bengal 1	20	01	Not Mentioned in the Report	84	Vishwa Bharati University
	West Bengal 2		01		196	Vishwa Bharati University

# **SUMMARY OF PES REPORTS**

**Andhra Pradesh**

- 1) **Agency that conducted the survey:**  
Centre for Equity and Social Development  
National Institute of Rural Development  
Rajendranagar, Hyderabad.
- 2) **Name of Investigator:** T. Vijaya Kumar.
- 3) **Year for which the PES is conducted:** 2007-08.
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 23.
- 6) **Number and name of Districts selected in the sample:** 3 - Nizamabad, Kapada and Srikakulam.
- 7) **Number of Blocks Selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling and Methodology Adopted:** The three districts chosen for five per cent sample check of the DISE data, viz., Nizamabad, Kapada and Srikakulam represented Telengana, Coastal Andhra and Rayalseema regions of the state. The data was collected from 485 schools spread over three districts selected for the study. During the five percent sampling, care was taken to give due emphasis to type of schools as well as management of schools (government, private, aided and recognized, etc). Due consideration was accorded to the schools located in the SC/ST areas. In each district, the schools were randomly selected from all the regions representing urban, rural, tribal areas, areas comprising SC population, etc. The data was collected through a structured schedule prepared for the purpose. With reference to certain variables there was no commonality between formats canvassed for the DISE and PES Data. Hence, the report has not only the limitation of comparison among 485 schools but also with reference to certain common variables.
- 9) **Major Findings**
  - Some of the schools did not provide proper information. The Head Masters and teachers concerned did not have proper awareness on items of the DISE Format.
  - The overall deviation of the DISE data from the PES data, in respect of all comparable items, was 9.31 percent, which is within the range of permissible percentage of deviation i.e. 10 percent.
  - The highest deviation of data was observed in respect of items which were based on respondents' interpretation, i.e., management, number of blocks in the schools, status of school buildings, sanction of teacher posts, availability of computers, furniture, availability of drinking water facility, etc.
  - Items like type of management, number of blocks in schools, teacher posts sanctioned, teachers in position, disability, repetition rate, availability of

computers have not been reported properly. Hence, it was felt difficult to establish deviation on such important variables.

- As much as 21 percent of the headmasters concerned were not able to provide requisite information pertaining to their schools though records were available.
- Twenty percent of schools were not maintaining the records properly resulting in non-capture of data.
- In 26 percent of the schools, it was observed that teachers were not on time to school for various reasons.
- 45.8 percent of the schools did not have even a photocopy of the DISE format though requisite instructions were in vogue.
- In as much as 41 percent of the schools display boards were not available.
- Considerable number of schools were not having exclusive toilets for girl children. Enrolment of girls, especially from the ST community, was of high frequency when compared with boys of the same category.

#### **10) Suggestions**

- The DISE format is lengthy and hence it should be re-designed to keep it short and simple keeping in view of the abilities and time available for the teachers concerned.
- More emphasis should be laid on issues like enrolment, retention, drop out and attendance rate in the data capture format resulting in effective enumeration of vital statistics.
- Collection of data through the 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.
- The formats canvassed for the PES and the DISE were quite different in terms of certain variables/aspects. This has resulted in difficulty in establishing similarities or confirmation of data through five percent check.
- The school complex headmasters, Mandal Education Officers, Officers of District Project, the SSA and the DIET faculty should be given training on collection and utilization of the DISE data and all related software applications for proper planning and implementation of educational activities.
- Though this year the scrutiny was undertaken by the school complex headmasters, in most of the places it was quite casual. Hence, this has to be re-looked and effective supervision and monitoring should be ensured at mandal and district levels.
- The MIS Units should be strengthened right from the mandal level to the state level.

#### **11) Investigators' Observations**

- The variance of data with reference to five percent sample check through the PES survey data is slightly deviant (9.31 percent) keeping in view the permissible data variance of 10 percent. Deviation of data is perhaps due to certain level of lack of awareness in terms of providing actual data. The variance in terms of the DISE data would have been much lesser if there was some extra bit of supervision and a small dose of capacity-building intervention.

#### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Arunachal Pradesh

**1) Agency that conducted the survey:**

Department of Education  
SSA Monitoring Institute  
Rajiv Gandhi University  
Rono Hills  
Itanagar-791112.

**2) Name of Investigators:** K.C.Kapoor

T. Lhungdim

P. K. Acharya.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report is submitted:** May 2008.

**5) Number of Districts in the State:** 16.

**6) Number and Names of Districts selected in the sample:** 02 - Lower Subansari and Changlang.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Lower Subansari =03, Changlang =05: Total= 08

**8) Sampling Methodology Adopted:** A sample of 45 primary and upper primary schools was drawn from two selected districts. From each block, five percent schools were selected to get a representative sample of the PES data.

Investigators used Data Capture Format (DCF) and Investigator's Feedback Schedule as the tools for the Post-Enumeration Survey. For data collection, personal visits were made by the field investigators to all the 45 selected schools. The data of the PES and DISE were compared and the deviations between the PES and DISE data were found out. The precision level of the DISE data was also computed.

The reference period of the DISE data is 30<sup>th</sup> September 2007 and the Post-Enumeration Survey was performed in the month of March 2008.

**9) Major Findings**

- Post-Enumeration Survey (PES) reported that the total precision level of the DISE data was quite satisfactory. Items such as school management, boundary wall, drinking water, furniture, type of school, shift schools, teachers in position and playground had higher precision level. Items like computer, category of schools and enrolments were also near total precision level, i.e., 93 per cent. In view of this, the DISE may be considered satisfactory.
- A few items like lower class in school, school management, boundary wall, drinking water and furniture had no deviation from the PES data and these items possessed 100 per cent precision level which was a matter of great satisfaction.

- Two items, i.e., status of school building and repeaters fell under the category of medium precision level because their percentage of deviation was 13.33 and 14.41. These were slightly above the total deviation percentage (6.61) and their precision level was also slightly lower than the precision level of the total data (93.39 percent).
- There were some items such as location of schools, residential schools, electricity in schools and disability of children which had a high degree of deviation and low level of precision.
- In the absence of information on type of school building, number of blocks in the district and condition of the classroom, the same could not be compared with the PES data.

#### **10) Suggestions**

- Although the percentage of deviation is low and indicates a high level of precision of the DISE data, the investigators felt that the formats need to be filled up with care and the copy of the filled up format must be kept in the school for ready reference.
- Teachers and headmasters must be provided an intensive training in filling up of the Data Capture Formats. They should also be oriented about the concept and utility of the DISE data.
- School Identification Code needs to be indicated on the sign-board of the school like the year of establishment.
- The purpose of the PES is sample checking of the DISE data, therefore, the items in the DISE format and PES format must remain the same.
- A xerox copy of the filled-up DISE data format needs to be preserved in the schools for checking and maintaining the truthfulness of the recorded data.
- As BRCCs and CRCCs are to handle the Data Capture Formats, these functionaries must also be trained regarding the nature and objectives of various types of school data.
- Teachers should be asked to prepare the attendance of learners at the end of every month indicating the boys and girls, ST/SC/disabled, repeaters etc.
- The Data Capture Formats need to be supplied well in advance so that they get enough time to fill-up the format.
- Computer facilities may be provided to schools so as to facilitate the headmaster/teacher to store all kinds of data.
- The summary of the school data must be shared with the members of the Village Education Committee.

#### **11) Investigators' Observations/Conclusion**

- The most significant point that was observed was that schools were found open on the very first day of the visit. The selected schools were visited as per the programme and the investigators could get the required PES data. Each headmaster/teacher cooperated well because of which the PES data could be collected within the stipulated period.
- It was also marked that nearly 32 percent headmaster/teachers were finding difficulty in supplying required data and 68 percent headmasters/teachers were quite comfortable in supplying the information.

- About 62 percent schools maintained registers and all the information was provided easily. But summary of all the learners was not being prepared at the end of an academic session in about 53.34 percent schools.
- The schools did not keep photocopy of the filled in DCFs and 85 percent did not keep anything about the DISE data; only a few, i.e., around 15 percent had kept the record of the DISE data.
- Majority of the teachers maintained their attendance registers regularly, about 31 per cent teachers needed to be directed to do so. It was observed that two-third of the total teachers were found to be punctual in their arrival.
- It is hoped that the mid-day meals will be regularized in the coming session as assured by the educational administrative authority.
- Attention needs to be paid towards the furniture and condition of the classrooms for making adequate seating arrangement in the classrooms at primary and upper primary level of education.

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**1) Agency that conducted the survey:**

SCORPION  
S.C. Goswami Road, Panbazar  
Guwahati-1  
Assam.

- 2) Name of Investigator:** Er. Debajit Goswami (Principal Investigator).
- 3) Year for which PES is conducted:** 2007-08.
- 4) Month in which the report was submitted:** Not mentioned in the Report.
- 5) Number of Districts in the State:** 27.
- 6) Number and name of districts selected in the sample:** 05 - Dhemaji, Dibrugarh, Goalpara, Karbi Anglong and Karimganj.
- 7) Number of Blocks selected in each sample district and total number of blocks selected:** Dhemaji=3, Dibrugarh =6, Goalpara=4, Karbi Anglong=11 and Karimganj=6: Total =30.
- 8) Sampling Methodology Adopted:** The sample blocks were identified on the basis of low literacy rate and high SC/ST population. In each block a complete listing of all the schools was done and a sample of five percent schools was chosen by the systematic random sampling technique. The sample comprised of 391 schools. A team of two field investigators was selected from each of the five districts. The field investigators were locally drawn from the sample districts. The field staff was given two days' intensive training before the field work started. They personally visited sample schools in each district and collected the data.

Besides collecting the key information for verifying the accuracy of the DISE school-level data, the sample checking format also contained a qualitative assessment of the implementation of the DISE mechanism in the school (quality of training, receipt of school summary report, supervision by CRC Coordinator etc.).The data was collected during the period of 3rd February to 10<sup>th</sup> March 2008.

A comparative analysis of the DISE and sample checking of data pertaining to various variables was done under three heads:

- (i) Proportion of schools wherein the related information is either not filled at all (the field is left blank or zero) or not available.
- (ii) Proportion of schools where although the concerned information is filled in the DISE data, it does not match with the information provided during the sample checking survey.
- (iii) Proportion of schools where the concerned information is filled in the DISE data and it matches with the information provided during the sample checking information.

### **9) Major Findings/Observations**

- For more than 95 percent of schools, the information filled in the DISE data about various school particulars was found to be matching with the information provided during the survey.
- In almost 90 percent of the schools, the number of disabled boys and girls at various levels was found to be completely matching with the DISE data.
- There was no difference between the DISE and sample data relating to almost all the indicators of education for all the five sample districts.

### **10) Suggestions**

- Proper training for the headmaster/principal and other senior teachers of the schools should be arranged well ahead of beginning of data collection work. The entire DISE training may be outsourced to a well-experienced professional agency.
- Training on the DISE data collection format should be long enough to discuss all the issues. Some arrangements should be made to enable the teacher of a single-teacher school to attend the training (for example, provision of the alternative teacher).
- Photocopy of the DISE-DCF should be provided to school.
- There is a need to revisit the data collection format prepared for sample checking in order to ensure that its questions and content matches with the DISE format. The DISE format may be revised to collect student-wise information on age, gender and caste. The cross-tabulation may be done using a computer so as to avoid the likelihood of committing errors. In addition to this, sample survey schedule should include some questions on infrastructure facilities in the school, which play a crucial role in enhancing the enrolment and overall quality of education.
- The DISE format may also include some qualitative information about aspects such as problems of students, teachers and parents. There should be a column for writing remarks of head teachers in the DISE format.
- In order to ascertain the problems in the computer unit of EMIS, a separate sheet consisting of the opinions of the computer personnel at the district level, their problems, etc., may be used. Queries about the EMIS unit and its operation at the district level should also be included in the sample survey schedule.

### **11) Investigator's Observations/Conclusion**

Not mentioned in the Report

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Chandigarh

**1) Agency that conducted the survey:**

State Institute of Education  
Sector 32-C,  
Chandigarh: 160031.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which PES is conducted:** 2007-08.

**4) Month in which report was submitted:** February 2008.

**5) Number of Districts in the Union Territory:** 01.

**6) Number and name of Districts selected in the sample:** 01.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.

**8) Sampling Methodology Adopted:** Stratified random sampling was used in the selection of sample for five percent check of the DISE data. The sample comprised schools of different categories, i.e., government schools, private recognized schools, girls' schools and schools in rural areas. The investigators also personally visited the classrooms to cross-examine the validity of information contained in the attendance registers.

**9) Major Findings**

- There was not much variation with regard to enrolment in elementary classes. The slight variation was due to difference in the date of survey.
- The figures of children with special needs by and large matched. The mismatch was due to inability in identifying the degree of disability.
- All particulars that classify the school like the year of establishment, category of school, type of school, lowest class in school, highest class in school, school management and residential school matched with the DISE data.
- No variation in number of classrooms, drinking water facilities and number of repairable classrooms was observed.
- In government as well as private schools, the pass percentage was quite high particularly in the primary classes as the pass percentage in most of the schools was above 90. But significant reduction in the pass percentage both for boys and girls was visible for upper primary classes. Still the pass percentage was fairly high. Pass percentage of girls was better than pass percentage of boys in most of the classes.
- Overall Variation Summary: As such no significant variation was recorded in almost all the parameters. But this variation cannot be termed as error since there is a time lag in the two events. Moreover, the sample size is too small to give a clear picture of variation.

### **10) Suggestions**

- The DISE training conducted only once a year is not sufficient for getting the doubts cleared. An intensive training programme for all EMIS personnel (DISE) at school level of two days' duration should be conducted. The training should be conducted in four batches. The training may be conducted just prior to the DISE data collection so that there is no time lag between training and actual data collection exercise.
- In order to improve the quality of data and to have an insight into variation, it is proposed that sample size should be increased. This will facilitate the estimation of cluster-wise quality of the DISE data.

### **11) Investigator's Observations/Conclusion**

- About 95 percent of sample verification survey matches. The small variation is due to omission as well as conceptual differences. On the whole the sample verification data tallies with the DISE data.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Chhattisgarh

**1) Agency that conducted the survey:**

State Project Office  
Rajiv Gandhi Shiksha Mission  
Raipur, Chhattisgarh.

- 2) Name of Investigators:** Not mentioned in the Report.
- 3) Year for which the PES is conducted:** 2007-08.
- 4) Month in which report was submitted:** Not mentioned in the Report.
- 5) Number of Districts in the State:** 16.
- 6) Number and name of Districts selected in the sample:** 02-Bilaspur and Jangir Champa.
- 7) Number of Blocks selected in each sample district and total number of blocks selected:** Bilaspur =10, Jangir Champa =09: Total =19.
- 8) Sampling Methodology Adopted:** Five percent of the schools appropriately representing schools across the state were selected for the study. While finalizing the sample, it was decided that the sample of the last study will not be included in the new study.

For the task of sample study, different volunteers registered in Employment Guarantee Scheme in the district were involved. For the purpose of data collection, a list of identified schools including standby schools was provided to the study team. The study team made personal visit to all the schools for preliminary interaction with teaching staff and apprised themselves of the physical and academic conditions prevailing there. Specific care was taken to identify the field investigators' requirement of exposure to school education. The field investigators were trained thoroughly in terms of appropriate data collection methods.

A comparative analysis of the DISE and PES data was done on the specific comparable indicators. The school-wise and category-wise data were analyzed by using the simple deviation analysis tools with reference to all comparable items of the survey. The DISE data pertained to the year 2007 with 30<sup>th</sup> September as reference date. The post-enumeration survey was also of the same period.

**9) Major Findings/Analysis**

The common variables where deviation was established are:

- Location of schools, type of schools, category of schools, lowest class in schools, highest class in schools, management of schools, residential status of the schools, part of shift schools, sanctioned teachers, in-position teachers, status of school building, number of blocks in school, number of classrooms, condition of classrooms, electricity in schools, separate toilet for girls, common toilets in schools, condition of boundary walls in schools, source of drinking water in

schools, availability of play grounds in schools, availability of computers in schools, availability of furniture in the school and enrolment of children in 2005-06 and 2006-07.

The analysis revealed that:

- i) Quantitative value of items as per the DISE data =362.
- ii) Quantitative value of items as per the PES data = 362.
- iii) Quantitative value of deviations ignoring + signs =2.
- iv) Percentage deviation of the DISE data with PES data =0.63 percent.
- v) Precision level of the DISE data with relation to PES data =99.37 percent

## 10) Suggestions

- During the survey it was observed that major deviations were due to conceptual error (definition not properly understood) made during filling up of the DCF and the concerned school headmasters should be able to provide the information needed. As such, it is suggested that rigorous training at Block Resource Centre level is inevitable for the conceptual clarity. Training at Block Resource Centre by competent trainer in a participatory training mode with improved training methodology is needed. Period of training on the DISE DCF should be in third or fourth week of September.
- For better management of the training at each level, a hierarchical model right from the state to block resource centre level may be devised and an observer /resource person (one level above) should be present during the training so that the information loss basically made during the training is minimized.
- More emphasis should be given on issues like enrolment, class-wise age of children, repeaters, drop-outs, building blocks, teachers' sanctioned post, calculation of total enrolment and new enrolment and calculation of school leaving certificate, where the deviations are on a high side.
- Certain variables like school establishment, posts sanctioned, budget released, location of school changed are generally not available at school level. So the authorities should make this information available before the DISE data collection.
- In order to ensure complete coverage of all recognized schools, a check-list of all such schools existing in the block should be prepared and cross-checked with the list provided by the Block Education Extension Officer.
- In order to minimize the deviation in the key variables such as type of schools, category of schools, rural/urban classification, year of establishment and all such variables which seldom change, it is suggested that School Report Card can be shared with respective schools along with the DCF.
- Feedback on the DISE-DCF should also be shared and corrective measures should be initiated sincerely.
- Outsourcing of the DISE data entry to the open market should normally be avoided. It is suggested that the entire work should be carried out in close supervision of the MIS personnel at district level. For that the MIS infrastructure needs to be adequately strengthened.
- As far as the validation of the DISE data is concerned, the CRC's should be entrusted with the responsibility to thoroughly scrutinize each DCF and give feedback to respective schools immediately.

- In order to improve the quality of data across the district, it is further suggested that optimal utilization of the DISE data should be made at all levels. As such, it is essential that data at each level right from the school to the district level should be shared and discussed in detail.
- MIS units should be strengthened right from the block level to the state level.
- Districts should maintain the time-line for the DISE data collection. The DISE data should be collected in the month of October and completed before December and the PES survey should be done in the month of December.

### **11) Investigator's Observations/Conclusion**

The main reason behind relatively large number of deviation in school management is due to the fact that previously some of the Tribal Department schools belonged to the Education Department and some of the Education Department Schools belonged to the Tribal Welfare Department. Later, all the schools of Tribal blocks were handed over to the Tribal Welfare Department. But the buildings and the teachers were not handed over to the respective departments. So, confusion persists among the teachers and block level offices about the "school management department" field, which is reflected in the DISE data.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Delhi**

- 1) **Agency that conducted the survey:** The UEE Mission, Delhi.
- 2) **Name of Investigators:** Not mentioned in the Report.
- 3) **Year for which the PES is conducted:** 2007-08.
- 4) **Month in which Report is submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 09.
- 6) **Number and Name of Districts selected in the sample:** 09.
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** All blocks.
- 8) **Sampling Methodology Adopted:** A sample of five percent schools was selected from each block by means of stratified random sampling and proportion to enrolment method by considering rural and urban schools, types of schools and management of schools, schools with pre-schooling and schools located in the SC/ST and minority areas. The sample comprised of 234 schools.
- 9) **Major Findings:**
  - The overall deviation of the DISE data from PES data, in respect of all comparable items is 9.08 percent, which is slightly lower than the permissible percentage of deviation i.e., 10 percent and thereby giving a precision level of 90.92 percent.
  - Out of 35 comparable variables, 10 variables showed deviation of 10 percent or more from the PES data. These were: number of blocks in the schools (13.75 percent), non-availability of boundary wall (14.29 percent), availability of hand pump( 14.29 percent), other source of drinking water (14.29 percent), non-availability of pre-school(52.94 percent), non-availability of common toilet (75 percent), without pre-schooling (14.75 percent), availability of girls' toilet (21.38 percent) and non-availability of separate toilet (34.83 percent).
  - There are a number of indicators on which there was less than 10 percent deviation from the PES data. These were enrolment of boys (90.01 percent), teachers in position (0.29 percent), condition of pucca boundary wall (0.46 percent), enrolment of boys with disability (90.52 percent), total enrolment of SC (0.55 percent), not part of shift school(0.65 percent), total enrolment of disabled children (0.74 percent), total enrolment of boys and girls in primary and upper primary school (0.77 percent), enrolment of SC girls (0.99 percent), types of urban school (1.03 percent), Education Department (1.08 percent), teachers' posts sanctioned (1.11 percent), part of shift school (1.27 percent), total enrolment of girls (91.37 percent), local bodies like MCD, NDMC and DCB (1.41 percent), number of classrooms (1.42 percent), enrolment of disabled girl children (1.45 percent), boy repeaters (1.60 percent), type of boys' schools (2.22 percent), type of co-ed schools (3.48 percent), total repeaters (3.80 percent), number of other rooms (3.96 percent), type of girls'

schools (4.05 percent), type of rural schools (5.00 percent), girl repeaters (7.74 percent).

## 10) Suggestions

- Micro-level training at Block Resource Centre by competent trainer in a participatory mode with improved methodology is needed.
- Supply of school summary report and feedback on filled up DISE format should be ensured.
- Schools should be very clear on the basic indicators of schools at the CRC before filling in the DISE format. So the quality may be ensured.
- Major deviations are due to conceptual error (definition not properly understood) made during the filling up of the DCF by/through concerned school headmasters. Thus there should be rigorous training at the BRC level for conceptual clarity. Training at the Block Resource Centre by competent trainers in a participatory training mode with improved training methodology is needed. The training on the DISE DCF should be conducted in the third or fourth week of September.
- For better management of the training at each level, a hierarchical model right from the state to BRC level should be devised and an observer/resource person (one level above) should be present during the training so that the information loss basically made during the training is minimized.
- More emphasis should be given on issues like enrolment, class-wise age of children, repeaters, drop-out, building blocks, and calculation of sanctioned post of teachers, calculation of total enrolment and new enrolment and calculation of school leaving certificate, where deviations are on a high side.
- Certain variables like school establishment, posts sanctioned, budget released, changes in the location of schools are generally not available at school level. So the authorities should make this information available before the DISE data collection.
- In order to ensure complete coverage of all recognized schools, it is suggested that a check-list of all such schools existing in the Block should be prepared and cross-checked with the list provided by the Block Education Extension Officer.
- In order to minimize the deviation in the key variables such as type of schools, category of schools, rural/urban classification, year of establishment and all such variables which seldom change, it is recommended that the State Report Card be shared with the respective schools along with the DCF. Feedback on the DISE DCF should also be shared and corrective measures should be initiated sincerely.
- Outsourcing of the DISE Data Entry to the open market should normally be avoided, as the agency involved in data entry may not have experience in handling the DISE software, which leads to inconsistency in data. The entire work should be carried out in close supervision of the MIS personnel at district level. For that, the MIS infrastructure needs to be adequately strengthened.
- The CRCCs' should be entrusted with the responsibility of thoroughly scrutinizing each DCF and giving feedback to respective schools under the jurisdiction of the CRC. It is possible to share the feedback. The CRC is the smallest administrative unit where quality of data can be maximised.

- In order to improve the quality of data across the district, optimal utilization of the DISE data should be made at all levels. It is essential that the data be shared by all, right from school to district level.
- MIS units should be strengthened right from block to state level.
- District should maintain the time-line for the DISE data collection. The DISE data should be collected in the month of October and completed before December.

### 11) Investigator's Observations

Major reasons for the deviations were:

**Type of School:** The majority of schools were made co-educational, especially primary schools, but still schools are bearing old names and the same is used for the DISE code.

**Repeaters:** Problem of definition and interpretation of repeaters.

**Disability:** Over reporting

**Teachers' sanctioned posts and in position:** Non-availability of record and knowledge about sanctioned posts was the reason in the case of the majority of schools.

**Availability of Blackboards:** Under reporting

**Availability of furniture and distribution of textbooks:** Problem of interpretation.

**Distribution of textbooks:** Distribution of books to poor children who were not entitled.

### 12) Remarks, if any, and future course of Action

Not mentioned in the Report

## Gujarat

### 1) Agencies that conducted the survey:

- 1) Gujarat Council of Primary Education (GCPE), Gandhi Nagar.
- 2) Centre of Advanced Study in Education (CASE)  
Faculty of Education and Psychology  
M. S. University of Baroda, Vadodara.

2) **Name of Investigators:** R. C. Patel  
S. Kumar  
F. Shah.

3) **Year for which the PES is conducted:** 2007-08.

4) **Date on which Report is submitted:** May 2008.

5) **Number of Districts in the State:** 25.

6) **Number and name of Districts selected in the sample:** 04 -Amreli, Bharauach, Gandhinagar and Kheda.

7) **Number of Blocks selected in each sample district and total number of blocks selected:** Amreli =11, Bharauach= 08, Gandhinagar=04 and Kheda=10: Total = 33.

8) **Sampling Methodology Adopted:** Random sampling was adopted for the selection of 250 schools out of the four districts. From each block of the selected districts, five percent schools were selected. In cases where five percent of the total number of schools was less than five, a minimum of five schools were selected from the block. The information collected in the School Information Schedule was authenticated by certification by the school headmasters. The data collection process was closely supervised and monitored and co-ordinated by the project team. The data were collected from 10<sup>th</sup> February to 14<sup>th</sup> March 2008. In order to analyze the data, its categorization, coding, tabulation and statistical analysis was conducted. The two sets of data collected by the field investigators of the GCPE and the CASE were compared.

### 9) Major Findings

The findings revealed some insignificant discrepancies which are as follows:

#### Profile of schools

- Distribution of the schools by educational qualifications of the headmasters, category and the type of school, show **very negligible variation**.
- Distribution of the schools by number of years a principal/head teacher working in a school showed **major variations**, especially for experience up to four years and 20 years or more.

### **Profile of Students**

- The data showing the enrolment summary of students from Class I to VII in all categories in the last year and current year revealed that category-wise as well as gender-wise the number of students enrolled in Class I to VII showed minor variations except in Gandhi Nagar.
- Grade-wise examination of the children, class and category-wise for the last academic year showed minor variations between the two sets of data except in Gandhi Nagar.
- There are no students in the SC/ST category including girls and boys in the data collected by the GCPE, while there are girl and boy students from the same category in the data collected by the CASE research team. In the current year, the variation was minor.
- No figures were there in the category of 'left children' in the set of data collected by the GCPE, while some figures are highlighted in the data collected by the CASE team.

### **Profile of Teachers**

- Distribution of the staff details (primary and upper primary) shows **variation** in the number of teachers. There was no data available in the category of para-teachers, employees for cooking mid-day meals and for cleaning toilets in the data collected by the GCPE.

### **Maintenance of Record**

- Maintenance of records was poor in Amerli and Gandhi Nagar districts, while the records were properly maintained in Kheda district. The investigators found fewer problems in collecting information in Gandhinagar district unlike Kheda district where they faced more problems.

### **10) Suggestions**

Not Mentioned in the Report

### **11) Investigators' Observations/Conclusion**

There are minor variations with respect to all variables in all the four districts.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report.

## Haryana

**1) Agency that conducted the survey:**

Department of Education  
Kurukshetra University  
Kurukshetra.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which Report is submitted:** Not mentioned in the Report

**5) Number of Districts in the State:** 20.

**6) Number and Name of Districts selected in the sample:** 04-Kurukshetra, Mehandergharh, Yamuna Nagar and Sonapat.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** All blocks from the selected districts: Total = 23.

**8) Sampling Methodology Adopted:** The sample of five percent schools was chosen by means of the systematic random sampling technique. The sample comprised of 169 schools. A comparative analysis of the DISE and sample checking of data pertaining to various aspects (variables) was done with respect to the following:

- (i) Percentage of schools where although the concerned information is filled in the DISE data, it did not match with the information provided to the investigators during the sample survey.
- (ii) Proportion of schools where the concerned information was filled in the DISE data matched with the information provided to the investigators during the sample survey.

**9) Major Findings**

***Verification of DISE Data***

- In more than 60 percent of the schools, the enrolment given in the DISE matched exactly with the figures collected through the sample checking survey. The variation observed in the rest was not too high.
- As far as the data regarding annual examinations was concerned, the percentage of students appearing in the examination (out of total enrolled) and the percentage of students passing the examination (out of total appeared) was observed to be quite matching in the two sets of data, i.e., the DISE and the sample survey. However, in terms of absolute numbers, in around half of the schools, there was some variation in the DISE and the survey data.
- An exact matching of the figures pertaining to the number of students enrolled, appeared and passed in the examination was observed in 85 percent of the schools having primary classes and about 75 percent of those having upper primary classes.

- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicated matching in the case of 90 percent of the schools.
- As such in only 87 percent of the schools visited during the sample checking survey, the principal/head-teacher had received the training for proper conduct of the DISE. The DISE format had been well explained to most of them during training.

#### **10) Suggestions**

- The DISE code was not known to many functionaries in the system. There is need to provide the DISE code to the persons who fill in the DISE proforma.
- For proper planning, implementation and monitoring of the Sarva Shiksha Abhiyan, there is an urgent need to ensure high quality training for principals/head-teachers in filling up the DISE format.
- If the DISE format is revised to collect student-wise information on gender, caste and age for various classes and the cross-tabulation is done by the computer, the likelihood of committing computational error will completely get eliminated.
- There is a definite need to revisit the data collection format mandated for sample checking and it is essential to ensure that its questions conform to the corresponding questions in the DISE format.
- Many concepts were not clear to the teachers, for example, the concept of primary school/middle school/upper primary school/high school, etc. These concepts have to be made clear to the teachers so that they could provide the DISE data properly.
- Many times teachers get transferred from one place to another and such conditions give way to variation in data.

#### **11) Investigators' Observations**

- In the case of enrolment of girls in schools, the picture was similar at the primary and upper primary levels. The variation was more than 20 percent at primary level for boys, girls, SC boys, SC girls, BC boys and BC girls. The reason for this was that the DISE data was reported in September while the sample data was reported in the month of March. This gives variation as the teachers go on enrolling children up to 30<sup>th</sup> September and they do not strike of the names of the children who do not attend the school regularly. After September many children drop out because their parents migrate to other villages for seasonal crops. Because of this, reporting the data in different seasons gives rise to variations.
- In the case of upper primary level there was not much variation in the data. The reason was that the children at the upper primary classes had already appeared in the first semester examination. Because of this the variation aspect got covered.
- In the case of enrolment of girls in schools the picture remains similar at the primary and upper primary levels.
- The definition of 'repeaters' given in the DISE format guidelines is different from that given in the sample survey guidelines. The DISE format required the number of 'repeaters' to be given under three sub-heads:

## Major Findings: 2007-08

- i) The students who appeared in the annual examination and were declared failed.
- ii) The students who had been absent for more than three months without any information but started attending classes again.
- iii) The students, whose names were struck off the rolls of the school, were re-admitted in the same class after a gap of more than one academic session.

It appears that in a sizeable number of schools, the persons filling up the DISE format had clubbed all the three categories into one and consequently, for such cases, the number of repeaters (which denotes only the failed students) did not tally with the DISE data.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Himachal Pradesh****1) Agency that conducted the survey:**

SGI Enterprises  
Kumar Bhawan  
Sanjauli, Shimla  
Himachal Pradesh.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** Not mentioned in the Report.

**5) Number of Districts in the State:** 12.

**6) Number and name of districts selected in the sample:** 02 – Shimla, Solan.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Shimla=20, Solan=07: Total=27

**8) Sampling Methodology Adopted:** The method for selection of the number of schools for a block was five schools or five percent of the total schools in a particular block, whichever is more. For the purpose of analysis all the data was collected through survey format. For analysis purpose all data collected through survey format as well as the DISE data format was computerized. A comparative analysis was used for reporting purpose.

**9) Major Findings/Observations****Response of Head Teacher**

- Response of head teacher was quite positive in 98 percent of the schools whereas it was negative in two percent schools.

**Availability of Records:**

- In 6.40 percent of schools the records were not easily available whereas in the remaining 93.6 per cent these were easily available.

**Teacher Training:**

- There are 22 schools (i.e.13 percent) out of 172 schools where the head teacher had not received the training during the academic year 2007-08 for proper implementation of the DISE. Only five percent of those who had undergone training felt that DCF concept was not explained clearly. Doubts were fully removed in 77 percent schools. In three percent schools doubts were removed partially. In nine percent schools doubts were not removed.
- 80 percent teachers had received the training for academic year (2007-08) in the sample schools. Most of the teachers, who had not received training, were para-teachers.

**Receipt of School Report Cards:**

- In 44 percent of the schools the report card was not received by the school. In 53 percent of the schools (that received the report card), the report card reflected real situation.

**Notice Board:**

- In majority of the cases, notice board was built but the information was not displayed on it.

**Supervision of Schools:**

- The number of schools where no CRC visit happened in the last three months were 47 in Shimla district (39 percent) and 18 in Solan (35 percent).

**Composition of Village Education Committee:**

- In six schools, there was no female member in the Village Education Committee.

**Number of VEC Meeting held in the last three Months:**

- The number of schools where no VEC meeting was conducted in the last three months were 26 (22 percent) in Shimla district and 18 (35 percent) in Solan.

**Teacher in position and present on the day of Survey:**

- Out of 172 schools, one teacher was absent in each of the 24 schools.

**Presence of students in primary classes on the day of Survey:**

- Attendance level in all categories (boys/girls) was above 82 percent which can be considered as satisfactory.

**Category-wise analysis of presence of students in upper primary classes on the day of visit:**

- Attendance level in all categories taken together was above 88 percent which can also be considered satisfactory.

**District-wise analysis of presence of students in primary classes on the day of visit:**

- Presence of students in Solan district was as high as 92.14 percent whereas in the case of Shimla district it was only 86.61 per cent. However, it is noted that maximum schools covered in Shimla district were after the annual examination so it may be the reason for low percentage of presence as compared to Solan district.
- The precision for various items when compared with the DISE data is very high, i.e., location of schools (100 per cent), year of establishment (81percent), category of schools(100 percent), type of schools(100 percent), lowest class in schools(100 percent), highest class in schools (99 percent), management of schools (100 percent), total students in school(100 percent), SC students in school (99 percent), ST students in school (100 percent), disabled students in school (97 percent), total teachers in school (100 percent), type of school

buildings (92 percent), status of school building (99 percent), number of classrooms (93 percent).

**10) Suggestions**

- The principals and head teachers of the school must be given orientation on the purpose of the DISE data collection. At least one teacher must be fully trained.
- It would certainly be more appropriate to outsource the entire DISE training by entrusting it to any well-experienced professional agency rather than the present system.
- 76 schools out of 172 under the survey had not obtained the report cards from the District Project Office. It is recommended that care should be taken to avoid this lapse in future.
- In most of the schools, meeting of the village education committee members was conducted only on paper and later sent to the members for their signature. So, at least one meeting must be held in three months prior to the survey.
- The DISE format should be amended for inclusion of free books provided to the students for the current year.

**11) Investigator's Observations / Conclusion**

Mentioned in column 10 above along with findings

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Jammu and Kashmir

**1) Agency that conducted the survey:**

Directorate of Economics and Statistics  
Jammu & Kashmir Government  
J&K SDA Colony, Bemina,  
Srinagar.

**2) Name of Investigator(s):** G. A. Qureshi.

**3) Year for which the PES is conducted:** 2006-07.

**4) Month in which report was submitted:** Not mentioned in the Report.

**5) Number of Districts in the State:** 14.

**6) Number and name of Districts selected in the sample:** 02 - Pulwama, Udhampur

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.

**8) Sampling Methodology Adopted:** A sample of 106 schools (48 from Pulwama and 58 from Udhampur) was drawn randomly from two selected districts. It was ensured that the sample represented both rural and urban and included all types of schools across school management, viz., government, private-aided, un-aided, etc. The field operations of the Post-Enumeration Survey of the DISE were conducted by the well-trained staff of the District Statistics and Evaluation Offices of Udhampur and Pulwama districts. The staff which conducted the survey was provided necessary inputs and orientation before the launch of the survey. The reference period of the DISE data was 30<sup>th</sup> September 2007. The Post-Enumeration Survey was conducted in the month of May 2008.

**9) Major Findings**

The findings are as follows:

- The scrutiny system of the DISE formats is not in place. The minute scrutiny of sample DISE formats carried out during the post-enumeration survey reveals that some of the schools had filled-up the format casually with little or no idea of its utility and use. Some of the entries had not been made and in some cases wrong and inconsistent entries were seen that had no relevance to other entries made in the format.
- The overall deviation of the DISE data from the PES data was 3.51 percent, thereby giving a precision level of 96.49 percent for the DISE data in comparison to the PES data.
- The highest deviation of data was seen in items like condition of boundary wall (45 percent), availability of furniture (18 percent), and availability of play ground (19 percent). These items involve some degree of interpretation /judgment by the respondents and the higher degree of deviation might be because of that.

- The items like teacher posts sanctioned, teacher in position, condition of class rooms, type of building were reported blank by a good number of schools under the DISE survey and resultantly such items should not be put to comparison with the information collected under the PES. This situation is a matter of concern and warrants better supervision and putting in place an appropriate scrutiny system to ensure that all entries are made correctly, consistently and un-ambiguously and no space, whatsoever, is left blank.
- The data collection format requires some deletions and modifications, as it is too exhaustive. Some of the information being collected under the DISE like the year of establishment of the school, teachers sanctioned, teacher in-position, incentive details, funds provided, etc., could be precisely had from ZEO's or CEO's office with much ease and reliability. Exclusion of undesirable and unnecessary items from the DISE format, so that it contains an irreducible minimum number of items, would pave the way for obtaining complete and consistent information from the respondent schools.
- The improvement in implementation system of the DISE data collection process is much desirable as whatever problems were observed in the DISE system during the Post-Enumeration Survey (PES) are mostly at the implementation front. Pre-data collection training to the Heads of schools, supervision of specially trained supervisory staff from the ZEO's office and effective scrutiny system would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank nor ambiguous. This improvement in the implementation profile of the DISE data collection would also ensure timely submission of information.

## 10) Suggestions

- The enquiry/survey for data collection should always be precise and clear in its purpose and objective, together with the background which necessitated its launch. The headmasters/principals of the schools must be given orientation on the purpose of the DISE data together with the process involved in collection, compilation and ultimate use of the DISE data. They should be made aware of the consequences of such inaccuracies leading to in-appropriate steps and policies by the government.
- The DISE format is no doubt simple but an exhaustive one. Scrutiny of the DISE format shows that there are some items where many sample schools have given casual response. It is necessary to make deletion and modifications in such items. Some of the pieces of information like the year of establishment of schools, teachers in position, incentives provided, grants, etc., can easily and precisely be had from the ZEO's/CEO's office with much ease, accuracy and reliability.
- The tables and schedules annexed with the format, seeking information on number of items, has little or no reference to the maintained records. For instance the information sought on the service records of teachers could not be had from a primary/upper primary school. The record pertaining to such information rests with ZEO's office.
- The scrutiny process has to be carried out to see whether the information contained in the DISE formats is complete, recorded in the prescribed manner and internally consistent. Rectification may be done at the zonal level itself by

calling the headmaster, principals of erring schools. In some cases, reference back to schools may be done.

- Problems observed in the DISE are almost at the implementation front and steps must be taken towards improving the implementation system of the DISE data collection process. Appropriate training in terms of background of the enquiry, the purpose, the mode of filling-in the DISE format must be arranged well before the reference date (30<sup>th</sup> September) for headmasters /principals.

**11) Investigator's Observations/Conclusion**

Not mentioned in the Report

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Jharkhand****1) Agency that conducted the survey:**

XLRI  
School of Business and Human Resources  
Jamshedpur.

**2) Name of Investigator:** Sanjay Patro

Vishwa Bhallabh  
Manoj Thomas.

**3) Year for which the PES is conducted:** 2006-07.**4) Month in which report was submitted:** 20<sup>th</sup> May 2008.**5) Number of Districts in the State:** 22.**6) Number and name of Districts selected in the sample:** 02 – Latehar, Sareikela-Kharsawan.**7) Number of Blocks Selected in each sample district and total number of blocks selected:** Latehar =04, Sareikela-Kharsawan=05: Total=09.

**8) Sampling and Methodology Adopted:** Random Sampling technique was adopted for selection of the sample. The sample comprised 32 schools from Latehar and 35 schools from Sareikela-kharsawan district. Data was also collected for qualitative assessment of the field situation such as supervision of the CRC coordinators, quality of training, receipt of summary report, summary report shared by the VEC, etc. Comparative analysis between the DISE Data and the PES Data was done on the parameters that are uniform between the two data sets. The comparable items of the PES data with the DISE data were school particulars, number of teachers, total children enrolled, children appeared in the examination, children passed in the examination.

**9) Major Findings**

- **General:** The deviation between the DISE and the PES was marginal in the case of school categories. There was no deviation between the DISE and PES data with regard to the lowest class to which the students were admitted.
- **Application of the DISE Data at School Level:** In some of the schools the survey team visited, the DISE Data was not being used or understood at all. Many of the schools had the system of displaying the school statistics on the walls of the school building.
- **Training of Headmaster/Teachers in filling up the DISE Format:** Currently, different types of schools had undergone some training in filling up the DISE form. However, this training was not comprehensive and most of the teachers were not familiar with the DISE format. The training of the school teachers in filling up the DISE format generally took place at the BRC, hence, the headmasters and other teachers were given the format and asked to seek

clarification on any items in which they had any doubts. However, even after the training, most of the headmasters themselves were not in a position to fill up the DISE format. Hence, they were helped in the task by Cluster Resource Person (CRP), who even filled up the form in some cases. Hence, there is a need for a more comprehensive training of headmasters and other teachers in filling up the format.

- **Infrastructure in the District MIS unit:** The DISE data collected through the DISE format at the school is collated at the block level and submitted in the District MIS unit which works under the DISE. The MIS unit in the two district surveyed had basic infrastructure including computer software data operators. The DISE data entered at the district level was combined at the state level.

#### **10) Suggestions**

- The objective and purpose of the data collection in the DISE format should be made clear to the respondents beforehand.
- There is an urgent need to ensure a high quality training of principals/head teachers in filling up the DISE format. It would be more appropriate to outsource the entire DISE training to the professionals who are well-trained rather than the existing system.
- The format of both the DISE survey and PES survey should be the same as it would help in getting proper analysis of the overall report.
- Due care should be taken to ensure that no item is left blank while filling up the format.
- The results of the DISE system should be easily available at different levels, including school, block and district levels. This will enable the data to be used as an aid to enhance the effectiveness of programme implementation. The school summary report, which is supposed to be available at the school, was not reported in some schools.
- The members of the VEC should be trained in filling up the DISE format. This will enable them to understand what is being measured and what role they can play in improving the current environment in the school.
- The current parameter in the DISE system does not capture the quality aspect of education. Thus, attention should be given in this regard.

#### **11) Investigators Observations**

Not mentioned in the Report

#### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Karnataka****1) Agencies that conducted the survey:**

Centre for Multi-Disciplinary Development Research  
Dr B.R.Ambedkar Nagar,  
Dharwad.

**2) Name of Investigator:** G.K.Karanth.

Sailabala Debi.

**3) Year for which PES is conducted:** 2007-08.**4) Month in which the report was submitted:** Not mentioned in the Report.**5) Number of Districts in the State:** 27.**6) Number and name of districts selected in the sample:** 03-Udupi, Haveri, Raichur.**7) Number of Blocks selected in each sample district and total number of blocks selected:** Udupi =05, Haveri=07, Raichur=05: Total=17.**8) Sampling Methodology Adopted:** In order to capture the schools in the areas of SC,ST and minority population, girls' schools and Morarji schools, more than five percent schools were included in the sample. The schools were proportionally distributed between rural and urban areas and in the area of high concentration of SC/ST and minority population. Out of the total number of 3,376 schools, 207 schools were selected for the post-enumeration survey.**9) Major Findings/Observations:** The overall deviation of the DISE data from the PES data, taking into consideration all the items and sub-items for all the three districts was 1.3 giving a precision level of 98.7 per cent.

Across districts it was found that the deviations between the DISE data and the PES data were 2.01, 0.75 and 1.22 respectively for Udupi, Haveri and Raichur. This indicates that the collection and maintenance of data in the DISE was being done systematically.

All the three districts showed deviation between the DISE and the PES data in the case of number of (i) teachers (ii) repeaters (iii) attendance and (iv) textbooks. Since the deviation was found in these indicators for all the three districts, the overall deviation became more than 1 percent. In Haveri, the highest deviation was observed in respect of number of teachers and lowest in the case of Class - V results. Raichur showed the highest deviation in enrolment of SC children and lowest deviation in general enrolment and textbooks. In Udupi, the highest deviation was found in respect of results and lowest in case of enrolment of ST children.

**10) Suggestions**

- The DISE Data Collection Format for collecting the data is well-structured, fulfilling all the features of a good schedule. It consists of simple and straight-

forward questions/points using very simple language without any ambiguity. However, still there is some confusion among the teachers regarding the DISE Data Collection Format. The teachers should be given extensive training and the period of training should be adequate enough to discuss all the issues.

- In many cases, the single teachers face difficulties in attending the training. Therefore, some arrangement should be made to enable them to attend the training.
- Filling up the DISE format requires careful attention for which adequate time needs to be allocated to the head teachers.
- The DISE format may also include some qualitative information about the problems of students, teachers and parents, effectiveness of teaching, status of each classroom (building). In the DISE format, there should be a column for writing of remarks by head teachers.
- A separate sheet for recording the opinion and problems of the computer personnel at the district level may be included. This will help in getting an idea about the problems in the computer unit of the DISE.
- Some queries about the DISE unit and its operation should have been included in the PES schedule in order to assess the overall performance of the units working for acquiring the data on various aspects of education.
- Schedules of the PES should include some questions on infrastructure facilities in the schools which play a crucial role in enhancing enrolment and overall quality of education.
- There are questions in the schedule about the number of meetings with SDMC members but not about their perception about the teaching quality and overall quality of the school. The opinions of the SDMC members may also be useful to get feedback about the quality of teaching in the schools.

#### **11) Investigators / Observations / Conclusion**

Not mentioned in the Report

#### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report.

**Manipur****1) Agencies that conducted the survey:**

Directorate of Economics and Statistics  
Government of Manipur,  
Imphal.

2) **Name of Investigators:** Not mentioned in the Report.

3) **Year for which PES is conducted:** 2007-08.

4) **Month in which report was submitted:** 30<sup>th</sup> January 2009.

5) **Districts in the State:** 09.

6) **Number and names of Districts selected in the sample:** 02- Imphal West and Ukhrul District.

7) **Number of Blocks selected in each sample district and total number of blocks selected:** Imphal West= 02 and Ukhrul = 05, Total =07.

8) **Sampling Methodology Adopted:** The survey was started on 15<sup>th</sup> September, 2008. The Second Post Enumeration Survey of the DISE data, 2007-08, was conducted by the Directorate of Economics and Statistics, Manipur using some staff members of the State Headquarters Office and the District Statistical Office, Ukhrul as investigators. Imphal West district and Ukhrul district were selected from plain and hilly districts respectively for conducting five percent sample checking of the DISE data. For the selection of five percent sample schools from each block of the sample districts, the list of schools furnished by the Sarva Shiksha Abhiyan, State Mission Authority, Manipur was used. The sample comprised 30 schools chosen from Imphal West and 18 schools chosen from Ukhrul district. Mode of the selection of sample schools was simple random sampling without replacement. The comparative analysis was carried out separately for the districts i.e., Imphal West district and Ukhrul district.

**9) Major Findings**

- **Number of sample schools by category:** The total number of schools according to the data based on the DISE and PES was 30 in Imphal West District and 18 in Ukhrul District. However, in case of Imphal West District, the number of primary with upper primary schools was six and two according to the DISE and the PES respectively. Further, seven primary with upper primary and secondary/higher secondary schools were recorded as per the PES as against three such schools according to the DISE. This was attributed to incorrect coding of the school category.
- **Number of sample schools by type of management:** There was no difference in number of schools governed by government-aided and private authorities in the two sample districts in both the DISE and PES records.
- **Number of residential and non-residential schools by category and management:** The PES and DISE data is the same concerning the number of residential primary with upper primary private schools, non-residential

government upper primary with secondary and higher secondary and primary with upper primary and secondary/higher secondary schools in Imphal West District. But in Ukhrul district, there is no residential school among the sample schools. The data based on the PES and DISE showed no difference except in the case of non-residential primary government and semi-government schools.

The data from the two sources showed some variation except in the case of school management by semi-government in Imphal West District and Private authority in Ukhrul District.

- **Number of sanctioned posts and existing teacher strength:** As per the PES data, number of sanctioned posts was larger than existing posts in the sample schools managed by government in Imphal West district and by government and semi-government in Ukhrul district. But in respect of the DISE data sanctioned and existing posts were the same in all cases for Ukhrul district while the number of existing posts was more than the sanctioned posts in the government schools and private authority in Imphal West district.
- **Number of students:** The data from the two sources showed differences for both the academic years 2006-07 and 2007-08. Number of students enrolled in Class I to VIII in government schools in both the districts were more in respect of the DISE data than the figures found in the Post Enumeration Survey except in the case of Imphal West District where schools were managed by semi-government authority in 2007-08.
- **Examination results of grades IV and VII:** The differences in the information collected through the DISE and PES are evident. Percentage of students passed in the grade examination conducted by government schools in both the academic years was higher than the percentage of students passed in the examination conducted by semi-government and private schools in Imphal West district. In Ukhrul district also, percentage of students passed in the grade examination conducted by government schools in both the academic years was higher than the number of students passed in the examinations conducted by semi-government and private schools.
- **Building Status:** - There was no difference between the DISE and PES data in all cases in Imphal West District.
- **Type of building:** - School buildings located at Imphal West district run by the government and semi-government authorities were mostly in semi-pucca structure and a few buildings were both in pucca and semi-pucca state as per the PES data. But as per the DISE data most of the schools were in pucca structure.

The sample government school buildings located in Ukhrul district were mostly in semi-pucca structure and a few were pucca and kutcha structure as per the PES data. But as per the DISE record most of the sample schools were having a kutcha structure.

- **Sitting arrangement:** - Sitting arrangement in the sample schools run by the authorities of government, semi-government, and private management in Imphal West District were almost sufficient but a few government schools had insufficient facilities as per the PES data. But in the DISE data most of the schools were not sufficient in this aspect. Cent percent of the sample semi-government schools were not having sufficient sitting arrangement according to the DISE as well as PES reports.

- **Drinking water:** - There were minimum to large variations in this aspect. Out of 17 sample government schools in Imphal West District, only one school as per the PES and five schools as per the DISE records were having the facility of tap water. 10 schools in the PES data against 11 schools in the DISE data were having the facility of “Other” types of drinking water. Out of six sample semi-government schools, one and three were receiving hand pump and “other” type of drinking water as per the PES data respectively. Out of seven private schools, three were receiving tap water and two schools each were receiving “hand pump” and “other” water as per the PES data. In Ukhrul district, the reports collected from the DISE were different from the PES in all cases of government, semi-government and private schools where drinking water facility was reported.
- **Facility of Electricity:** - In Imphal West district, out of 17 government schools, only one was electrified and 16 were not electrified as per the PES data against the three electrified schools reported by the DISE. Out of six semi-government schools five were not electrified and only one school was electrified as per the PES and DISE data. In case of the sample schools managed by private authority, all were electrified as per the PES data while the DISE report shows that five schools were electrified and 2 were not electrified.

In Ukhrul district, out of 15 government schools, one was electrified and 14 were not electrified as per the PES data but DISE reports that all schools were not electrified. The sample schools governed by semi-government authority were not electrified as per the PES and DISE data. In the case of private school as per the PES report the school was not electrified but as per the DISE Report it was electrified.

- **Computer facility:** - In Imphal West district, computers were not installed in all the 17 government schools as per the PES data but one school had computer facility as per the DISE record. All the sample semi-government schools had not installed computer as per the PES record but as per the DISE report two schools had installed computer. Out of seven private schools, five schools had installed computers as per the PES data but four schools had installed computer as per the DISE data.

In Ukhrul district, the number of schools with/without computer facility as per the DISE and PES indicate that out of 15 government schools only one school had installed computer as per the PES data against none reported in the DISE data. The aided and private schools had not installed computer.

- **Playground facility:** - In Imphal West district, out of 17 government schools, 13 were having playground facility as per the PES data against the DISE report of eight schools with playground facility. Five and four aided schools are having playground facility as per the PES and the DISE data, respectively. Out of seven private schools, six were having playground facility in the records of the PES and DISE. In Ukhrul district, out of 15 government schools, six and four were having playground facility as per the PES and the DISE records, respectively. The aided and private schools were not having playground facility.
- **Toilet facility:** - Most of the government, aided and private schools in Imphal West district were having common toilet facility as per the PES and DISE

records, but the records show differences in all cases. In Ukhrul district, information on schools with/without toilet facility was not available for schools managed by the government and private authorities, while in the semi-government schools, both the DISE and PES reported two primary schools with no toilet facility.

- **Fencing facility:-** On an average, most of the schools managed by the government in Imphal West district had no fencing facility as per the DISE and PES records though the number of category was not the same. The DISE and PES records show differences in the case of schools managed by semi-government and private authorities. According to the PES and DISE data, the number of sample government and aided schools in Ukhrul district with no fencing was found to be the same. While one private primary with upper primary and secondary/higher secondary school had barbed wire fencing as per the PES, the DISE record showed no fencing facility.
- **Condition of Classroom:** In Imphal West district, out of 73 classrooms in 17 government schools, 23 were in good condition, 17 needed minor repair and 25 needed major repair and eight rooms were not found fit as per the PES data. In the DISE data, there were 64 rooms, out of which 10 were in good condition, 45 needed minor repairs and nine needed major repairing. In the case of the six sample aided schools with 46 class rooms, 24 classrooms were in good condition, 19 needed minor repairs and eight needed major repairs as per the PES record. In the DISE record, most of the rooms needed minor repairing. Out of 126 classrooms found in seven private schools, 118 were in good condition, eight needed minor repairs as per the PES data. In the DISE record, 70 classrooms were found in good condition while only three classrooms needed minor repairs. In Ukhrul district, 111 class rooms were operating in 15 government schools, out of which 26 were in good condition, 49 were in need of minor repairs, 27 needed major repairs and nine were found unfit as per the PES record. In the DISE record more than 50 percent of the classrooms in government schools needed major repairing. The classrooms of the sample schools governed by the authority of semi-government needed major repairs in both the PES and DISE records. The rooms of the sample private school needed minor repairs only as per the PES record. But in the DISE record, most of the rooms in private schools needed minor as well as major repairing.

## 10) Suggestions

- (i) Most of the school buildings governed by government and semi-government authorities should be kept in good condition.
- (ii) Furniture for the schools, viz., desks, benches and blackboards should be available in proportion to the strength of students.
- (iii) Treated water should be made available to all the schools.
- (iv) Sanitary facilities should be made available to all the schools.
- (v) All schools should have computer and electrification facilities so that computer knowledge can be imparted to students.

## 11) Investigators Observations / Conclusion

On an average, the school buildings managed by the authorities of government and semi-government in both districts are not satisfactory in comparison to the private

school buildings. Most of the schools governed by the government and semi-government authorities in both the districts are not electrified. However, most of the private schools in Imphal West District are electrified. Results in grade examinations of Class IV and VII conducted by government and semi-government schools in both the districts are fair than the results of the examination conducted by private schools.

In Imphal West district the number of female teachers is more than the number of male teachers in government schools. But in semi-government and private schools the case is vice versa. In Ukhrul district the number of male teachers in government, semi-government and private schools is larger than the number of female teachers.

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Mizoram -1

**1) Agency that conducted the survey:**

Education Department  
Mizoram University  
Mizoram.

**2) Name of Investigator:** Lalbiakdiki Hnamte.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** Not mentioned in the Report.

**5) Number of Districts in the State:** 08.

**6) Number and name of Districts selected in the sample:** 01-Kolasib.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Kolasib = 03: Total= 03.

**8) Sampling Methodology Adopted:** There were 188 schools at elementary level in the Kolasib district. Out of these, nine schools consisting of five primary schools, two primary with upper primary schools and two upper primary schools were selected as sample which were drawn randomly. The collection of data through a special data capture format was done by the District Resource Group.

**9) Major Findings/Observations**

- There were some items left blank by some of the schools in the DCF for the DISE and the special DCF for PES.
- The overall deviation of the DISE data from the PES data on all comparable items and sub-items was 2.3 percent thereby giving a precision level as high as 97.68 percent for the DISE data in relation to the PES data.
- The highest deviation was found in the 'lowest class' in the school which was as high as 75 percent.
- There are a large number of items on which information is sought on a yearly basis in the DCF for DISE, but are excluded in the special DCF for the PES. This drastically brought down the number of comparable items which in turn affected the deviation and precision level of the DISE with PES.

**10) Suggestions**

- The purpose and objective of collection of information through the DCF for DISE should be made clear to the respondents before handing out the formats to them. This can be done by organizing orientation or training sessions on a yearly basis so that the task should not be taken as a mere routine.
- Some modifications may be made in the DCF for DISE as it is too exhaustive. Items like year of establishment of school, information regarding teachers and grants received may be collected from District or State Project Offices.
- Selection of five percent of the schools in one district only from sample checking in small states like Mizoram seems to be too small as the area and

population of districts differ greatly. This can result in error in generalizations and conclusions.

- Due care should be taken to ensure that no item is left blank by the school while filling up the formats.
- All the schools must be instructed to keep and update their school records carefully. For this, some training may be organized with the help of external experts.

**11) Investigators Observations / Conclusion:**

Not mentioned in the Report

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Mizoram-2

**1) Agency that conducted the survey:**

Education Department  
Mizoram University  
Mizoram.

**2) Name of Investigator:** Lalbiakdiki Hnamte.

**3) Year for which PES is conducted:** 2007-08.

**4) Month in which report was submitted:** December, 2008.

**5) Number of Districts in the State:** 08.

**6) Number and name of Districts selected in the sample:** 01-Champhai District.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** 03: Total= 03.

**8) Sampling Methodology Adopted:** There were a total of 291 schools at elementary level in the three blocks selected. Out of these, 20 schools consisting of nine primary schools, four primary with upper primary schools, six upper primary schools and one primary with upper primary and secondary school were selected as sample. The sample was drawn randomly. The collection of data through special DCF was done by a team of investigators led by a member from the monitoring institution. The filled up special data capture format (for DISE) of the sample schools were then handed over to the monitoring institution for scrutiny, tabulation and analysis.

**9) Major Findings/Observations**

- Although it was reported by the schools that this year the DCF (for DISE) was filled up with the CRCC of their cluster, there were still some items left blank by some of the schools in the DCF (for DISE). This is considered to be a case of negligence by some of the schools in filling up the formats and also the casual manner of the school taking the task as a routine work and not giving due consideration to its importance. This can result in error at the time of compiling the DISE data and can affect planning for the whole state.
- The overall deviation of the DISE data from the PES data on all comparable items and sub-items was 3.96 percent thereby giving a precision level as high as 96.04 percent for the DISE data in relation to the PES data.
- The highest deviation was found in the number of students with disabilities. The deviation is as high as 55.36 percent giving a precision level of only 44.64 percent.
- There were a large number of items on which information was sought on a yearly basis in the DCF for DISE, but were excluded in the special DCF for PES. This drastically brought down the number of comparable items which in turn affected the deviation and precision level of the DISE with the PES.

## **10) Suggestions**

- The purpose and objective of collection of information through the DCF for DISE should be made clear to the respondents before handing out the formats to them. It is evident from the study that there are still some schools which are not aware of the importance of carefully filling up the formats. Organizing orientation or training on a yearly basis should be ensured so that the task is not done as a mere routine activity but with due care.
- Some modifications may be made in the DCF for DISE as it is too exhaustive. Items like year of establishment of school, information regarding teachers and grants received from the SSA may be collected from District or State Project Offices.
- Selection of five percent of the schools in one district only for sample checking in a small state like Mizoram seems to be too small as the area and population of districts differ greatly. This can result in error in generalizations and conclusions.
- Due care should be taken to ensure that no item is left blank by the school while filling up the formats.

## **11) Investigators Observations / Conclusion**

Not mentioned in the Report

## **12) Remarks, if any, and future course of Action**

Not mentioned in the Report.

**1) Agencies that conducted the survey:**

Centre for Youth and Social Development  
E-1, Institutional Area, Gangadharmeher Marg  
Bhubaneswar-751013.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which PES is conducted:** 2007-08.

**4) Month in which report was submitted:** March 2008.

**5) Districts in the State:** 30.

**6) Number and names of Districts selected in the sample:** 03-Baragarh, Balasore, and Kalahandi.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Total = 11.

**8) Sampling Methodology Adopted:** The schools were chosen from the selected blocks of the three districts. The blocks were selected on the basis of location related parameters such as near the headquarters and remote areas, concentration of the tribal population, etc. The sample schools were selected randomly ensuring the representation of both rural and urban and inclusion of all types of schools across school management. Due consideration was also accorded to the schools predominantly located in SC/ST and minority area. Comparison of the PES data with the filled in DISE data was made in order to assess the precision level.

In addition to the data capture format, field observation schedule was also used to collect the data regarding field observation of investigators and supervisors regarding the school report cards, training of headmasters in terms of school report cards, school display board, suggestions and recommendations for improving the quality of the DISE data, etc.

**9) Major Findings**

- The overall deviation of the DISE data from the PES data taking all comparable items and sub-items into consideration was 13.97 percent thereby giving a precision level of 86.03 percent.
- There were a few items which indicated cent percent precision level in all the districts. They were location of schools, type of schools and category of schools.
- Items that had a variation up to 10 percent included items such as highest class in schools, status of school building, school management, number of teachers, number of SC students, number of ST students, total enrolment of students, number of students enrolled for Class-V examination, number of students appeared for examination and number of students passed in the examinations conducted during 2006-07.

- Items with a deviation of more than 11 percent to 20 percent included items like number of students enrolled for Class-VII examination, number of students appeared for examination and number of students passed in the examination 2006-07.
- Items with a deviation of 21 percent to 40 percent included only one item, i.e., number of repeater students.
- Items with a deviation of 41percent to 60 percent included items like number of students given free textbooks and number of disabled students.
- The comparison of data collected from rural and urban areas showed that precision level was highest (94.10 percent) in rural areas of Kalahandi and lowest in Balasore district (86.12 percent). In urban areas the highest precision level was achieved in Baragarh district (94.12 percent) and lowest precision level was achieved in Balasore district (92.14 percent).
- Data with the widest variation was with regard to items, which involved some degree of interpretation by the respondents like disability of children, who were given free textbooks.
- In spite of training and clear instruction in the DCF formats deviations were still visible in respect of the items pertaining to the number of students appeared in examinations, number of repeaters and number of students with disability. Proper training with field experience must be given to all functionaries involved with the DISE data collection.
- Maximum number of headmasters were responsive and cooperative in the collection of data.

## 10) Suggestions

- Items like number of children with disabilities and distribution of textbooks have shown wide variation. Real cause of such differences needs to be identified. Follow up action from the state level authorities is also needed to improve the process of data collection, compilation and entry.
- There is need to end dual process involved in disability mapping. The headmaster should be the reporting point of all such cases.
- The utilization of Rs 1200/- grant made available to support each disabled student should be verified on a random sampling basis, taking all the beneficiaries of the last two years in sample schools.
- The DISE data has been used in planning for quality elementary education at different levels. In order to increase the precision level of the DISE data, the monitoring of the entire exercise has to be strengthened. Frequent interaction and verification of the filled in data should be done by the CRCC. Training programme duration may be extended for headmasters at the cluster level. The cross-checking of filled in data may be carried out by district officials before the data entry.
- Sharing of the DISE data should be organized so that the importance of such exercise is realized by all the stakeholders and functionaries. At the state level, the findings of the five percent sample checking of the data should be shared with the sample and non-sample district for taking further follow up action to minimize the deviation level. This would facilitate effective plans for the SSA.
- The reference date of the DISE data should be changed from 30<sup>th</sup> September to 31<sup>st</sup> July with immediate effect. This is required in Orissa since the enrolment process is over by June and at the best by mid-July. Hectic academic schedule

from September onwards and intervening holidays on account of series of festivals make it difficult for headmasters to give enough time to work related with the DISE.

**11) Investigator's Observations/Conclusion**

- The overall deviation of the PES data from the DISE data at the state level was found to be 13.97 percent ensuring a precision level of 86.03 percent.

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report.

**Punjab****1) Agencies that conducted the survey:**

Datamation Research Analyst  
Plot Number 3&4, Hasanpur, I.P.Extension  
Delhi-110092.

**2) Name of Investigators:** Chetan Sharma  
Madhu Phull.**3) Year for which the PES is conducted:** 2007-08.**4) Month in which report is submitted:** Not mentioned in the Report.**5) Number of Districts in the State:** 19.**6) Number and name of Districts selected in the sample:** 03, Bhatinda, Gurdaspur and Hoshiarpur.**7) Number of Blocks selected in each sample district and total number of blocks selected:** Bhatinda=08, Gurdaspur=15, Hoshiarpur=09: Total =33.**8) Sampling and Methodology Adopted:** The districts were selected in such a manner that they represented the entire population of the State. The sample schools selected were located both in rural and urban areas. The sample also included all types of schools across school managements.

A questionnaire was developed for meeting the objectives. The sample survey was conducted by a team of trained and experienced surveyors. The survey teams interviewed the principals as well in order to understand their perspective on different issues. They also conducted a few random interviews of the students of the selected schools to understand the impact of various identified parameters. Both quantitative and qualitative analysis of data was done to evolve optimum inferences.

**9) Major Findings**

Mentioned under observations (Column 12)

**10) Investigators' Observations/Conclusion:**

The observations are mentioned district-wise. These are as follows:

**Bhatinda**

- i) There was difference in the number of computers mentioned in certain places. Missing hardware facilities need checking up.
- ii) The percentage of schools under a kind of management also differed. The underlying reason could be the number of schools in the sample may be belonging to a particular category.
- iii) The number of teachers in position is another area where there was discrepancy. Cooking staff was also shown as teachers at places.

- iv) There were problems in understanding of the terms: SC, ST and how they differ from OBC. As a result in many a place percentage of SC students enrolled was more as per the PES enumerators than mentioned by the DISE enumerators.
- v) Percentage of schools by management and percentage of 'category' also showed variation. There was no school falling in primary to senior secondary category as per the DISE format. As per the data by the PES team there were two such schools in Bhatinda.
- vi) Another important observation was about the availability of infrastructure and other basic facilities in schools where there was more SC enrolment.
- vii) Non-filled formats and non-cooperation from schools were two problem areas.

### **Gurdaspur**

- i) There was total non-cooperation from three schools.
- ii) At two addresses no schools were found.
- iii) The list of codes was not provided for sample schools in the district of Gurdaspur. The codes were picked up from the forms provided. But the formats did not tally with the schools covered under the study.
- iv) The DISE form listed at 66 and 68 codes 1207401 and 1200101 in Kahnuwan were not covered.
- v) No DISE forms were available for some schools (mentioned at 40, 41, 42, 84, 85, 87, 88, 94, 95, 96, 07, 99, 101, 102, 114 and 115). Data for the school at 87 needed checking as teachers' details were not available.
- vi) In CD Block Quadian listed at 100 in the list and having school code 0209404 the number of sanctioned teachers was 30. As per the DISE data only seven were in place but as per this study nine were in place. This needs to be doubly checked as details of only eight were available. No non-teaching staff was found as per this study.
- vii) In the CD block in Shri Hargobindpur, listed at 108 with school code 1507701, the DISE data showed two teachers in place and no non-teaching staff, whereas the PES showed the presence of one teacher, two cooking staff and two non-teaching staff.
- viii) In the CD District Kahunwan Primary School (school code 1215801) two posts of teachers were sanctioned and none was in position. The school listed at 75 in NJ Singh Block, with school code 1102701, was another no teacher school.
- ix) In one of the schools (school code 1102401 in N J Singh Primary School), as per the DISE data two teachers were in position. As per this study only one is in position; another is a cook.
- x) One of the schools (code 0503601) was found to be High School and not a middle school as mentioned in the DISE. Another school (Dharkalan Shahpur Khandi; 0108101 in Surdaspur, Bariar) that was listed as middle school in DISE data was found to be a primary school.

### **District: Hoshiarpur**

- i) Some of the schools did not provide any information.
- ii) Some of the schools had incomplete information available. Three schools from Talwar were left out because of non-availability of data.

The major difference was about enrolment of SC/ST and OBC which was not part of the earlier DISE formats.

**11) Investigators' Observations/Conclusion:**

Not mentioned in the Report

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**1) Agency that conducted the survey:**

United Arithang Development Society  
Gangtok, Sikkim.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** Not mentioned in the Report.

**5) Number of Districts in the State:** 04.

**6) Number and name of Districts selected in the sample:** 02–Mangan, Namachi.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.

**8) Sampling and Methodology Adopted:** The sample was selected by taking five percent of the total number of schools (485) of the two districts. 30 schools of different categories and levels ranging from primary to senior secondary schools were included in the data. The terms of reference for the survey were as follows:

- Verification of the DISE data for school location particulars.
- Information about school particulars.
- Information about school facilities.
- Information about staff details.
- Data regarding enrolment.
- Enrolment and attendance details of children on the day of the survey.
- Data regarding annual examination for the previous year.
- Availability and condition of school records.
- Details regarding the display board, provision for mid-day meal, quality of food, sitting arrangement.

**9) Major Findings/Analysis**

- The information filled in the DISE data about various school location parameters and school particulars matched with the information collected during the sample checking survey.
- Some schools did not have regular supply of electricity. Most of the schools did not have boundary walls and all the heads of school had expressed immediate need of school boundary walls. In about 80 percent of the schools the classrooms were in a good condition and in the remaining 20 percent of the schools, the classrooms needed immediate repairs. 60 percent of the schools had sufficient furniture and the remaining 40 percent of the schools did not have sufficient furniture. Almost 35 percent of the schools in both the districts did not have a single computer in good working condition.
- The information filled in the DISE data about the ‘staff details’ matched with the sample survey.

- Data regarding the number of children enrolled seemed to be quite matching in the sample survey data and the DISE data.
- All the schools taken together, the attendance level of the boys and girls was found to be almost equal. Even caste-wise, there was no significant difference in the attendance of children belonging to different classes.
- In 90 percent of the schools the physical condition of the school record was quite good.
- 80 percent of the schools maintained display boards where day-to-day information was put up, while in 20 percent of the schools, the display board was not properly maintained or was not there at all.
- In majority of the schools, it was found that the sitting arrangement for children was properly done. The furniture like cupboard, chairs, tables were in good condition.
- Balanced and nutritious mid-day meal was being given to the children in most of the schools. In some remote areas more children were coming to school.

#### **10) Suggestions**

Not mentioned in the Report

#### **11) Investigators' Observations/Conclusion**

- In both the districts, 90 percent of the records and the necessary documents were made available to the team quite readily.
- One-fourth of the schools did not have regular supply of electricity. In some of the schools there was no water connection.
- In most of the schools, there were no SSA coordinators. Despite this, the records were maintained up to date.
- Almost 90 percent of the schools did not have boundary wall.
- In both the districts the enrolment of repeaters was not filled in the DISE.
- Regarding the annual examination of the previous year, no data was filled in the DISE by north district.
- In majority of the schools full cooperation was given to the survey team during the sample checking survey. In almost 90 percent of the schools, the necessary information was available quite readily and was being maintained up to date.

#### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Tamil Nadu-1

**1) Agency that conducted the survey:**

Department of Education  
Alagappa University  
Tamil Nadu.

- 2) Name of Investigator(s):** P. Prema  
S. Subbiah
- 3) Year for which the PES is conducted:** 2007-08.
- 4) Month in which Report was submitted:** 21<sup>st</sup> October 2008.
- 5) Number of Districts in the State:** 30.
- 6) Number and Names of Districts selected in the sample:** 01–Virudhunagar.
- 7) Number of Blocks selected in each sample district and total number of blocks selected:** 10: Total=10.
- 8) Sampling Methodology Adopted:** Circular Random Sampling Technique was adopted for selection of five percent schools. The sample comprised primary, middle, high and higher secondary schools in rural and urban areas. The sample schools were from all categories of management such as government, local body, welfare department, private-aided and private-unaided. The survey team was given training in data collection. The team collected data from sample schools during the period, July 2008. The filled in formats were scrutinized by the trained team. The PES data and the DISE data of the sample schools was entered into the computers and validation reports were generated. Based on the reports and enumerators' feedback, a comparative analysis was done.

**9) Major Findings**

- **School Location and Particulars:** The details regarding the location of schools pertaining to various aspects such as rural/urban and particulars of school such as school category, type, management showed that there is no discrepancy between the PES data and DISE data.
- **Teachers in Position:** As far as the data regarding teachers in position is concerned, the difference between the PES and DISE data ranges from 0.24 to 0.32
- **VECs:** There was very good representation from SC community in the VEC. There was no ST representation in the VECs in the sample schools. It may be due to the fact that ST population was very less in this district.
- **Enrolment and Student Attendance:** In all classes from I to VIII, the percentage of attendance of children exceeded 92 percent which was an encouraging trend. Attendance rate figures did not show any deviation from actual enrolment. The attendance rate also revealed gender equity in general and community-wise equity in particular.
- **Examination Pass Percentage:** There was no gender or community disparity in the results of annual examination.

- **Repeaters:** The actual variation between the PES and DISE data was very negligible.
- **Distribution of Textbooks:** All the needy children were provided with free textbooks from Class I to VII.
- **Disabled Children:** The PES-DISE data discrepancy was very negligible when the actual number of children was considered.
- **Teachers' Response:** In general, the cooperation and the response of the teachers were very good. 98 percent of the teachers and heads of schools had attended the DISE training conducted at the Block level. The DISE training programmes of one-day duration each were much useful to the teachers to understand the DCF concept.
- **Availability of Records:** The PES revealed that the grading for availability of records mostly ranged from very good to good.
- **Classroom Building and Status of Buildings:** There was no significant discrepancy between the PES and DISE data regarding school facilities such as classroom and status of buildings. All the schools had pucca building. The data regarding the number of classrooms as per the PES and DISE data did not deviate.
- **Children Enrolled and Attendance:** The district showed an encouraging trend in the enrolment. The percentage of attendance was 92 for Class I to Class VII. There was not much deviation of the PES data from the DISE data in terms of attendance and enrolment.
- **Examination Results:** The pass percentage was nearly 100. On account of no detention policy at the primary level, the pass percentage was 100 or near 100. At the upper primary level also it was close to 99. The key indicators of student enrolment, attendance and pass percentage showed encouraging performance after the implementation of the Sarva Shiksha Abhiyan.
- **DISE Training:** Majority of the teachers and heads (98 percent) had undergone the DISE training at Block level. The DISE training programmes were of one day duration each.
- **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 was very high and appreciable. The data discrepancy was minimal which indicated that the training in capturing relevant information was effectively conducted.
- **Sharing and Usage of Data:** Reports were being generated at the CRC, BRC and district levels and shared with offices of various departments for their use. An encouraging trend was that the DISE data was also used for monitoring and planning at all levels.
- **Teacher's in-service Training:** Nearly 98 percent of the teachers had attended in-service training programmes.
- **General:** The overall findings of the Post-Enumeration Survey were that the data captured through the DISE on all the key components and indicators of educational development was of excellent quality without any significant discrepancy.

## **10) Suggestions**

### **DISE Training**

- In order to have a holistic and meaningful picture of the achievement of the Education for All scheme (SSA), it is essential to give DISE training to the heads and teachers of all the government, government-aided and un-aided schools. In-service training should also be given to these teachers for enhancing the quality of instruction.

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

- It is necessary to encourage sharing of data with all the VEC members and others facilitating school administration. This sharing of experience will strengthen the various components of the SSA and facilitate 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 the SSA.
- The functioning of the VECs should be periodically monitored for effective administration, planning and organization of the schools.

### **Data Quality**

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

### **Maintenance and Updating of Records**

- The headmasters of the sample schools are maintaining all the records satisfactorily. In 13 percent of the schools, the maintenance was not satisfactory and hence special focus should be given to this component. In eight percent of the schools the condition of the records and registers was not good.

### **Data Sharing**

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

### **Data Usage-Monitoring**

- The DISE data are used very much in preparation of the Annual Work Plan and Budget. However, data are not used much for monitoring.

### **VECs Functioning**

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

## **11) Investigators' Observations**

Tamil Nadu is a role model in the successful implementation of Education for All scheme as a result of the commitment of functionaries at all levels. Tamil Nadu is an exemplary state in providing objective and holistic data.

The State Project Office (SPO) has created a very good school database which may be fed in the website for easy access by researchers and the public alike.

## **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Tamil Nadu-2****1) Agency that conducted the survey:**

Department of Extension Career and Guidance  
Bharathiar University, Coimbatore,  
Tamil Nadu.

- 2) Name of Investigator:** M. Jayakumar  
Department of Extension & Career Guidance  
Bharathiar University.
- 3) Year for which the PES is conducted:** 2007-08.
- 4) Month in which report was submitted:** 23<sup>rd</sup> September 2008.
- 5) Number of Districts in the State:** 30.
- 6) Number and name of Districts selected in the sample:** 01-Dharampuri.
- 7) Number of Blocks selected in each sample district and total number of blocks selected:** 08: Total= 08.
- 8) Sampling Methodology Adopted:** For selection of the sample, the University obtained the list of schools from the SSA, Dharampuri Office. In each block, the schools were categorized on the basis of school type and school management. 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). From the entire list, five percent of the sample was chosen in respect of each category.

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

**9) Major Findings**

- **School Particulars and Location:** The information relating to school particulars and location was found to be correct and there was no deviation between the PES and DISE data.
- **Enrolment Details and School Facilities:** There was a minor deviation in enrolment at Class III level and in enrolment of SC Children. In the case of ST children enrolled at primary and upper primary level, the percentage of deviation was high between the PES and DISE format.
- Minor deviation was found in availability of electricity, furniture, drinking water, common toilet facilities, boundary wall and play ground in the selected sample schools. Regarding teachers in position, the difference between the PES and DISE data ranged from three to six in numbers.

- **Repeaters and Disabled Children:** There was no deviation in disabled children's enrolment except in Class-I. With respect to repeaters the variation was found only in Class VI and VII, but it is a minor one.
- **Class-wise Enrolment, Attendance and Examination Results:** The key indicators of student enrolment, attendance and pass percentage showed encouraging performance. On the day of visit, the attendance of the students in primary classes (above 90 percent) and upper primary level classes (above 95 percent) was found to be good. In Class-V, the pass percentage was 100 both for boys and girls and that for Class-VIII above 96 percent in 2007-08 examinations (98 percent boys and 95 percent girls).

#### 10) Suggestions

- **DISE training:** The DISE training should be given to the head teacher and two more teachers of all management category schools. The in-service training should be made compulsory for all category schools.
- **Data Collection and Data Processing:** The sharing of the data with all the stakeholders of the school, like the VEC members, parents and other local body officials should be encouraged.

#### 11) Investigators Observations

The head teachers of the sample schools were maintaining all records satisfactorily. The VEC meeting was conducted on third Thursday of every month at the respective schools. The Village Education Committees' efforts were very satisfactory. The DISE data quality was good and the quality was maintained at all levels. Report cards of all the schools in Dharampuri district were available at the website: <http://www.dharmapuri.tn.nic.in>.

#### 12) Remarks, if any, and future course of Action

Not mentioned in the Report

**Tripura****1) Agency that conducted the survey:**

Office of the Nodal Officer  
Sarva Shiksha Abhiyan  
Tripura University  
Suryamaninagar, 799130  
Tripura (West).

**2) Name of Investigator:** Amitabh Sinha.

**3) Year for which the PES is conducted:** 2006-07.

**4) Month in which report was submitted:** 29<sup>th</sup> December 2006.

**5) Number of Districts in the State:** 04.

**6) Number and name of Districts selected in the sample:** 02–Dhalai, West Tripura.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Dhalai =03, West Tripura =03; Total=06.

**8) Sampling Methodology Adopted:** The Dhalai district was chosen as it is a ST dominated district and West Tripura district was chosen as it comprised of mixed population. In order to get a representative sample, from each block of both the districts, five percent schools were selected by random sampling. The sample comprised of 41 schools from all types of management and rural/urban areas. In addition to the prescribed formats for data collection, group discussions were also employed for collection of data.

The period of study was from October to December 2006. For the validation study thirty-six schools and twenty parameters were considered.

**9) Major Findings****Indicator-wise Discrepancy**

In the case of twenty indicators the average discrepancy was found to be 26.94 percent. The coefficient of variation was 1.202. The discrepancy was highest in the case of district code (97.22 percent) followed by incentives (88.89 percent); school code (69.44 percent); examination results (69.44 percent); repeaters (66.67 percent); enrolment (38.89 percent); disabled student (22.22 percent); academic year (22.22 percent). No discrepancy was found in the case of block/municipal name; school category and status of school building.

**10) Suggestions**

Not mentioned in the Report

## 11) Investigator's Observations

### Attendance Rate

- On the whole, student's attendance rate was higher in the West Tripura district compared to Dhalai district with coefficient of variation lower in West district.
- Students' attendance rate was higher for SC primary schools compared to General primary schools.
- Generally, students' attendance rate was lower in upper primary schools compared to primary schools in Dhalai district.
- In West Tripura district, on the whole, students' attendance rate was similar for general and SC primary schools.
- On the whole, students' attendance rate for girls was higher than that of boys taking two districts together.

### Teachers' Attendance Rate

- On the whole, teachers' attendance rate was higher in West Tripura district compared to Dhalai district but the difference was not significant.
- In the case of West Tripura district teacher attendance rate was higher in General primary schools compared to SC primary schools.

### Pupil Teacher Ratio (PTR)

- On the whole, pupil teacher ratio was lower in West district compared to Dhalai district.
- In West district, pupil teacher ratio was lower in General primary school compared to SC primary schools.
- Similarly, pupil teacher ratio was lower in General primary schools compared to SC primary schools.

### Success Rate (SR)

- As a whole, success rate was higher in Dhalai district compared to West Tripura district.
- Similarly, success rate was higher in SC primary schools compared to General primary schools.
- In West Tripura district, the success rate was higher in SC primary school compared to General primary schools.
- Upper primary schools success rate (SR) was lower compared to primary schools both in Dhalai and West Tripura districts.
- In West Tripura district, the success rate (SR) of girls was slightly higher at primary and upper primary level. But in Dhalai boys were doing better in general.

### Repeaters' Rate (RR)

- In the case of Dhalai repeaters' rate (RR) for General primary schools was higher than SC primary schools.
- In West Tripura district repeaters' rate (RR) was higher in SC primary schools compared to General primary schools.
- Repeaters' rate (RR) was higher in rural primary schools in West Tripura district compared to Dhalai district.

### **Drop-out**

- There were drop-outs in West Tripura (primary=155, upper primary =122) and Dhalai district (primary=81, upper primary =99)
- At upper primary level, drop-out were due to over-age and marriage of girl children. At Primary level, drop-outs were because of students being busy in domestic work.

### **Teachers' Training**

- In West Tripura district, 51.7 percent and Dhalai district, 60.98 percent teachers underwent training in the previous year, i.e., 1st October 2005 to 30th September 2006.

### **Maintenance of School Records**

- In West Tripura out of 18 schools, availability of record was average in six schools and in 12 schools it was good. Out of 18 schools, condition of records was good in 11 schools, average in six schools and the records of only one school were good. Out of 18 schools, updating of records was good in 11 schools, average in five schools and in two schools records were poor.
- In Dhalai out of 23 schools, availability of records was average in 14 schools, good in eight schools and poor in only one school. Out of 23 schools, condition of records was good in 8 schools, and in 15 schools it was average. Updating of records was good in eight schools out of 23, and average in 15 schools.

### **Disabled Children**

- In Dhalai district percentage of disabled students was 0.6.

### **VEC Composition**

- There were seven members each in West Tripura and Dhalai Village Education Committee. In most of the VECs there were both male and female members. The SC/ST category members also existed. The meeting was held once a month. The VEC meeting was also held twice or more in a month, if necessary.

### **School Summary Report**

- No school had received the format of school summary report. Therefore, the reports were missing both in West Tripura and Dhalai.

## **12) Remarks, if any, and future course of Action**

More careful scrutiny of the DISE data is required for schools in Dhalai compared to West Tripura though discrepancy is high in West Tripura district also.

More careful scrutiny of the DISE data is required in the case of indicators as shown below:

- High: district code, school code, repeaters, incentives, examination results, enrolment.
- Medium: academic year, teachers in position, disabled children.
- Low: village name, rural/urban, type of school, management, lowest class, highest class, status of building.
- Not Required: block/municipal name, school category, type of building.

## Uttar Pradesh-1

**1) Agency that conducted the survey:**

Giri Institute of Development Studies  
Aliganj  
Lucknow-226024.

**2) Name of Investigators:** B. K. Bajpai  
Fahimuddin  
R. C. Tyagi.

**3) Year for which the PES is conducted:** 2006-07.

**4) Month in which report was submitted:** March 2008.

**5) Number of Districts in the State:** 70.

**6) Number and Name of Districts selected in the sample:** 03–Barabanki, Saharanpur and Siddharth Nagar

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Barabanki =18, Saharanpur=13 and Siddharth Nagar=14: Total =45.

**8) Sampling Methodology Adopted:** The selection of sample primary and upper primary schools was made according to their existing proportion in a particular block of each district. These schools were further divided according to the type of schools like school of Education Department, private un-aided, private-aided, run by local body, TWD and others. This division for sample selection was based on proportionate sampling. Apart from collecting the key information for ascertaining the accuracy of the DISE school level data, the format also contained a qualitative assessment of the whole system engaged for disseminating the primary education. The data available through the DISE and sample checking format on different aspects was put for comparative analysis in a tabular format.

**9) Major Findings**

- In respect of classrooms and other rooms not much variation was seen between the DISE data and the sample survey data in general in Barabanki district. In Siddhartha Nagar district small variations were observed in the number of classrooms as well as other rooms that needed repair and minor repairs.
- Very small variations were found between the DISE data and the PES survey data in Saharanpur district in respect of the classrooms and rooms that needed minor repairs.
- Some variation between the DISE information and the PES survey was observed in the case of pucca and pucca but broken boundary walls. A very nominal variation was observed regarding the condition of boundary walls in the case of Siddhartha Nagar district.
- Minor variations between the DISE data and the sample survey data was observed in the case of the number of residential schools in Saharanpur and

Siddharth Nagar districts whereas the number of schools was found to be exactly matching in the case of Barabanki district.

- Most of the schools were functioning in government buildings in these districts. The number of schools functioning in pucca buildings was recorded as the highest.
- In the case of upper primary schools, the DISE data and sample survey data did not show much variation in terms of aspects such as number of teachers (male and female).
- In Saharanpur district some variations were observed in each of the schools with pucca boundary walls and pucca but broken boundary walls. A very nominal variation was observed in the condition of boundary walls in the Siddhartha Nagar district.
- Some variation was observed in the data on playground and furniture facility in schools of Barabanki district. In Saharanpur district, small variation in playground and computer availability from the DISE data was observed. In Siddhartha Nagar district also a variation in availability of computers was observed.
- Small variation (1.32 to 3.06) was observed in the total enrolment of the children in primary schools of Barabanki district.
- Some nominal variations were seen in the availability of playgrounds as per the sample survey results and the DISE data.
- No significant variation was found between the DISE data and the data obtained from the sample survey relating to the enrolment of the students in upper primary schools of Barabanki district for boys and girls.
- In case of Saharanpur district variation between the DISE and the survey data is almost at the same level as in Barabanki. In Siddharth Nagar district variation in enrolment between the DISE and sample survey data was found to be nominal in the case of the other two districts.
- More than 62 percent of the total enrolled students were found to be present in general in Barabanki district on the day of survey.
- A well-established Educational Management Information System (EMIS) was found in each of the three districts.
- In all the three districts, year-end summary and report cards were recorded as satisfactory.
- For the awareness of the DISE data, separate workshops are not organized but training is imparted at the block level in all the three districts.
- A full-fledged system and arrangement for the DISE data feeding was found to be existing in all the three districts.

## 10) Suggestions

- In order to ensure better quality of data, EMIS data should be compiled at the BRC level.
- A minimum of 10 percent of the DISE data should be checked by BRC/NPRC coordinators.
- As there are no training workshops on the EMIS data at the district level, these should be reorganized frequently at district level.
- The BRC/NPRC coordinators should be imparted computer training regarding the EMIS data.

Major Findings: 2007-08

**11) Investigators' Observations / Conclusion**

Not mentioned in the Report

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

**Uttar Pradesh-2****1) Agency that conducted the survey:**

Govind Balabh Pant Social Science Institute  
Jhusi, Allahabad-211019.

**2) Name of Investigator:** S. K. Pant.**3) Year for which the PES is conducted:** 2007-08**4) Month in which report was submitted:** May 2008.**5) Number of Districts in the State:** 70.**6) Number and name of Districts selected in the sample:** 01–Sonebhadra.**7) Number of Blocks selected in each sample district and total number of blocks selected:** Sonebhadra=08: Total= 08.

**8) Sampling Methodology Adopted:** The validation of the DISE data was carried out on the basis of five percent data selected randomly from the list of schools. All types of schools were included in the sample, irrespective of the small representation they had. The sample comprised of a total of 92 schools. The sample contained a large proportion of schools having only primary classes (about 73 percent) followed by schools having only upper primary classes (about 23 percent). Together, these two categories accounted for about 96 percent of the total sample schools. The sample contained about 82 percent of schools managed by the Education Department, about three percent by local bodies, 13 percent by aided and un-aided, private bodies and one percent by the TWD and others respectively. Through physical verification, other key information regarding qualitative assessment of implementation of the DISE mechanism, quality of training provided, receipt of school summary report, information regarding the frequency of supervision by the CRC coordinators, etc., was also obtained. The analysis has been classified broadly in the following three categories:

- i) The proportion of schools about which information was incomplete in nature, i.e., the information in the DISE format was not filled or was left blank;
- ii) The proportion of schools in which the DISE information did not match with the information provided by the monitoring institutions; and
- iii) The proportion of schools in which the concerned information of the DISE data matched with the information provided by monitoring institutions.

**9) Major Findings****School Information**

- In a majority of the sample schools, the DISE data matched with sample data, on a large number of parameters.
- In quite a few cases data was not available on certain parameters like the year of establishment, type of ownership, building, classrooms, etc.
- The incidence of the DISE data not matching with the sample data was also reported in some parameters. However, the variation was found to be quite

- The variation in the DISE and the sample data could be largely on account of the manner and mode in which the data was filled by the school.

### **Enrolment**

- The DISE data on enrolment on all major parameters at both primary and upper primary level was found to be quite consistent with the sample data. Whatsoever variation was observed, it was found to be quite insignificant.
- However, when the comparison was made of student's enrolment at the school level, the mismatch in the DISE and sample data was quite large and insignificant at the primary and upper primary level.
- The consistency may partially be attributed to the manner and mode /procedure of data filling adopted by the respective schools.

### **Annual Examination**

- Variation of the DISE data with the sample data on a majority of parameters was minor and insignificant. However, on some parameters like percentage of girl students passed out at upper primary level, the variation was higher.
- The DISE data on annual examination at the school level was also found to be quite consistent with the sample data.

### **Teachers' Position**

- By and large, the DISE data was found to be consistent with the sample data. The variation in the DISE data and the sample data was more conspicuous for the schools that were managed by private institutions/organizations.

### **Physical Condition of Records**

- The physical condition of the records in a large proportion of schools was quite good. Large-scale variation at block level was also observed; with some blocks performing poorly. The large-scale variation had more to do with the manner in which the data was being filled in. It is necessary to follow a uniform pattern of data collection, to avoid such inconsistencies.
- The management-wise analysis showed that the highest proportion of schools keeping the records in good conditions were from private institutions; closely followed by those run by the Education Department while schools managed by other government departments fared poorly.

### **On Principal's /Head Teacher's Training**

- More than three-fourth of the teachers of sample schools had received training. It was an encouraging sign; however, about one-fourth of them had so far remained un-trained.
- None of the principals/head teachers of private schools had received training. The proportion of trained teachers belonging to schools run by other government departments was also not very high.

**10) Suggestions**

- The EMIS data should be compiled at the BRC level also for better quality of data.
- A minimum of 10 percent DISE data should be checked by the BRC/NPRC coordinators.
- The training workshops on EMIS data should be organized frequently at district level.
- The BRC/NPRC coordinators should be imparted computer training on the EMIS data.

**11) Investigators' Observations/Conclusion**

Not mentioned in the Report

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

### Uttar Pradesh-3

**1) Agency that conducted the survey:**

Centre of Advanced Development Research  
Chandganj Garden,  
Lucknow.

**2) Name of Investigator:** B. N. Tyagi.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** May 2008.

**5) Number of Districts in the State:** 70.

**6) Number and name of Districts selected in the sample:** 02–Chitrakoot, Shahjahanpur.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Chitrakoot=05, Shahjahanpur=15, Wards=11: Total = 31

**8) Sampling Methodology Adopted:** Out of total number of 4,192 schools in both the districts, about five percent schools from each district were selected by random sampling. The sample comprised of 203 schools. All information relating to sample schools was collected by the research investigators.

Besides collecting the key information for verifying the accuracy of the DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of various aspects in schools such as quality of training provided, receipt of school summary report, supervision by the CRC coordinator, etc. It also captured the actual attendance of students and teachers on the day of the visit as well as the working of the mid-day meal programme.

A comparative analysis of the sample and DISE data and data pertaining to various aspects (variables) was done. It was presented under three heads as follows:

- (i) Proportion of schools where the concerned information is filled in the DISE data and its comparison with the information provided during the sample checking survey.
- (ii) Proportion of schools where particular information is filled in the DISE data but it does not match with the information provided to the research investigators during the sample checking survey.
- (iii) Proportion of schools where particular information was not available in the DISE data.

**9) Major Findings**

- Out of 203 sample schools, there was complete matching in respect of 201 sample schools as regards 'type of schools' was concerned.

- In two of the upper primary schools having primary classes, Class VI was recorded as the lowest class. This clearly shows lack of scrutiny of the DISE formats at the NPRC /BRC level.
- Some head teachers had taken 'establishment year' to be the year of starting the lowest class in the building. Some had understood it to be the year of starting construction of their own building. Some had assumed this to be the year when classes started running in their own building. This needs classification and elaboration in the DISE format itself and scrutiny at the NPRC/BRC level.
- There was very close matching in the enrolment figures given in the DISE format and the sample survey figures in the case of schools managed by the Education Department. However, in the case of private-aided and un-aided schools, particularly upper primary school, there was great divergence between the DISE and the sample survey data.
- Definition of repeaters given in the DISE format and the one given for sample checking was different. In the sample checking, only those children who failed in a class and re-admitted in the same class again were considered as repeaters. In the DISE formats a repeater means:
  - i. A student failed in the class and re-admitted, or
  - ii. A student who did not appear in the final examination and remained in the same class next year also, or
  - iii. A student who was absent for a long period in an academic year and was not allowed to appear in the final examination.

#### **10) Suggestions**

- The DISE data of schools managed by the Education Department matched in more than 95 percent cases with the sample data. The DISE data and sample data of some private schools showed wide divergence. This points to the need of undertaking intensive checking of private schools.
- Sample checking of the DISE data should be a regular feature of educational planning.

#### **11) Investigator's Observations/Conclusion**

Not mentioned in the Report

#### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Uttar Pradesh-4

**1) Agency that conducted the survey:**

Govind Balabh Pant Social Science Institute  
Jhusi, Allahabad.

**2) Name of the Investigator:** S. K. Pant.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which Report was submitted:** May 2008.

**5) Number of Districts in the State:** 70.

**6) Number and names of Districts selected in the sample:** 01–Azamgarh

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Azamgarh =23: Total= 23.

**8) Sampling and Methodology Adopted:** The sample schools were selected randomly from the list of schools. Out of a total number of 3,865 schools, 193 schools were selected. The sample contained an overwhelming proportion of schools having only primary classes (about 75 per cent) followed by schools having only upper primary classes (about 26 per cent). Together, these two categories accounted for almost cent percent of the total sample schools. Likewise, if the classification was made by the management, then the sample contained about 62 percent of schools managed by the Education Department, about two percent by local bodies, 31 percent by aided and un-aided private bodies, about five percent by the TWD and less than one percent by others.

Other key information regarding qualitative assessment of implementation of the DISE mechanism, quality of training provided, receipt of school summary report, frequency of supervision by the CRC coordinators, etc., was also obtained. Further, the actual attendance of students and teachers was also recorded on the day of visit to the sample school.

The validation exercise of school data was done on the basis of data provided by the State Project Office, Lucknow, of the sample schools with the data collected by monitoring institution on cross-sectional basis. The analysis has been classified broadly in the following three categories:

- i) The proportion of schools which were incomplete in nature, i.e., the information in the DISE format was not filled or were left blank;
- ii) The proportion of schools in which the DISE information did not match with the information provided by the monitoring institutions; and
- iii) The proportion of schools in which the concerned information of the DISE data matched with the information provided by monitoring institutions.

Further, attempts were also made to analyze the data gathered through the DCF. However, no information was provided (in the DISE forms) to the evaluating agency by the State Project Office, Lucknow.

## 9) Major Findings

### About the DISE Data

- Of the 193 sample schools selected, four primary schools and two upper primary schools were found to be closed. Further, in the case of one upper primary school the DISE data was not available.
- In the majority of schools, the DISE data on a large number of variables matched with the sample data. However, in some of the variables like the information on the year of establishment, number of classrooms, the variation between the DISE and sample data was also found to be large. The level of variation between the two was quite marginal and may have occurred on account of the pattern and mode of filling data by the schools.

### On Enrolment Data

- There was a variation in school data regarding enrolment of students at the primary as well as upper primary levels. The variation was found to be quite marginal. Further, in case of disabled students, repeaters and ST students, the variation between the two set of data was observed to be large.
- Variation on parameters like enrolment for boys and girls, both at primary and upper primary levels was large; however, the difference between the two sets of data was quite marginal. Thus, it could be said that it might have occurred largely on account of procedure of filling in the DCF.
- Large set of variation was observed in the case of SC students, and on overall enrolment levels.

### Data on Disability

- The overall level of the DISE data matching with the sample data was consistently high, however, on some parameters the DISE and sample data mismatched also. The level of mismatch was quite nominal and insignificant.

### Data on Repeaters

- The data on repeaters was quite consistent and whatsoever inconsistency was found, it was quite marginal which had more to do with procedural and administration related aspects.

### Annual Examination Pattern

- High level of compatibility between the DISE and sample data was observed.
- The mis-match in some indicators could be called quite marginal.
- At the school level, though the compatibility level was not high, the difference between the DISE and sample data was also not significant. This may, once again, be attributed to their mode and procedure of filing records.

### On Teachers' Position

- In about one-fifth of the sample schools the DISE data did not match with the sample data and this mismatch was more pronounced in the case of government schools.

### Teachers' Reaction

- By and large the principal/head teachers were quite positive about the validation exercise to be carried out, but high level of inter-block variation

- On the aspect of providing information readily, the overall situation of sample schools was not very encouraging, as about one-third of the schools did not have information ready with them and this situation was particularly bad in schools managed by other government departments.

#### **Availability Pattern of Records**

- Records were readily available in about 63 percent of the schools.
- The study of school management association shows that in the matter of availability of records, the performance of schools managed by Education Department was, by far, much better than that of the other two managements.
- There has been a high level of variation in the performance of schools at the inter-block level.
- Only in one block namely, Tarwa, cent percent schools were in a position to provide records readily.

#### **Physical Condition of Records**

- The performance of schools could be called quite satisfactory as in about 86 percent of them the physical condition of the records was good.
- In about 22 percent of the blocks, the physical condition of the records was good.
- In the matter of up- to-date maintenance of records, the performance was also found to be good as over 82 percent of the schools maintained updated records and once again in about 22 percent of the blocks, the level of updated records of the schools was cent percent.

#### **Awareness Regarding Composition of VEC**

- Though a majority of school teachers/principals accepted the importance of the VECs and were also in favour of providing more space/seats to female and backward candidates, there were also quite a few of them who did not have any knowledge about it, a condition that needs to be addressed on a priority basis.

#### **View on SC Membership in VEC**

- A majority of teachers favoured representation of SCs in the VEC. However, quite a few of them were ignorant of such a provision which was a major setback for the social empowerment process and needs to be addressed.

#### **Views on the ST Membership in VEC**

- The majority of the teachers were either ignorant or were not informed of the STs representation in the VEC, and they need to be sensitized through suitable intervention strategies to mould their opinion so as to provide equal space to such oppressed people.

#### **Frequency of NPRCs Visit**

- The level of visit of NPRCs to schools was not encouraging. Large scale variation was observed at inter-block level. The level of visit of NPRC in private and other government department schools was very disappointing.

**Training of Personnel**

- Despite the SSA efforts on providing training to programme functionaries, about half of the teachers had remained un-trained and this was particularly true in the case of schools run by government departments, followed by private schools.

**Feedback Mechanism**

- The situation of feedback mechanism in the form of school summary report was particularly worrisome as hardly one-tenth of the sample schools had received them. The situation was quite grave in private schools and schools managed by other government departments.
- A large amount of variation was observed at the inter-block level and in over 56 percent of the blocks. None of the schools had received the summary report.

**Supervision Mechanism**

- Hardly about half of the sample schools had reported the visit of Nyay Panchayat Resource Coordinators (NPRCs) in the last three months and the remaining were not visited. It was more pronounced in schools run by other government departments and private schools.

**Absenteeism Pattern****About Teachers**

- It could be seen that only in about 55 percent of the sample schools, all the teachers were present on the day of validation.
- The incidence of absenteeism appeared to be more pronounced in schools having more teachers.
- The situation was particularly critical in government schools where incidence of absenteeism had assumed alarming proportions.

**About Students**

- The incidence of absenteeism was observed in the case of students and it was found that about one-fifth of the students did not attend the school on the day of validation.
- The rate of absenteeism was found to be high among boys. Cent percent students belonging to the ST category was present on the validation day.
- A large scale variation was observed at inter-block level that was a major area of concern.
- The schools managed by private institutions appeared to be better equipped to deal with the problem of absenteeism.

**10) Suggestions**

The analysis has clearly shown that quality of the DISE data suffers from many drawbacks. Further, the study also brought to light the fact that the variation in the DISE data and sample data has largely arisen not because of the flaw in the system but largely on account of the pattern or mode of data collection adopted by the schools which needs to be streamlined and made

uniformly acceptable. On the basis of analysis the following suggestions are given:

#### **Training Aspect Needs to be Strengthened**

- Many of the problems regarding filling up of form (DCF) could be taken care of by toning up the meaning aspect; so far the analysis has shown that teachers from private schools have remained isolated from training schedules. Therefore, efforts are to be made to motivate and encourage them.
- The training of teachers needs to be organized periodically so that the teachers are also informed about the latest happenings in their field.
- There is also a need to take up the training on a more serious mode. The help of some professional body, with requisite experience, can also be taken in this regard.

#### **Strengthening up of Monitoring Mechanism**

- There is need for strengthening up of supervision and monitoring mechanism. Many of the inconsistencies observed in the DISE data could also be attributed to the poor monitoring strategy.
- There is a skewed pattern of monitoring that squarely overlooks the working and performance of private schools. Thus, there is a need to evolve a policy that gives adequate weightage to all type of schools. This will not only enhance the quality of the DISE data but will also improve its coverage base.

### **11) Investigators Observations/Conclusion**

- It was observed that many a time in schools where there is no head teacher, the other teachers, who are not mentally prepared, are appointed as the head teachers on verbal instruction. Their non-trained status also affects the quality of service; all this affects the quality of data also.
- The schools were also observed to be under-staffed, as a result they were not able to maintain or update the school records.
- Many of the teachers were attached to the BRC that has also accentuated the problem of shortage.
- In some schools, information regarding the year of establishment was not available even to the head teachers nor was it available in the school records. All this reflects poor maintenance.
- Teachers were also appointed as BRC or NPRC, and they never visited the schools because of pre-occupation with their nascent job.
- Some teachers have been made building officers (Bhawan Prabhari) and they do not find time for teaching on account of additional load.
- The guidelines that have been provided to the schools are not carefully followed; as such the information provided is incorrect or wrong.
- Teachers do not keep records of the information/data given to the higher authorities as a result of which inconsistencies do crop up when they provide information for the second time.
- There is also a need to simplify the DISE format and regular training is to be given to the teachers.

- The monitoring of schools by the NPRCs also needs to be streamlined. It was observed that all the instructions are given verbally and not recorded; that also affects the quality of data.
- For assessing the performance of “repeaters”, the guidelines have categorically classified them. However, the DISE data does not make any such description. Hence, it fails to capture genuine cases. In filling up of the DISE format, due care needs to be taken in this regard.

**12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## Uttaranchal

**1) Agency that conducted the survey:**

Academy of Management Studies  
126-C, Sector III  
Defence Colony, Dehradun -248005.

**2) Name of Investigators:** Not mentioned in the Report.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** Not mentioned in the Report.

**5) Number of Districts in the State:** 13.

**6) Number and names of districts selected in the sample:**13-Dehradun, Champawat, Tehri, Uttarkashi, Nainital, Haridwar, Almora, Pithoragarh, Pauri, Chamoli, Rudraprayag, Udham Singh Nagar, Bageshwar.

**7) Number of Blocks selected in each sample district and total number of blocks selected:** 03 blocks from each district: Total = 39

**8) Sampling Methodology Adopted:** The sample selection was done by giving due consideration to the SC/ST and minority dominated blocks and literacy rate. In each sample block, a complete listing of all the schools was done and a sample of five percent schools was chosen through the systematic random sampling technique. All the 39 sample blocks taken together, a total of 442 schools were selected for checking of the DISE data.

A comparative analysis of the DISE and sample checking of data pertaining to various aspects (variables) was done. The analysis was presented under the three heads:

- (1) Proportion of schools wherein the DISE data, the concerned information was either not at all filled (the field is left blank or zero) or was not available (denoted by code=9).
- (2) Proportion of schools where although the concerned information was filled in the DISE data, it did not match with the information provided to the Academy of Management Studies during the sample checking survey.
- (3) Proportion of schools where the concerned information was filled in the DISE data and it matched with the information provided to the Academy of Management Studies during the sample checking survey.

## 9) Major Findings

### Verification of the DISE Data

- Overall, for 99 percent of the selected sample schools, the data was found available in the DISE CDs provided to the agency.
- The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 95 percent of the schools,

except the information relating to the year of establishment of the schools where a matching of 78 percent was found between the same.

- In more than 83 percent of the schools, the DISE and the sample survey data relating to the ownership, building type and number of classrooms was found to be completely matching.
- During cross-verification of the DISE data regarding enrolment, it emerged that in six percent of the schools having primary classes and nine percent of those having upper primary classes; either the data regarding enrolment was completely missing or was internally inconsistent in the DISE CD provided to the sample survey agency.
- The micro-level (school-wise) analysis of the data reveals that in around 53 percent primary and 50 percent upper primary schools, the enrolment figures provided in the DISE CD were matching exactly with the figures collected through the sample checking survey.
- During cross-verification of data relating to '*Repeaters*', it was found that in a sizeable number of schools, the school authorities, who filled-up the DISE formats, had clubbed all the three categories i.e. failures, long absentees and re-admissions into one. As a result, the number of '*Repeaters*' (which denotes only the failed students) found by the sample survey team was matching with the departmentally collected DISE data in about 67 percent of the primary schools and in more than 73 percent of the upper primary schools.
- As far as the data regarding annual examination is concerned, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in more than 64 percent of the schools having primary classes and in more than 52 percent of those having upper primary classes.
- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicated a matching in the case of around 66 percent of the schools. In the majority of the remaining schools, a variation of +1 was observed in the overall number of teachers. This variation does not necessarily mean a wrong reporting or wrong entry because neither the DISE nor the sample checking formats specify any particular date for recording the number of teachers and there was a time-gap between filling up the DISE formats and the sample checking survey.
- The data relating to availability of the basic amenities, such as, electricity, toilet, boundary wall, source of drinking water, playground, number of computers and seating arrangements for children revealed that in more than 67 percent of the schools, the survey data matched with the departmentally collected DISE data.

#### **Availability and Up-keep of Records**

- The overall analysis of availability of school records relating to the DISE data reveals that in 83 percent of the schools the records were readily available.
- During data collection, about 92 percent of the schools were in a position to provide information regarding enrolment, achievement and other information relating to students.

### **Training of School Authorities on the DISE**

The DISE data plays an important role in providing required information on various aspects relating to schools. Hence, it is important that the DISE formats are carefully filled-up to ensure correctness. This necessitates proper and intensive training of the school authorities responsible for filling-up of the DISE formats. Training in filling-up of the formats for the current academic year was provided to only 57 percent of the school authorities, which is barely sufficient for accomplishment of such an important task.

### **Availability of 'School Report Card'**

'School Report Cards' were available only in 58 percent of the schools visited by the sample survey team. Though this situation was not very satisfactory it is much better as compared to the last academic year when only 25 percent of the schools were found having school report cards.

### **Availability of Office Copy of the DISE Formats**

The DISE data is so important that every school ought to keep an office copy of the same in the school. However, the analysis of the data in this regard revealed that only 49 percent of the schools had retained the office copy of the DISE formats for the current academic year (2007-08).

### **Presence of Teachers and Students on the Day of Survey**

The analysis of the number of teachers absent on the day of visit reveals that in the category of schools having one or two teachers in position, in a little over two-third (69 per cent), all the teachers were found present on the day of the survey. On the other hand, in the category of schools having six or more teachers, the corresponding proportion (where all the teachers were present) was less than one-third (29 per cent). In almost one-third (34 per cent) of the schools of this category, two or more teachers were found absent on the day of the visit by the field investigator from the PES Agency. This shows an interesting phenomenon, that is, with increase in the strength of teachers in the schools, their absenteeism also increased.

So far as attendance of students is concerned, all the schools taken together, 81 percent of them were found to be present on the day of visit to the school. The attendance of students in the schools having primary with upper primary classes was found to be very high (92 percent) on the day of visit. On the other hand, the attendance of students in the schools having only primary classes and only upper primary classes was found to be 81 percent and 78 percent, respectively.

## **10) Suggestions**

### **Proper Training on the DISE**

- Considering the crucial role of the DISE for planning, implementation and monitoring, there is an urgent need to ensure the training of all school authorities responsible for filling-up the DISE formats.
- The private schools generally do not take training in filling-up of the DISE formats seriously. In this regard, a system should be evolved whereby the concerned District Project Officer may take action against the erring private schools.

### **Verifications and removal of errors in the DISE format**

- Considering the importance of the DISE, the State Project Office has developed a system for proper cross-checking and verification of the DISE formats at different levels (CRC, BRC and district). The State Project Office should follow up vigorously the officials responsible for cross-checking and verification of the DISE formats for adhering to the system developed for cross-checking and verification of the DISE data.

### **Data Entry of the DISE Formats**

- The provision of single computer operator for entry of the DISE formats is inadequate, particularly in the case of large districts. The DISE being a time-bound assignment, additional computer operators should be trained on the DISE software in the bigger districts. This is also necessary in view of the DISE being a time-bound activity.

### **Guidelines given with the DISE formats**

- All the guidelines for filling up various items in the DISE format have been given together at the beginning of the DISE format. It is suggested that instead of this, the guidelines corresponding to each item, if any, in the DISE formats should be given right under the concerned item for easy comprehension and specific attention of school authorities while filling up the same.

### **Amendment in Guidelines Provided for Repeaters**

- Regarding 'repeaters', it was noted that the definition of 'repeaters' given in the DISE format guidelines was different from that given in the sample survey guidelines.
- As the system of sample checking is crucial for ensuring the accuracy and quality of the DISE data, there is a definite need to re-visit the data collection format mandated for sample checking and to ensure that its questions conform to the corresponding questions in the DISE format.

### **Simplification of the DISE format**

- In order to ensure quality of the DISE data, there is an urgent need to simplify the present DISE format. For instance, it would be much simpler for the schools to provide student-wise information on gender, caste and age for various classes rather than doing the manual cross-tabulation as required by the present format.

### **Re-designing Sample Format**

- As the system of sample checking is crucial for the accuracy and quality of the DISE data, the sample checking format should also be re-designed in such a way that its questions conform to the corresponding questions in the DISE format.

### **11) Investigator's Observations**

Not mentioned in the Report

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## West Bengal-1

**1) Agency that conducted the survey:**

Rural Extension Centre  
Visva –Bharati, Sriniketan  
West Bengal.

**2) Name of Investigator(s):** Rafiqul Islam.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which the report is submitted:** May 2008.

**5) Number of Districts in the State:** 20.

**6) Number and names of Districts selected in the sample:** 01–Uttar Dinajpur

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.

**8) Sampling Methodology Adopted:** The method of random sampling was adopted for selecting the five percent sample schools. There were as many as 1,430 primary schools and 193 upper primary schools in the district. 84 schools (73 primary and 11 upper primary) were covered for the survey. The pre-structured DISE questionnaire was administered for collection of information from primary and secondary sources. The relevant information was collected using the techniques of interview and participant observation by the investigators.

**9) Major Findings**

**Type of Schools**

- Majority of the primary and upper primary schools were co-educational in nature. From the 11 upper primary sample schools, one school was exclusively for boys.

**School Category**

- The sample primary schools were mainly up to Class IV. There were two such schools which were exclusively up to Class VIII and the rest of the sample upper primary schools had higher secondary sections.

**Year of Establishment of School**

- In Uttar Dinajpur the primary schools were established after the 50s and upper primary schools were established after the 60s.

**Experiences of Head Teacher**

- In the majority of primary and upper primary schools, head teacher had experience up to 10 years. In 12.3 percent of primary and 27.7 percent of upper primary schools, head teachers had more than 10 years of experience.

**Teachers Qualification**

- The majority of primary school head teachers were below undergraduate (84.9 percent) and maximum of them had JBT training. In addition to this, it was also found that in the majority of upper primary schools, head teachers were post-graduates with B.Ed training.

**School Management**

- All the sample schools were managed by the Education Department, Government of West Bengal.

**Residential Schools**

- It was found that all the primary schools constituting the five percent sample were non-residential in nature. Four upper primary schools were residential and the hostels of those schools were managed by the Welfare Department of the SC and ST. In addition to this, there were six schools having KGBV hostel.

**School Building Used as a Shift School**

- Shift schools were situated mainly in the municipality area. As many as 28.8 percent primary schools and 27.27 percent of upper primary school buildings were used for the purpose.

**Teachers Position and Attendance**

- There were as many as 243 teachers (M-165, F-78) in all the 73 primary schools and 155 teachers (M-126, F-29) in 11 upper primary schools and all of them were in position.
- In primary schools 88.4 percent male and 85.8 percent female teachers were present on the day of school visit and in upper primary schools 90.4 percent male, 79.4 percent female teachers were present.
- The number of para-teachers in position in those schools was 59 (M-27, F-32) in primary and 43 (M-24, F-19) in upper primary schools.

**Position of Non-Teaching Staff**

- There were as many as 29(M-24, F-05) non-teaching staff in the sample upper primary schools.

**Status of School Building**

- None of the sample school building was private or a rented place. All the school buildings were constructed out of government grants.

**Type of School Building**

- All the upper primary school buildings were pucca. Two primary school buildings were partly pucca. There was no building-less school in the district.

**Number of Blocks in the School**

- The majority of primary and upper primary schools had up to three blocks.

### **Condition of Classroom and Other Rooms**

- The primary schools had as many as 183 classrooms and 31 other rooms. The upper primary schools had 91 classrooms and 22 other rooms.
- As many as 15 primary school classrooms were unfit for use. Similarly, 12 classrooms and two other rooms of upper primary schools were unfit for use.

### **Availability of Electricity**

- 96 percent of primary schools and 27.27 percent upper primary schools had no electricity connection.
- With regard to toilet facilities in the school it was found that one primary school and one upper primary school did not have this facility. It was also noticed that many of the toilets were used by the school staff. The toilets were mostly unclean.

### **Boundary Wall**

- It was found that 78 percent primary schools, 27 percent upper primary schools did not have boundary walls. The schools which did not have boundary walls were mostly mixed pucca and kutcha buildings.

### **Drinking Water Facilities**

- The majority of the schools had provision of drinking water supply through hand pump and wells. 2.5 percent primary schools did not have provision of drinking water. All the upper primary schools had provision of drinking water either by hand pump or tap water.

### **Seating Arrangement**

- The floor was being used for seating in the case of primary schools. The upper primary schools had adequate furniture as seating arrangement for their students.

### **Student Enrolment**

- It was found that repeaters were more in upper primary schools. There were 1,006 repeaters (B-521, G-485) in 11 upper primary schools and on the other hand, only 69 (B-35, G-34) repeaters in 73 primary schools in 2006-07.
- As many as 166 (B-103, G-63) physically challenged and 44 (B-21 G-23) drop-outs were there in the sample primary schools in the year 2006-07.
- There were as many as 50 (B-27, G-23) physically challenged and 27 (B-14, G-13) drop-outs were reported from the sample upper primary schools in the year 2006-07.
- There were 1,308 repeaters (B-544, G-764) in 11 upper primary schools, on the other hand, only 113 (B-48, G-65) repeaters in 73 primary schools in 2007-08.
- There were as many as 180 (B-110, G-70) physically challenged and 26 (B-19 G-7) drop-outs in all the sample primary schools in the year 2007-08.
- There were as many as 53 (B-24, G-29) physically challenged and 112 (B-47 G-65) drop-outs in all the sample upper primary schools in the year 2006-07.

### **Grade-wise Examination Detail**

- 94.4 percent of students of Class IV appeared in the final examinations, out of them 98.17 percent of students qualified.
- 93.24 percent of students of Class VIII appeared in the final examinations, out of this 85.26 percent of students qualified in 2006-07.
- 86.31percent of students of Class IV appeared in the half yearly examinations, out of this 89.56 percent of students qualified.
- 93.72 percent of students of Class VIII appeared in the half yearly examinations, out of this 56.75 percent of students qualified.

### **10) Suggestions**

Not mentioned in the Report

### **11) Investigator's Feedback/Conclusion**

Both the primary and upper primary schools were opened on the first day of school visit and the information was collected on the very first day of visit. The initial reaction of head teacher regarding the availability of records seemed to be good. All the schools were not able to provide the DISE code.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

## West Bengal-2

**1) Agency that conducted the survey:**

Rural Extension Centre  
Visva –Bharati, Sriniketan  
West Bengal.

**2) Name of Investigator:** Rafiqul Islam.

**3) Year for which the PES is conducted:** 2007-08.

**4) Month in which report was submitted:** May 2008.

**5) Number of Districts in the State:** 20.

**6) Number and name of Districts selected in the sample:** 01–Puraba Medinapore

**7) Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.

**8) Sampling Methodology Adopted:** The number of sample schools was 196 (151 primary and 45 upper primary). Random sampling was adopted for selecting the schools. Five percent sample was drawn from the universe. The pre-structured DISE questionnaire was administered for collection of information from primary and secondary schools. The relevant information was collected using the techniques of interview and participant observation by the investigator. The collected information was carefully studied and appropriate categories were formed and on the basis of objectives of the study, various tables were prepared for analysis of the data.

**9) Major Findings**

**Type of Schools**

- It was found that the entire sample primary schools were co-educational in nature. About 57.77 percent sample upper primary schools were co-educational.
- In the majority of the upper primary school head teachers were post-graduates with B.Ed training.

**School Category**

- The sample primary schools were mainly up to Class IV. There were 6.66 percent upper primary schools exclusively up to Class VIII and the rest of the sample upper primary schools (93.33 per cent) had higher secondary section also.

**Year of Establishment of School**

- Many of the primary schools were established after the 50s.

### **Experience of Head Teacher**

- In the majority of primary and upper primary schools, the head teacher had experience up to 10 years. In 11.46 percent of primary and 27.7 percent upper primary school head teachers were having more than 10 years experience.

### **Teachers' Qualification**

- The majority of the primary school head teachers were below undergraduate (64.89 percent) and all of them had JBT training. It was also found that the majority of upper primary school head teachers were post-graduates with B.Ed training.

### **School Management**

- All the sample schools (both primary and upper primary) were managed by the Education Department, Government of West Bengal.

### **Residential Schools**

- The entire sample primary schools were non-residential in nature. As many as 14 (31.11percent) upper primary schools were residential in nature and the hostels of those schools were managed by the Welfare Department of the SC and ST.

### **School Building Used As a Shift School**

- Shift schools were situated mainly in the municipal area. As many as 49 percent primary schools and 4.44 percent upper primary school buildings were used for this purpose. It was noticed that the AWW centres were running in many schools in the morning shift.

### **Teachers Position and Attendance**

- As many as 530 teachers (M-296, F-234) were in position in all the 151 primary schools and 797 teachers (M-517, F-280) were in position in all 45 upper primary schools in the survey period.
- In primary schools 91.55 percent male teachers and 92.73 percent female teachers were present on the day of school visit and in upper primary schools 88.2 percent male, 90 percent female teachers were present.
- The number of para-teachers in these schools was 33 (M-14, F-19) in primary schools and 152 (M-64, F-88) in upper primary schools.

### **Position of Non-Teaching Staff**

- In West Bengal there was no provision of non-teaching staff at primary level in view of women's empowerment, the cooking of mid-day meals was managed by the SHG members both in primary and upper primary schools.

### **Status of School Building**

- None of the sample school building was private or a rented place. All the school buildings were constructed out of government grants.

### **Type of School Building**

- All the upper primary school buildings were pucca. 10.59 percent of primary schools building were partly pucca. There was no building-less school in the district.

### **Number of Blocks in the School**

- The majority of sample primary schools had up to three blocks. 91.11 percent upper primary schools had up to three blocks and 8.88 percent had up to 4 blocks.

### **Condition of Classrooms and other rooms**

- Sample primary schools had as many as 394 classrooms and 105 other rooms in good condition. The upper primary schools had 510 classrooms and 115 other rooms in good condition.
- From the sample primary schools it was found that 183 classrooms and 17 other rooms needed minor repairs. The 93 upper primary school classrooms and 17 other rooms needed minor repairs.
- 101 primary school classrooms and 17 other rooms needed major repairing work. It was also found that 119 upper primary school classrooms needed major repairing.
- As many as 33 primary school classrooms and one other class room were unfit for use. Similarly, two classrooms of upper primary school were unfit for use.

### **Availability of Electricity**

- 18.54 percent primary schools and 84.44 percent upper primary schools had electricity connection.
- 3.31 percent primary schools did not have the electricity facility. Many of the toilets were used by school staff. The toilets were mostly unclean.

### **Boundary Wall**

- 68.88 percent primary schools and 24.44 percent upper primary schools did not have boundary walls. It was noticed that the schools which had boundary walls were mostly pucca.

### **Drinking Water Facilities**

- The majority of the primary schools had provision of drinking water by hand pump (72.84 percent) and for upper primary schools tap water (48.88 percent) was the most usual means. 20.52 percent of primary schools and 11.11 percent of upper primary schools did not have provision of drinking water.

### **Seating Arrangement**

- In many places, floor was used for seating in the case of primary schools. There were 56.95 percent primary schools with seating arrangement (furniture) for their students. It was noticed that all the upper primary schools did not have adequate furniture for their students. 29.80 percent of upper primary schools had proper seating arrangement.

### **Student Enrolment**

- It was found that repeaters were more in upper primary schools. There were 2,677(B-1,153, G-1,524) in 45 upper primary schools and as many as 662 (B-333, G-329) repeaters in 151 primary schools in 2006-07.
- It was found that there were as many as 246 (B-147, G-99) physically challenged and 44 (B-21 G-23) drop-outs in all the sample primary schools in the year 2006-07.
- It was found that there were as many as 137 (B-73, G-64) physically challenged and 27 (B-14, G-13) drop-outs from the sample upper primary schools in the year 2006-07.
- The information about repeaters in 2007-08 followed the track of 2006-07. It was found that there were 2,436 (B-1,161, G-1,275) repeaters in 45 upper primary schools and as many as 772 (B-413, G-359) repeaters in 151 primary schools.
- It was found that there were as many as 246 (B-165, G-81) physically challenged and 26 (B-19 G-7) drop-outs in all the sample primary schools in the year 2007-08 and no information about school drop-outs was available .
- It was found that there were as many as 127 (B-71, G-56) physically challenged in the sample upper primary schools in the year 2007-08 and no information about the school dropouts was available.

### **Students' Attendance on the Day of Visit**

- On the basis of information collected from the sample schools (primary) it was found that (B-73.24 percent G-74.59 percent) students of Class-I, (B-77.58 percent G-79.25 percent) students of Class – II, (B-78.87 percent G-78.02 percent) students of Class III, and (B-76.46 percent G-77.66 percent) students in Class IV were present on the day of school visit.
- The information regarding the school attendance on the day of school visit in the upper primary school was found to be (B-57.04 percent G-63.6 percent) in the case of students of Class-V, (B-56.83 percent G-60.82 percent) in students of Class VI, (B-56.98 percent G-64.29 percent) in students of Class VII, and (B-57.62 per cent G-67.83 per cent) students in Class VIII.

### **Grade-wise Examination Detail**

- On the basis of information collected from the primary school in the year 2006-07, it was found that 98.24 percent students of Class IV appeared in the final examinations; out of these 97.67 percent students qualified the examinations.
- It was found that 93.34 percent students of Class VIII appeared in the final examinations, out of this 86.72 percent students qualified in 2006-07.
- On the basis of information collected from the primary school it was found that 97.1 percent of students of Class IV appeared in the terminal examinations. Out of these of 99.85 percent students qualified in the year 2007-08.
- It was found that 89.94 percent of students of Class VIII appeared in the half yearly examinations, out of these 94.61 percent of students qualified in 2007-08.

### **10) Suggestions**

Not mentioned in the Report

### **11) Investigator's Feedback / Conclusion**

- It was observed that both the primary and upper primary schools were open on the first day of school visit and all the information was collected from them on the single day of visit.
- The initial reaction of head teachers, regarding the availability of records and in providing information was good both for primary as well as upper primary schools.
- The information was collected in the month of February-March, 2008.
- Many of the schools were not able to provide the DISE code at the time of survey.

### **12) Remarks, if any, and future course of Action**

Not mentioned in the Report

# **ANNEXURE**

## **SAMPLE CHECKING OF DISE DATA: SUGGESTED METHODOLOGY**

- It is mandatory for all the States and UTs to check the DISE data on sample basis.
- The previous scheme of drawing sample for checking of DISE data is now slightly revised and the same will be applicable from the year 2006-07 onwards.
- Each state has to draw a sample of 10 per cent of Districts with a minimum of at least 2 districts for random checking of data. Within each sample districts schools from 5 percent from each block is required to be selected.
- The State Project Director will draw a sample of districts. The districts may be selected in such a fashion so that they represent the entire population i.e. the State. Special focus districts, district having literacy rate below and above the state level etc. may be the possible criteria to draw sample.
- It is mandatory for states to engage independent agencies such as monitoring institutions identified for state in sample checking of data.
- Actual sample of schools will be drawn by the agency entrusted the task of data checking. While drawing school sample, it should be ensured that schools located both in rural and urban areas are selected as well as the sample drawn should also include all types of schools across school managements. Due consideration should also be given to school pre-dominantly located in SC, ST and minority areas.
- It is advisable that filled-in school formats should be provided to agency only after completion of field work.
- The district and states are not required to modify the filled-in formats on the basis of outcome of the sample checking of the data.
- The office of the SPD will make all necessary arrangement for smooth conduct of the sample checking of data.
- The agency entrusted the task of sample checking of data would be required to submit detailed report which should be discussed with the state authorities. They should also comment on coverage of schools in the district.
- The agency entrusted the task of sample checking of data is also required to summarize their filed observations regarding training of Head Master in filling-up of DISE formats, infrastructure in the district MIS Unit, feedback to schools in terms of School Report Cards, display of key information on the school display board, availability of DISE data at all levels, dissemination and awareness about DISE data, use of DISE data in planning, evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of HW and SW and computer professionals for the MIS Unit, etc. They may also provide their

suggestions for improving the quality of DISE data.

- It is mandatory for state to submit the final report of the sample checking of data to the national level authorities.
- CD containing DISE 2006-07 data without detailed report of sample checking of data will be returned.
- It is suggested that the sample checking of data be undertaken sometime in the month of October or immediately after completion of data collection.

# DISTRICT INFORMATION SYSTEM FOR EDUCATION

## Five Percent Sample Check: Special DCF for Post Enumeration Survey

Date of visit to School: ...../...../..... Academic Year: ...../.....

Name of the Person conducting the survey: .....

Name of the organization conducting the survey:.....

.....

**State:** \_\_\_\_\_ **District:** \_\_\_\_\_ **Pin Code:** \_\_\_\_\_

### A. School Location Particulars

1. Village Name/Ward No. : \_\_\_\_\_
2. Block/Municipal Name : \_\_\_\_\_
3. Rural/Urban (Indicate Code<sup>#</sup>) :   
<sup>#</sup>Rural (1)/Urban (2)
4. DISE School Code :

### B. School Particulars

1. Name of the School : \_\_\_\_\_
2. Name of the Principal/Head Teacher Mr./Ms. \_\_\_\_\_
3. Educational qualification of the Principal: \_\_\_\_\_
4. Number of year working as Principal/Head Teacher in the present School:
5. Total number of year of experience working as Principal/Head Teacher in the schools (Include experience as Principal/Head Teacher from earlier Schools)
6. Year of Establishment of school:
7. School Category: (Indicate Code \*)   
\* Primary (1)/ Primary with upper primary (2)/ Primary with Secondary or Higher Secondary (3)/ Upper Primary only (4)/ Upper Primary with Secondary or Higher Secondary (5)
8. Type of School: (Indicate Code \*\*)   
\*\* School for Boys Only (1)/ School for Girls only (2)/ Co-educational (3)
9. Lowest Class in the school:
10. Highest Class in the school:
11. School Management: (Indicate Code <sup>@</sup>)   
<sup>@</sup>Managed by Education Department (1)/Tribal Welfare Department (2)/ Local body (3)/ Private Aided (4)/ Private Unaided (5)/ Other (6)/ Unrecognized (8)

12. Residential School: (Yes=1/ No=2)

13. If yes: Type (Indicate Code ##)

## Ashram (Govt.)(1) / Non Ashram Type (Govt.) (2) / Private (3) / Others (4) Not applicable (5)

14. Is the school building used as a part of shift school? (Yes=1/ No=2)

### C. Staff Details (Primary and Upper Primary)

Total number of Teacher posts sanctioned:

Total number of Teachers in Position:

Teacher Details	Primary		Upper Primary	
	Male	Female	Male	Female
No. of Teachers (Excluding Principal/Head Teacher)				
Para Teacher/Shiksha Karmi/ Guruji/ Community Teacher				
Non-Teaching Staff				
Number of Staff employed for Cooking Mid-day Meals				
Number of personnel employed for cleaning Toilets/Lavatories				
Number of Teachers Present on the day of Survey				

### D. Facilities in School

1. Status of School Building: (Enter Code)   
Private (1)/ Rented (2)/ Government (3)/ Government School in rent free building (4) / No Building (5)

2. Type of School Building: (Enter Code)   
Pucca (1)/ Partially Pucca (2)/ Kuccha (3)/ Tent (4)/ No Building (5)

3. Number of Blocks in school:

4. Condition of Classrooms and other rooms available in School: Please enter the number of rooms (classrooms/others room) with the given condition

Condition	No. of Classrooms	No. of Other Rooms	Remark if any
Good Condition			
Need Minor Repairs			
Need Major Repairs			
Unfit for use			

5. Availability of Electricity in school: (Yes=1/ No=2)

6. Common Toilet available in the school: (Yes=1/ No=2)

7. Separate Toilet available for Girls: (Yes=1/ No=2)

8. Separate Toilet facility available for staff: (Yes=1/ No=2)
9. Condition of boundary wall in the School: (Enter Code)   
 Pucca (1)/ Pucca but broken (2)/ Barbed wire fencing (3)/ Heges (4)/ No boundary wall (5)/ other (6)
10. Source of Drinking water facility in School: (Enter code)   
 Hand pump (1)/ Well (2)/ Tap Water (3)/ Others (4)/ No Drinking water facility available (5)
11. Does the School have a Playground? (Yes=1/ No=2)
12. Number of Computers available in good working condition.
13. Seating arrangement for children in school: (Enter Code)   
 Furniture for all students (1)/ Furniture for some students (2)/ No furniture- children sit on the floor (3)

## E. Student Enrolment

### 1. Children Enrolled in the Last Academic Year

(Academic Year: .....)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeaters																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B: Boys G: Girls

## 2. Enrolment and Attendance Details of Children on the Day of the Survey

Class	Enrolment on the Day of the Survey						Attendance the Day of the Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I												
Class II												
Class III												
Class IV												
Class V												
Class VI												
Class VII												
Class VIII												

N.B.: 'Enrolment' means, the number of children on rolls as entered in the school register.

'Attendance' means, the number of children physically present in the classroom on the day of the survey.

## 3. Children Enrolment in the Present Academic Year

(Academic Year: .....)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeaters																
SC Children Enrolled																
ST Children Enrolled																
OBC Children Enrolled																
Children with Disabilities																
Number of Children who left the School																

B: Boys G: Girls

**4. Grade-wise Examination details for which Annual Examination is conducted for the last Academic Year**

(Academic Year: .....)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination					
	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
Class IV/V																		
Class VII/VIII																		

**5. Grade-wise Examination details for which Annual Examination is conducted for the Present Academic Year**

(Academic Year: .....)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination					
	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
Class IV/V																		
Class VII/VIII																		

## Investigator Feedback Schedule

1. Name of the Person conducting the survey : \_\_\_\_\_
2. DISE School Code :
3. Date of visit of the School : ...../...../.....
4. Was the School open on the first day of the visit: (Yes = 1/ No = 2)
5. If no when was the School visited second time (Date) : ...../...../.....
6. Was the school open on the second visit: (Yes = 1/ No = 2) :
7. Number of visits made to the school to get information : \_\_\_\_\_

*(In case the school was closed on both the days, contact the BRC/CRC Coordinators for replacement of the schools to be surveyed. Replacement should be resorted only in exceptional cases.)*

### Attributes pertaining to the Principal /Head Teacher towards the investigation:

Attribute	Category of Response from the School				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Principal/Head Teacher					
Response of the Principal/Head Teacher to provide information					
Availability of Records					

1. Was the Principal /Head Teacher able to provide the information pertaining to enrolment and details of pass percentage easily? (Yes = 1/ No = 2):
2. Was the Principal able to give the enrolment and other details from a single Register? (Yes = 1/ No = 2):
3. Do the teachers in the school fill-up the attendance register properly? (Yes = 1/ No = 2):
4. Does the principal have the year end summery details of Children for all grades available with him? (Yes = 1/ No = 2):
5. Was the School Report Card available in the School? (Yes = 1/ No = 2):

