

5% Sample Checking of DISE data of Gujarat State 2008–09

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LIST OF ABBREVIATIONS

ATD	: Art Teacher Diploma
AWP & B	: Annual Work Plan and Budget
B. Ed.	: Bachelors in Education
BRC	: Block Resource Centre
BRCC	: Block Resource Centre Coordinator
CASE	: Centre of Advanced Study in Education
CRC	: Cluster Resource Centre
CRCC	: Cluster Resource Centre Coordinator
DCF	: Data Capture Format
DISE	: District Information System for Education
DPEP	: District Primary Education Programme
GCPE	: Gujarat Council of Primary Education
HSC	: Higher secondary School Certificate
M. Ed.	: Masters in Education
MHRD	: Ministry of Human Resource Development
MIS	: Management Information System
No.	: Number
NUEPA	: National University of Educational Planning and Administration
OBC	: Other Backward Classes
PTC	: Primary Teachers Certificate
SC	: Scheduled Caste
SSC	: Secondary School Certificate
SSA	: Sarva Shiksha Abhiyan
ST	: Scheduled Tribe
UNICEF	: United Nations International Children's Education Fund
UEE	: Universalization of Elementary Education
UP	: Upper Primary
%	: Percentage

EXECUTIVE SUMMARY

INTRODUCTION

The Indian educational system is one of the largest in the world. Planning as well as management of school education has primarily been a state subject although the central government also legislates in this area. The large size and complex educational structures across Indian states makes the matters of policy making, planning and monitoring highly complex and complicated.

The NUEPA has created a comprehensive database on elementary education in India under one of its most prestigious projects, known, as DISE. The project covers both Primary and Upper Primary schools/sections of all the districts of the country. The data regarding the primary schools of the state is collected, analysed and made available to all the concerned. This data is utilized for important planning activities, so it needs to be authentic. The study conducted here is about the authentication of the DISE data collected.

STATEMENT OF THE STUDY

5% Sample Checking of DISE Data of Gujarat State 2008 – 2009

OBJECTIVES OF THE STUDY

The following were the objectives set for the study to be conducted:

1. To collect the data from the schools, regarding school particulars, enrolment, repeaters and readmission, extra facilities and examination results along with the feedback of investigators.
2. To compare the data collected by the project team – CASE with the same set of data collected for the same academic year by Gujarat Council of Primary Education.
3. To find out the status of midday meal provision in the schools of each district selected for the study.

SAMPLE OF THE STUDY

The sample for the study was 314 schools from four districts (Bhavnagar, Dahod, Junagadh and Narmada) selected using random sampling method. The sample was later reduced to 306 due to technical difficulties in data collection.

DESCRIPTION OF THE TOOL

School Information Schedule': A DISE DCF form was developed by NUEPA for all the states of India. It consists of eight parts seeking to collect information regarding the following heads: School Particulars, Enrolment, Repeaters and Re-Admission, Extra facilities, Examination Results and Feedback of Investigators.

DATA COLLECTION

The principal investigator for the project visited the SSA offices of the four districts selected. The field investigators were selected from the same locality and given appropriate training for the data collection using DISE DCF from the selected schools. The field investigators visited the schools and collected the data. The data collection was initiated on 4th July, 2009 and accomplished on 27th August, 2009. The data for the selected schools as collected by GCPE was also obtained from the appropriate sources.

DATA ANALYSIS

Data analysis was done using categorization, coding, tabulation and statistical analysis. Content analysis technique was also used for the analysis of the subjective responses. The two sets of data collected; one by GCPE and the second one by CASE field investigators team were processed in the same manner for the comparison to be made to look for the consistency of the data obtained.

MAJOR FINDINGS

The major findings of the study conducted are presented in two subparts; one findings based on comparison of data and second findings based on status of mid day meal.

Findings based on comparison of data

On comparing the data obtained from GCPE and CASE for the four districts following were the findings:

- ❑ The level of consistency was observed to be good with respect to the following variables in all the districts: distribution of schools by the year of establishment. While the variables which showed consistency in most of the districts was: distribution of schools by qualification of principals/head teacher and the number of teachers in primary section.
- ❑ Inconsistency was observed in all the districts with respect to the distribution of schools by category, enrolment details of students, grade wise examination results, etc. The

level of inconsistency differed for different variables within the district and among the districts.

Findings regarding the Status of mid day meal

The findings related to the status of mid day meal were drawn from the responses obtained in the investigators feedback schedule of DISE DCF (CASE). These findings could be subjective as description of quality of same food for different individuals could be different, especially when the description is asked and no criterion is mentioned. The following were the findings regarding the mid day meal provision in the schools:

- ❑ In most of the schools of all the districts there was a provision of mid day meal in the schools. In Dahod district, 92.1% of the schools had the provision of midday meal, which was better response compared to the other districts. While in Junagadh district there were 33.0% of schools not having mid day meal provision.
- ❑ In most of the schools which had provision of mid day meal the quality of food was described to be good in most of the cases but menu was not followed in all the schools for the same. The display of menu for the mid day meal visible to all was also found in few schools.
- ❑ It is observed that in some schools even without the cooking facility within the premises of the school the mid day meal was made available. While there were schools with the necessary facilities to provide mid day meal but stock was found to be insufficient.
- ❑ The quality of food was also described to be hygienically cooked in some cases but there were some schools in which the mid day meal facility in terms of planning and practicing showed inconsistency.

CONCLUSION

The comparison of the data obtained from GCPE and CASE for the four districts shows consistency with respect to some variables and minor variations are observed in the remaining variables. The mid day meal provision was also found to be present in most of the schools of all the four districts. The quality of food was also described to be good by the investigators in most of the cases but there are schools which need to improve upon the planning and providing the facility.

CHAPTER 1

INTRODUCTION

1.0.0 Introduction

Education plays a very vital role in designing the future of an individual, a society and thereby the nation. It is the process of all round development, which helps an individual to lead a worthy life, and he/she becomes a responsible member of society. Education existed in one form or other, as per the need of the time, since the existence of life on earth. The kind of education required at each phase of development of society was unique in its nature. The process of acquiring it was also different. It has been accepted that education affects society and gets affected by it. Education is viewed as potential instrument in development. When planned education is the concern, the institutions or formal agencies of education are of importance. There are a number of formal agencies catering to the need of society in terms of providing education of various kinds. School is the first formal institution of education from which an individual starts the educational life. Of all the levels of education at the school viz Primary, Upper Primary, Secondary and Higher Secondary; Primary education forms the base to any form of education.

1.1.0 Elementary Education in India

Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Elementary education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole. But making primary education available for all in India has also been one of the major challenges for the government. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. Elementary education in India means eight years of schooling from the age of six. The government has made elementary education compulsory and free. But, the goal of universal elementary education in India has been very difficult to achieve till now. Therefore, the nation has introduced innovative ways of universalizing elementary education.

After the District Primary Education Programme (DPEP) of 1994, the government launched the "Sarva Shiksha Abhiyan" (SSA). Sarva Shiksha Abhiyan was launched in 2001 to universalize and improve the quality of elementary education in India through community ownership of elementary education. In order to effectively decentralize the management, it has involved Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parent Teacher

Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grassroots level structures.

Major interventions to achieve UEE:

- Ashram Schools
- Inner- Village Schools
- Operation Blackboard
- Lok Jumbish Project
- Strengthening Of Teacher Education
- National Programme of Nutritional Support for Primary Education
- District Primary Education Programme (DPEP)
- Sarva Shiksha Abhiyan (SSA)

1.2.0 DPEP and SSA

DPEP is a programme conceptualized and evolved on the basis of varied experiences, the country possesses and supplemented by the experiences of various international agencies directly involved in the funding of primary education projects in developing countries. It was started in 1994 to supplement the efforts of the state and central government for Universalization of Elementary Education. Funding is mostly from external sources such as World Bank, United Nations Organizations, Netherlands Government, etc. The programme is an attempt to initiate a process of planning from grass-root level. It is decentralized by providing control, supervision and support functions to the states.

The main thrusts of DPEP are:

- Decentralization
- Improved pedagogy through localization of the curriculum and teacher training programmes.
- Active improvement of index of gender equity (a measure of enrollment of girls) and index of social equity (a measure of enrollment of SCs and STs).

Sarva Shiksha Abhiyan (SSA) is the recent initiative of the Government of India to achieve the goal of Universalization of Elementary Education. The main objective of the SSA is to achieve the goal of Universal Enrollment by 2003, Universal Primary Education by 2007 and Universal Elementary Education by 2010. To bridge all gender and social category gaps at primary stage by 2007 and at Elementary Education Level by 2010 are the other objectives of SSA. SSA is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through community-owned quality education in a mission mode.

1.2.1 Aims and objectives of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan is an effort to universalize useful and relevant elementary education by community-ownership of the school system for all children in the 6 to 14 age group by 2010. As it is a response to the demand for quality basic education, another goal is to bridge social, regional and gender gaps, with the active participation of the community in the management of schools all over the country. The aim of SSA programme is an attempt to provide an opportunity for improving human capabilities to all children and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. SSA has also realized the importance of early childhood care and education and looks at the 0-14 age as a continuum.

SSA has also established basic objectives such as all children in school, Education Guarantee Centre, alternate school, 'Back-to-school' camp by 2003, all children complete five years of primary schooling 2007 and eight years of elementary by 2010.

SSA had set few norms for the interventions to improve and develop the infrastructure of the schools. Authority have emphasized on one teacher for every 40 children in primary and upper primary, one and two in upper primary, alternative schooling facility one kilometer of every habitation, free textbooks to all girls/SC/ST children, up to Rs. 5000 per year by the school committees, teacher's training and other grants to the schools. Locations of BRC and CRC should be in school campus as far as possible and so on. All efforts have been made these goals successful.

1.3.0 Need for an Information System in Education

The Indian educational system is one of the largest in the world. Planning as well as management of school education has primarily been a state subject although the central government also legislates in this area. The large size and complex educational structures across Indian states makes the matters of policy making, planning and monitoring highly complex and complicated.

In order to improve the quality and effectiveness of educational planning and management, not only variety of data are required but they are also needed at a time and in a format that conforms to the requirements of the user agencies operating at various geographical and administrative hierarchies. The complexity of the multilevel decision-making process and control mechanism increases due to wide geographical dispersion of institutional network representing a variety of school locations and endowments. Further,

due to the large variations in school structures, endowments and availability of teaching learning resources, the matters become more complicated.

Design and management of a consistent, efficient and a functional information system for such a dispersed institution network is a major challenge faced by the educational sector. India still continues to follow the historically established system of data collection, compilation, analysis and presentation. The end result of this dysfunctional system of information flow is characterized by inadequate coverage, time delays, and poor quality with a very little relevance to ground level realities. Also what was surprising was the fact that the data on number of schools, enrolment and other performance indicators varies from one source to another.

Decentralization of educational management requires a very strong and efficient system of data collection and management. The benefits from improved, consistent and timely available information are enormous. Apart from providing the right kind of signals to educational administrators, they also help in sharply focusing on the scarce resources for areas/activities where these are most needed. The revitalization of data collection, analysis, reporting and sharing among users agencies is an absolute necessity to bring about educational reforms in an effective, efficient and sustainable manner. What is required is the active involvement of policy planners, decision makers, educational administrators, researchers, as well as educationists.

With the launch of DPEP, it was considered necessary to supplement the ongoing efforts towards an efficient system of educational management. NUEPA initiated the designing and implementation of a comprehensive model of information flows and information analysis for DPEP, which was implemented in forty two districts of India and funded by UNICEF.

The first version of this software named as District Information System for Education (DISE) was released during the middle of 1995 and provided the necessary technical and professional support to DPEP districts. The major emphasis was on user orientation in the use of educational and allied data for planning, management, monitoring as well as feedback on DPEP interventions.

1.4.0 DISE 2001

The NUEPA has created a comprehensive database on elementary education in India under one of its most prestigious projects, known, as DISE. The project covers both Primary and Upper Primary schools/sections of all the districts of the country. The remarkable aspect about DISE is that it has completely eliminated the time-lag in

availability of educational statistics which has come down drastically from 7-8 years to less than a year at the national level and only a few months at the district and state levels. DISE is supported by the MHRD and UNICEF.

DISE is conceived as the backbone of an integrated educational management information system operation at the district, state and the national level. DISE 2001 is the latest update of the school information system being implemented at the district level in DPEP and other districts of India. Presently the system covers all schools imparting education up to elementary stage. The system collects and computerizes detailed data on school location, management, teachers, school buildings and equipment, environment by gender and age, incentives and the number of disabled children in various grades. The districts/states have flexibility of adding additional variables according to their needs.

The software is organized into eight modules and provides for Computerization and analysis of school data in a variety of ways. It also provides for users specified queries and statistical analysis and aggregation of data at Cluster, Block and District level. Facilities for export of data into commonly used formats are included in the software. Decision makers at various administrative levels can use DISE 2001 in a variety of ways to enhance their decision making capabilities.

In addition to the DISE, many additional mechanisms for data validation and quality control of school statistics were also introduced. First, a 5-10% validation check was undertaken in all districts immediately after data collection. Second, the software provides for many consistency and validation checks. Third, a national survey was conducted every 2-3 years to establish the quality and reliability of DISE data. Fourth, the reverse flow of data has been strengthened to ensure transparency and dissemination of data up to the school level.

1.5.0 Statement of the Study

5% Sample Checking of DISE Data of Gujarat State 2008 – 2009

1.6.0 Objectives of the Study

The following were the objectives set for the study to be conducted:

- 1 To collect the data from the schools, regarding school particulars, enrolment, repeaters and readmission, extra facilities and examination results along with the feedback of investigators.
- 2 To compare the data collected by the project team of CASE with the same set of data collected for the same academic year by Gujarat Council of Primary Education.

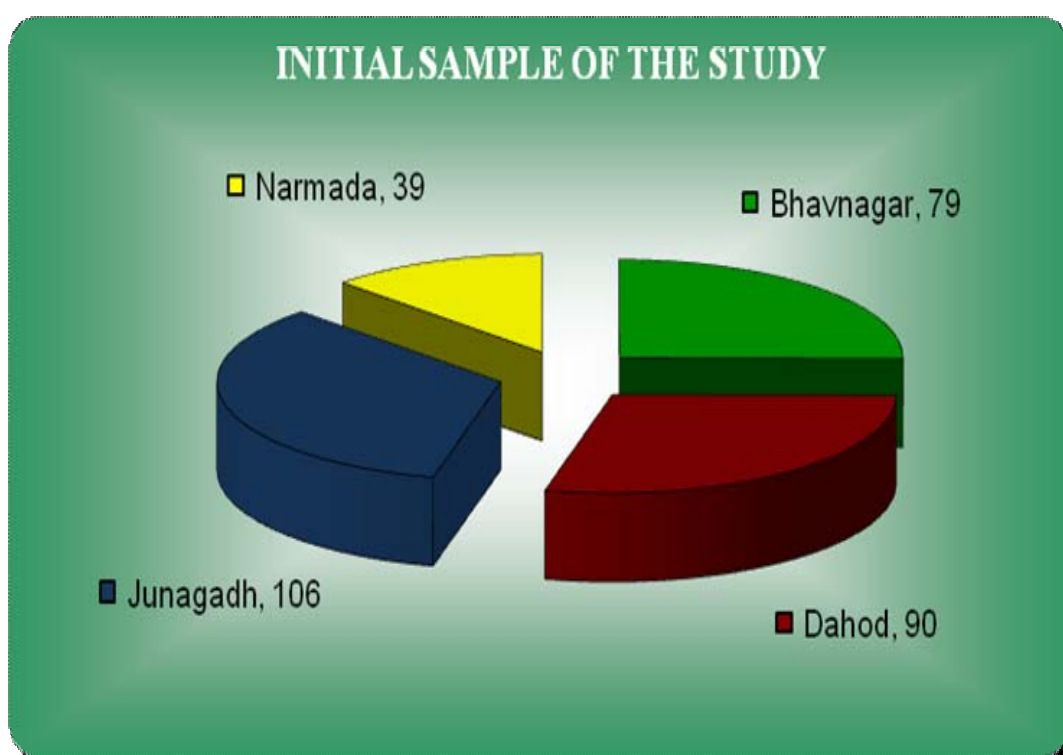
3 To find out the status of midday meal provision in the schools of each district selected for the study.

1.7.0 Methodology

Methodology of the study is the definite plan of action as to how to proceed with the study undertaken. It includes the detailed explanation of the plan and the procedure to be followed to achieve the set objectives.

1.7.1 Sample of the Study

For the present study four districts namely Bhavnagar, Dahod, Junagadh and Narmada were selected by GCPE purposively as they were never included as the sample for similar study conducted till now.

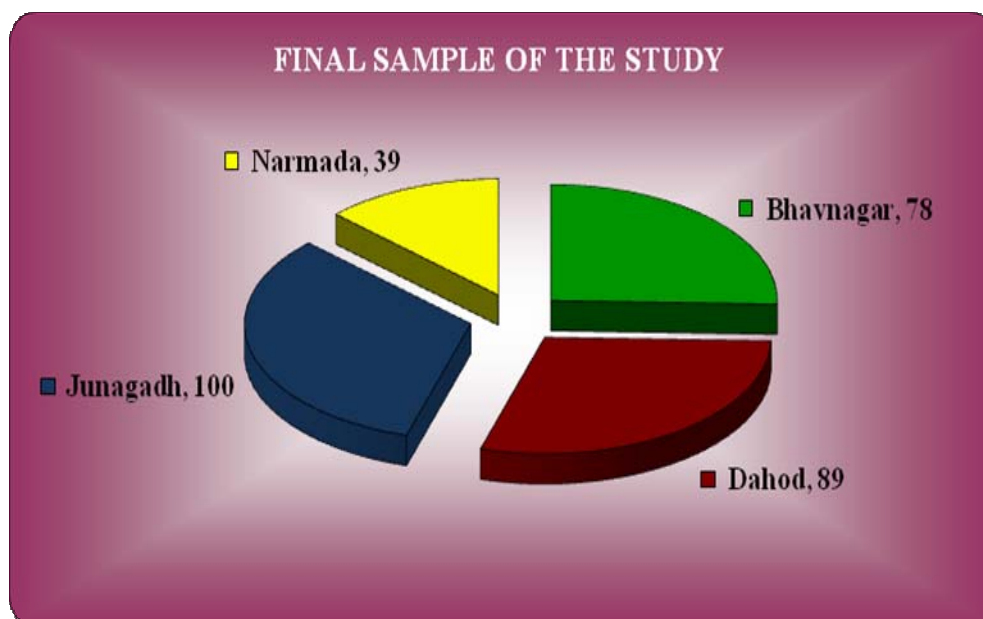


The list of schools in the selected districts was procured. From each block of all the districts, 5% of schools were selected. In cases where percentage of the total schools were less than five, a minimum of five schools were selected from that particular block which resulted into total of 314 schools as the sample for study.

Sr. No.	Name of the Districts	Number of Schools <u>Initial Sample</u>	Number of Schools <u>Final Sample</u>
1	Bhavnagar	079	078
2	Dahod	090	089
3	Junagadh	106	100
4	Narmada	039	039
Total		314	306

The initial sample of 314 was reduced to 306 for the analysis of data, due to the following reasons:

Sr. No.	Reason for being dropped from the sample	No. of Schools dropped in district			
		Bhavnagar	Dahod	Junagadh	Narmada
1	School Closed	1	-	5	-
2	DCF Incomplete	-	-	1	-
3	Lack of co-operation from school authorities	-	1	-	-
Total		1	1	6	0

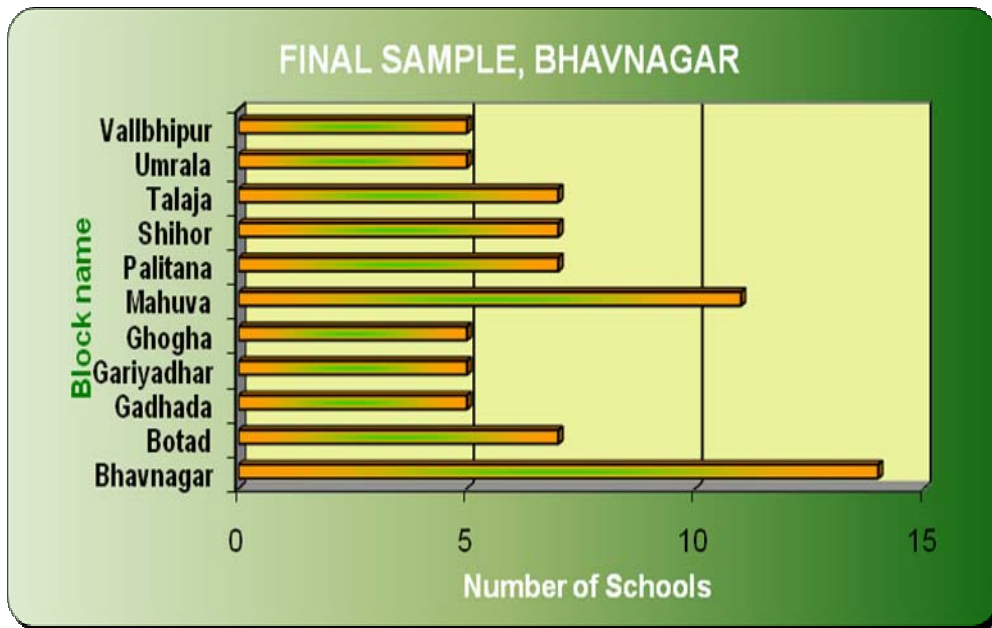


The number of schools (as in initial sample) in each district, block wise is represented by the tables and the graphs represent the final sample for the study from each district.

Number of schools in INITIAL SAMPLE from BHAVNAGAR District

Sr. No.	Name of the Block	No. of Schools In Final Sample
1	Bhavnagar	14
2	Botad	07
3	Gadhada	06 *
4	Gariyadhar	05
5	Ghogha	05
6	Mahuva	11
7	Palitana	07
8	Shihor	07
9	Talaja	07
10	Umralla	05
11	Vallbhipur	05
Total		79

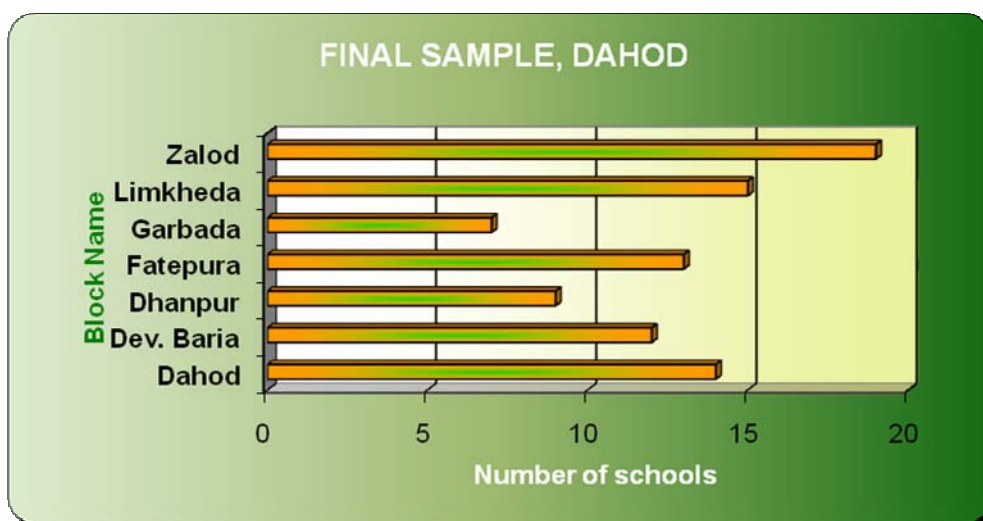
* One School named Swaminarayan Shishu Vidyalaya, Gadhada Branch-1 was closed since 6-8 months, and so this school was dropped from the initial sample (6) from Gadhada block.



Number of schools in INITIAL SAMPLE from DAHOD District

Sr. No.	Name of the Block	No. of Schools in Final Sample
1	Dahod	15 #
2	Dev. Baria	12
3	Dhanpur	09
4	Fatepura	13
5	Garbada	07
6	Limkheda	15
7	Zalod	19
Total		90

The data from one school named Eklavya Ashramshala, Kheng, Racharda could not be collected due to the lack of cooperation from school authorities when the field investigators visited the school. So, this school was dropped from the initial sample (15) of Dahod block.

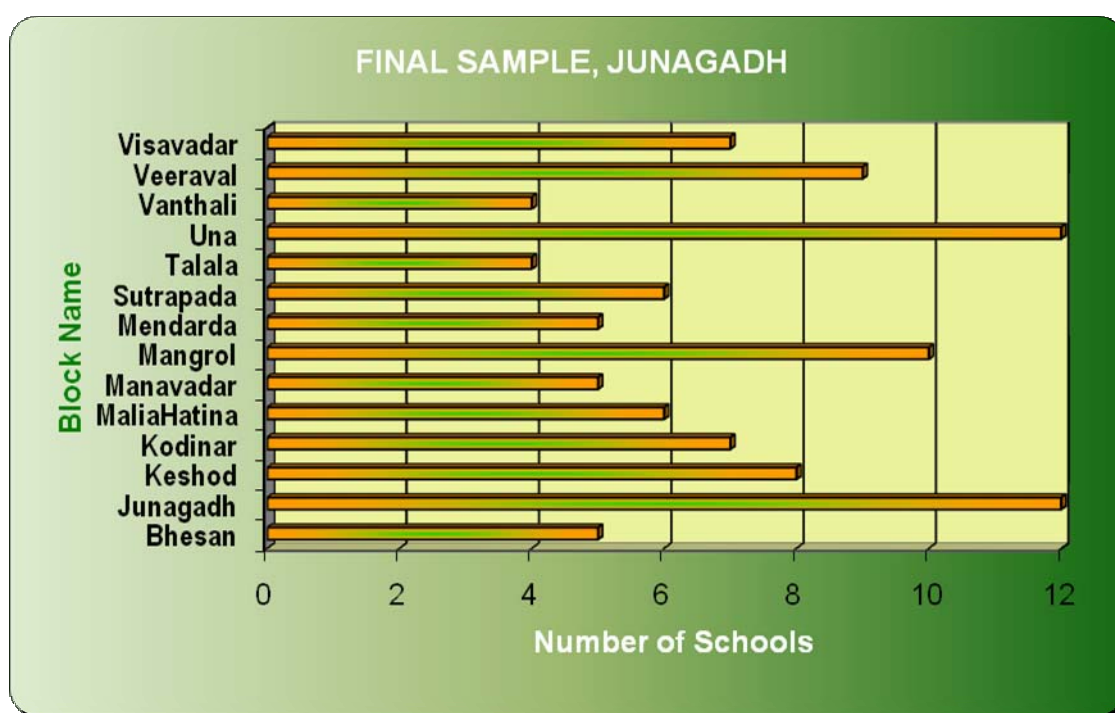


Number of schools in INITIAL SAMPLE from JUNAGADH District

Sr. No.	Name of the Block	No. of Schools in Final Sample
1	Bhesan	05
2	Junagadh	13 *
3	Keshod	08
4	Kodinar	07
5	Malia Hatina	07 *
6	Manavadar	05
7	Mangrol	08
8	Mendarda	05
9	Sutrapada	06
10	Talala	05 **
11	Una	12
12	Vanthali	05 *
13	Veeraval	11 *
14	Visavadar	07
Total		106

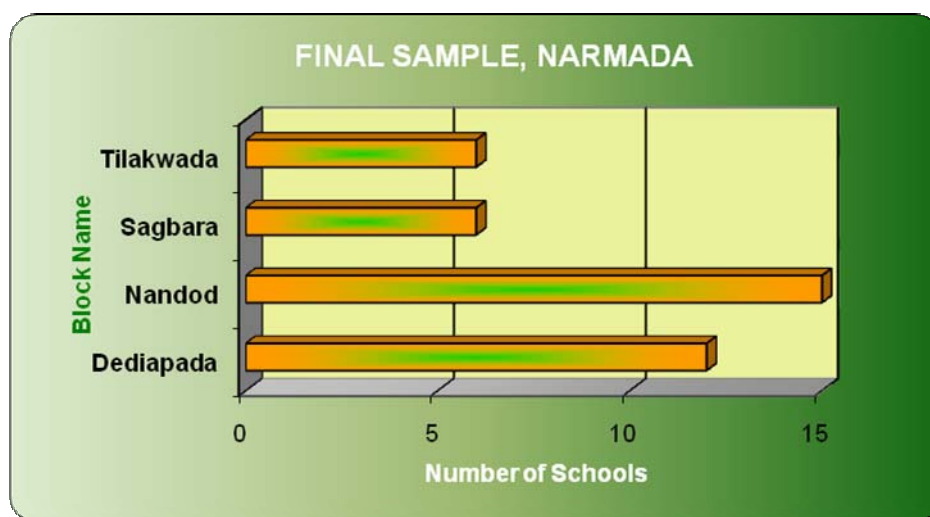
In all six schools were dropped from the initial sample of Junagadh due to the reasons specified in the following table:

Sr. No.	Block Name	School Name (Village Name)	Reason
1	Junagadh	Ekta Pra Shala Pvt (Khamdrol)	* School closed
2	Malia Hatina	Vivek Abhyas Gruh Pvt (Sukhpur)	* School closed
3	Talala	Navyug Vidyalaya Pvt (Dhanej)	** DCF incomplete
4	Vanthali	Sanskar Vidyalaya Pvt (Vanthali)	* School closed since 26/06/09
5	Veeraval	Lt. Dhanabhai M Barad Pra Shala (Ajotha)	* School closed
6	Veeraval	Lumbha Pra Shala (Lumbha)	* School closed



Number of schools in INITIAL SAMPLE (FINAL SAMPLE was the same) from NARMADA District:

Sr. No.	Name of the Block	No. of Schools in Sample
1	Dediapada	12
2	Nandod	15
3	Sagbara	06
4	Tilakwada	06
Total		39



The comparison has been carried out between the 306 sample finalized, visited by field investigators appointed by the project team, CASE and the data for the same school visited by GCPE. The list of schools is provided in appendix A.

1.7.2 Description of Tool

‘School Information Schedule’: A DISE DCF form was developed by NUEPA for all the states of India. It consists of eight parts seeking to collect information regarding the following heads:

1. **School Particulars :** This includes information about the school in terms of, the type of school, year of establishment, category of the schools, educational qualifications of the principals, type of residential schools, total number of teachers, previous academic year details, staff category, status and type of school building, number of block and classrooms with their conditions, infrastructural facilities available.
2. **Enrolment:** This includes information about students in terms of the total number of boys and girls caste category-wise in each class, students in terms of total number of boys and girls in each class on the basis of standard, attendance and attendance of disabled children.

3. **Repeaters and Re-Admission:** This includes information about the students in terms of total number of boys and girls in each class in the category of failures, long absentees and re-admissions.
4. **Extra facilities:** This includes information about the midday meal provided to students from different age, and category.
5. **Examination Results:** This includes information about the results of the previous academic session.
6. **Feedback of Investigators:** This part of the tool consists of feedback of the investigators regarding response of the school with their attribute, number of visits have been made for the data collection and kind of problems faced by the investigators during data collection in the school.

1.7.3 Data Collection

The principal investigator for the project visited the SSA offices of the four districts selected. The field investigators were selected from the same locality and given appropriate training for the data collection using DISE DCF from the selected schools. The training included mock sessions wherein every field investigators could have an experience of being source and the investigator. They were given time to understand the whole procedure and clarify their doubts. After this exercise in each district the field investigators visited the schools and collected the data.

The data collected was authenticated by certification of school principal and the respective BRC and CRC coordinators in the form of their signature and seal on the filled in DISE DCF. The data collection process was closely supervised, monitored and co-coordinated by the Teacher Trainers of the SSA office of each district. The regular follow-up was maintained by the project team. The data collection was initiated on 4th July, 2009 and accomplished on 27th August, 2009. The data for the selected schools as collected by GCPE was also obtained from the appropriate sources.

The following [Plate No. 1 to Plate No. 4] are the photographs of the training sessions conducted in each districts by the principal investigator:



Plate No. 1 : Bhavnagar district: (in the picture above) The principal investigator, teacher trainer and the field investigators after the training session was over.



Plate No. 2 : Dahod district: (in the picture above) The principal investigator, teacher trainer and the field investigators during the training session.



Plate No. 3 : Junagadh district: (in the picture above) The principal investigator and the field investigators during the training session.



Plate No. 4 : Narmada district: (in the picture above) The principal investigator, teacher trainer and the field investigators during the training session.

1.7.4 Data Analysis

Data analysis was done using categorization, coding, tabulation and statistical analysis. Content analysis technique was also used for the analysis of the subjective responses. The two sets of data collected; one by GCPE and the second one by CASE field investigators team were processed in the same manner for the comparison to be made to look for the consistency of the data obtained.

CHAPTER 2

ANALYSIS AND INTERPRETATION OF DATA OF ALL THE FOUR DISTRICTS

2.0.0 Introduction

Gujarat is situated in the west coast of India. The state covers an area of 196,024 sq km (75,685 sq mi). It borders Pakistan, and Rajasthan to the north-east, Madhya Pradesh to the east, Maharashtra and the Union territories of Diu, Daman, Dadra and Nagar Haveli to the south. Gandhinagar is the capital city and other major cities are Ahmedabad, Vadodara, Surat, Rajkot, Bhavnagar and Jamnagar.



The name 'Gujarat' is said to have been derived from the Prakrit Gujjar Ratta or Gujjar Rashtra - the land of Gujjars - a tribe that entered India with the Huns in ancient time and wandering through Punjab and Rajasthan, settled in western India. Gujarat had a great civilization even before the arrival of the Aryans. It had trade links with ancient civilizations of Sumer, Babylon, Assyria and Egypt. The Port of Lothal which has been

excavated recently has been identified as an important centre of the 4500 years old Aryan civilization.

Gujarat is renowned for its temples and monuments associated with momentous historical periods. The architectural and artistic virtuosity of the people of Gujarat is reflected in the many buildings both ancient and modern. As much a part of the state are its wildlife sanctuaries, its hill resorts, its natural grandeur and religious and pilgrim centres.

The state has a flourishing economy. Amul, located at Anand is one of the largest milk product producer co-operatives in the world while Surat is a hub of diamond trade. The state is first in nationwide gas based thermal electricity generation. Gujarat is divided into twenty five districts; namely Ahmedabad, Amreli, Anand, Banas Kantha, Bharuch, Bhavnagar Dahod, Gandhinagar, Jamnagar, Mehsana, Narmada, Navsari, Panch Mahal, Patan, Porbander, Rajkot, Sabar Kantha, Surat, Surendranagar, The Dangs Vadodara, Valsad, Junagadh, Kheda and Kachchh.

2.1.0 Analysis and Interpretation of the Data

Analysis of data for the Gujarat state (selected districts); with respect to different variables of the tool administered for data collection is represented in the form of tables. In these tables data from both GCPE and CASE findings are compared which is followed by the interpretation for the same (Table_2.1.1 to Table_2.1.8). There are certain attributes regarding which only findings of CASE are available, as they are not applicable with DISE-GCPE (Table_2.1.9 to Table_2.1.11). The data showing high level of consistency is highlighted in **blue** colour and those with very less variation / negligible are highlighted in **green** colour. The data highlighted in **red** indicates a serious issue which needs to be looked into.

Table_2.1.1: Distribution of the schools by Educational qualification of the Principal/Head Teacher

Educational Qualification	GCPE		CASE	
	No.	%	No.	%
SSC/HSC & PTC	201	65.69	194	63.40
Graduation & PTC	15	4.90	13	4.25
Graduation & B. Ed	34	11.11	34	11.11
Post Graduation & B. Ed / M. Ed.	21	6.86	28	9.15
ATD	2	0.65	6	1.96
Any other	33	10.78	26	8.50
No response	0	0.00	5	1.63
Total	306	100	306	100.00

The table 2.1.1 shows variation to some extent in the findings of CASE and GCPE. About 65% of the schools have principal/head teacher are with qualification SSC/HSC and PTC.

Table_2.1.2: Distribution of the schools by experience of Principal / Head teacher in Present school

No. of years	GCPE		CASE	
	No.	%	No.	%
Up to 4 years	70	22.88	150	49.02
5 – 9 years	69	22.55	59	19.28
10-14 years	60	19.61	43	14.05
15-19 years	21	6.86	21	6.86
20 & more years	35	11.44	26	8.50
No Response	51	16.67	7	2.29
Total	306	100	306	100

The distribution of schools by experience of Principal / Head teacher in Present school shows inconsistency except for one category. Most of the schools have principals with 0 to 9 years of experience in the same school. About 15% of the schools have Principal with more than 15 years of experience in the same school which is a sign of betterment of school.

Table_2.1.3 Distribution of schools by category

School Category	GCPE		CASE	
	No.	%	No.	%
Primary only	84	27.45	121	39.54
Primary with upper Primary	217	70.92	161	52.61
Primary with upper Primary & sec. / H. sec	4	1.31	9	2.94
Upper Primary only	1	0.33	0	0.00
Upper Primary with Secondary or H.Sec.	0	0.00	1	0.33
No response	0	0.00	14	4.58
Total	306	100	306	100

The comparison of findings of CASE and GCPE regarding the distribution of schools by category shows inconsistency. It can be observed that majority of the schools have primary with upper primary.

Table_2.1.4: Distribution of schools by type of school

School Category	GCPE		CASE	
	No.	%	No.	%
Boys only	11	3.59	16	5.48
Girls only	7	2.29	11	3.77
Co-education	288	94.12	265	90.75
No response	0	0.00	14	4.79
Total	306	100	306	100

The comparison of findings of CASE and GCPE, regarding distribution of schools by type shows variation to some extent. Still it can be concluded that about 90 % of the schools have co-education.

Table_2.1.5: Distribution of schools by management

School Management	GCPE		CASE	
	No.	%	No.	%
Education Department	2	0.65	18	5.88
Tribal welfare department	9	2.94	10	3.27
Local Body	246	80.39	247	80.72
Private Aided	3	0.98	15	4.90
Private Unaided	46	15.03	16	5.23
Other	0	0.00	0	0.00
Unrecognized	0	0.00	0	0.00
Total	306	100	306	100

In the above table the comparison of findings shows some consistency with respect to two categories of responses, but in the other data inconsistency are observed. About 80 % of the schools are managed by local bodies.

Table_2.1.6: Distribution of schools by type & situation

School Category	GCPE		CASE	
	No.	%	No.	%
Residential School	12	3.92	38	12.42
Non-Residential School	294	96.08	267	87.25
No response	0	0.00	1	0.33
Total	306	100	306	100.00
Ashram (Govt.)	6	1.96	6	1.96
Non ashram type Govt.	2	0.65	15	4.90
Private	2	0.65	9	2.94
Others	2	0.65	8	2.61
Not Applicable	294	96.08	267	87.25
No response	0	0.00	1	0.33
Total	306	100	306	100.00
School Building used as a part of Shift School				
Yes	36	11.76	55	17.97
No	269	87.91	236	77.12
No response	1	0.33	15	4.90
Total	306	100.00	306	100.00

In the above table variation is observed in the findings of CASE and GCPE to some extent. **Most of the schools (more than 85%) are non residential schools.**

Table_2.1.7 : Distribution of the Schools with respect to staff

Details of Staff	GCPE		CASE	
	Primary	Primary with UP	Primary	Primary with UP
No. of Teacher (Excluding principal / head teacher)	1465	337	1465	355
Para Teacher / Shiksha karmi / Gujarati / Community teacher				
Non-teaching staff				
Employed for cooking Mid-day meal	N.A. with DISE(GCPE)		648	9
Employed for cleaning toilets				
Teachers present on the day of survey	N.A. with DISE(GCPE)		1373	290
Teacher posts sanctioned	1972		2028	
Teachers in position	1808		1907	

The above table which compares the findings of CASE and GCPE regarding the details of the staff of the school shows inconsistency except for the total number of teachers in primary. On the day of survey 87.2% of teachers were found present.

Table_2.1.8: Distribution of schools according to the Facilities in school

Sr. No.	School Category	GCPE		CASE	
		No.	%	No.	%
1	Status of School Building				
	Private	35	11.44	34	11.11
	Rented	22	7.19	21	6.86
	Government	225	73.53	229	74.84
	Govt. In Rent Free	21	6.86	21	6.86
	No Building	3	0.98	1	0.33
	Total	306	100.00	306	100.00
2	Type of School Building				
	Pucca	270	88.24	263	85.95
	Partially Pucca	32	10.46	37	12.09
	Kuccha	2	0.65	3	0.98
	Tent	0	0.00	1	0.33
	No Building	1	0.33	1	0.33
	No response	1	0.33	1	0.33
	Total	306	100.00	306	100.00
3	Total Number of Blocks in School	940		1132	
4	Class Room conditions				
	No. of Class rooms				
	Good Condition	1453	80.72	1560	79.43
	Need Minor Repairs	254	14.11	199	10.13
	Need Major Repairs	93	5.17	125	6.36
	Unfit for Use	0	0.00	80	4.07
	Total	1800	100.00	1964	100.00
	No. of Other rooms				
	Good Condition	320	77.86	179	85.24
	Need Minor Repairs	31	7.54	8	3.81
	Need Major Repairs	60	14.60	8	3.81
	Unfit for Use	0	0.00	15	7.14
	Total	411	100.00	210	100.00
5	Electricity				
	Yes	249	81.37	270	88.24
	No	56	18.30	22	7.19
	No response	1	0.33	14	4.58
	Total	306	100.00	306	100.00
6	Common toilet available				
	Yes	245	80.07	270	88.24
	No	61	19.93	22	7.19
	No response	0	0	14	4.58
	Total	306	100.00	306	100.00
7	Separate Toilet available for Girls				
	Yes	215	70.26	180	58.82

	No	91	29.74	109	35.62
	No response	0	0.00	17	5.56
	Total	306	100.00	306	100.00
8	Separate Toilet available for Staff	N. A. with DISE(GCPE)			
	Yes			90	29.41
	No			200	65.36
	No response			16	5.23
	Total			306	100.00
9	Condition of Boundary wall				
	Pucca	202	66.01	202	66.01
	Pucca but Broken	12	3.92	28	9.15
	Barbed wire Fencing	8	2.61	11	3.59
	Hedges	10	3.27	9	2.94
	No Boundary Wall	56	18.30	44	14.38
	Other	18	5.88	8	2.61
	No response	0	0.00	4	1.31
	Total	306	100.00	306	100.00
10	Source of Drinking water				
	Hand pump	105	34.31	99	32.35
	Well	14	4.58	19	6.21
	Tap water	117	38.24	132	43.14
	Others	36	11.76	18	5.88
	No drinking water facility available	34	11.11	37	12.09
	No response	0	0.00	1	0.33
	Total	306	100.00	306	100.00
11	Play Ground				
	Yes	212	69.28	219	71.57
	No	93	30.39	87	28.43
	No response	1	0.33	0	0.00
	Total	306	99.67	306	100.00
12	Number of Computers	512		562	
13	Seating arrangement for Children in School				
	Furniture for all Student	53	17.32	33	10.78
	Furniture for some Student	74	24.18	105	34.31
	No Furniture	179	58.50	166	54.25
	No response	0	0.00	2	0.65
	Total	306	100.00	306	100.00

The comparison of findings regarding the distribution of school with respect to facilities shows different degrees of variation with respect to different variables. From the findings in the above table conclude that:

- ❑ About 70% of the school buildings are government facilitated. Approximately 85% of the schools have ‘pucca’ building.
- ❑ At least 80% of the classrooms are in good condition and 70% of the other rooms are in good condition.
- ❑ More than 80% of the schools have electricity connection.
- ❑ About 80% of the schools have common toilet facility; approximately 60% of the schools have separate toilets for girls. But most of the schools (65%) do not have separate toilets for the staff.
- ❑ In about 66% of the schools the condition of the compound wall of the school is ‘pucca’.
- ❑ About 40% of the schools have tap water as a source of water in the school premises. Approximately more than 11 % schools do not have any kind of drinking water facility in the school.
- ❑ More than 70% of the schools have playground.
- ❑ About 55% of the schools do not have any kind of furniture for the children to sit. About 24% of schools have furniture for some students.

**Table_2.1.9 (CASE) Feedback about record maintenance and school organization
(All districts combined)**

ATTRIBUTES	Yes		No		No response	
	No.	%	No.	%	No.	%
Complete information gathered in first visit	299	97.7	7	2.3	0	0.00
Information pertaining to enrolment and details of pass percentage was obtained easily	277	90.5	32	10.5	1	0.33
Enrolment and other details from single register	149	48.7	155	50.7	2	0.65
Teachers in the school fill up the attendance regularly	288	94.1	16	5.2	2	0.65
Principal have year end summary details of Children for all grades available with him	291	95.1	12	3.9	3	0.98
The School Report Card was available in the school	147	48.0	157	51.3	2	0.65
Attendance register properly maintained and kept in Almirahs	284	92.8	20	6.5	2	0.65
Teachers come to school on time	301	98.4	3	1.0	2	0.65
School has a copy of filled in DISE DCF	102	33.3	197	64.4	9	2.94
Investigator face any problem in getting the required information from the school	43	14.1	251	82.0	12	3.92
School has display board	281	91.8	22	7.2	3	0.98
Provision of mid day meal	235	76.8	66	21.6	5	1.63

The data for feedback about record maintenance and school organization as in Investigator's feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the above table:

- ❑ In 97.7% schools the complete data was obtained in the first visit itself.
- ❑ Information pertaining to enrolment and details of pass percentage was obtained easily in 90.5% of schools.
- ❑ Principals have year end summary details of Children for all grades available with him in 95.1% schools.
- ❑ The school report card was available in only 48.0% schools.
- ❑ In 92.8% schools the attendance register was properly maintained and kept in almirahs. But the enrolment and other details from single register was obtained in only 48.7% of schools.
- ❑ In most of the schools (98.4%) the teachers came to school on time. In 97.44% schools the teachers in the school fill up the attendance regularly.
- ❑ Only 33.3% of the schools had the copy of filled in DISE DCF.
- ❑ In 82.0% of the cases the investigators did not find any problem in getting the required information from the school.
- ❑ In 91.8% of schools had display board.
- ❑ Almost 77% of the schools had the provision of midday meal.
- ❑ The percentage of no response shows that there were schools with DCF's not having all the information filled in properly. This issue needs to be taken care of as incomplete information leads to misinterpretations.

Table_2.1.10 (CASE) Attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule

Attribute	Category of Responses from the school											
	Very Good		Good		Average		Poor		Very Poor		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial reaction of the Principal/Head teacher	184	60.13	110	35.95	7	2.29	0	0.00	3	0.98	2	0.65
Response of the Principal/ Head Teacher to Provide the information	166	54.25	108	35.29	12	3.92	4	1.31	1	0.33	9	2.94
Availability of Records	149	48.69	108	35.29	24	7.84	1	0.33	3	0.98	10	3.27



The data for the attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the table:



- ❑ In 96.06% of the schools the field investigators found initial reaction of the principal/ head teacher to be very good and good. This reflects the positive attitude of the authorities towards research and survey.
- ❑ In 89.54 % of the schools the field investigators described the response of the Principal/Head teacher to provide information to be very good and good.
- ❑ In approximately 83.98% of the schools the field investigators found the availability of records to be very good and good.
- ❑ It needs to be noted that for about 3.27% schools the responses were not available.

Table_2.1.11 (CASE) Comparison of Feedback about record maintenance and school organization amongst the four districts

ATTRIBUTES	BHAVNAGAR(78)*				DAHOD(89)*				JUNAGADH(100)*				NARMADA(39)*			
	Yes		No		Yes		No		Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Complete information gathered in first visit	76	97.4	2	2.6	88	98.9	1	1.1	96	96.0	4	4.0	39	100.0	0	0.0
Information pertaining to enrolment and details of pass percentage was obtained easily	74	94.9	8	10.3	69	77.5	19	21.3	96	96.0	4	4.0	38	97.4	1	2.6
Enrolment and other details from single register	37	47.4	41	52.6	48	53.9	40	44.9	39	39.4	60	60.0	25	64.1	14	35.9
Teachers in the school fill up the attendance regularly	76	97.4	2	2.6	78	87.6	10	11.2	96	97.0	3	3.0	38	97.4	1	2.6
Principal have year end summary details of Children for all grades available with him	75	96.2	3	3.8	79	88.8	8	9.0	99	99.0	0	0.0	38	97.4	1	2.6
The School Report Card was available in the school	51	65.4	27	34.6	36	40.4	52	58.4	57	57.0	42	42.0	3	7.7	36	92.3
Attendance register properly maintained and kept in Almirahs	75	96.2	3	3.8	79	88.8	9	10.1	91	91.0	8	8.0	39	100.0	0	0.0
Teachers come to school on time	78	100.0	0	0.0	86	96.6	2	2.2	99	99.0	0	0.0	38	97.4	1	2.6
School has a copy of filled in DISE DCF	31	39.7	45	57.7	21	23.6	65	73.0	30	30.0	68	68.0	20	51.3	19	48.7
Investigator face any problem in getting the required information from the school	16	20.5	56	71.8	12	13.5	73	82.0	13	13.0	86	86.0	2	5.1	36	92.3
School has display board	73	93.6	5	6.4	83	93.3	5	5.6	89	89.0	9	9.0	36	92.3	3	7.7
Provision of midday meal	56	71.8	22	28.2	82	92.1	6	6.7	63	63.0	33	33.0	35	89.7	4	10.3

(No. of schools in the district) * If the sum of yes and no responses is less than the total no. of schools in the district, it conveys that for the remaining schools the responses for that particular attribute was not available.

 => Yes of all attributes
 => No of all attributes

 => Better response compared to other districts
 => Poor response compared to other districts

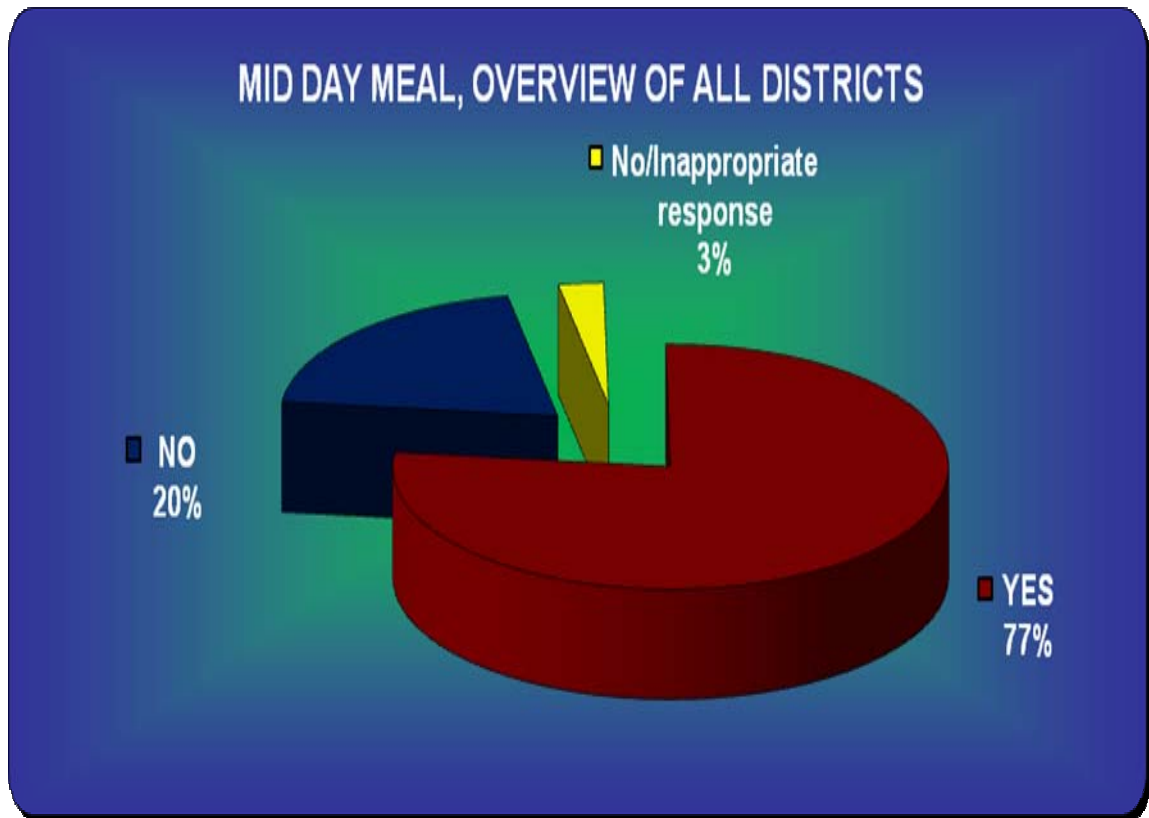
The comparison of data of four districts under study regarding the feedback about record maintenance and school organization as in Investigator's feedback schedule gives us the following views regarding the districts.

- ❑ **Narmada district** shows better response in seven of the twelve attributes described in table when compared to other districts. While **Dahod district** shows poor performance in the six of the twelve attributes described in the table.
- ❑ In Narmada district, complete information was obtained in a single visit in all the schools. It stands as a **distinct** performance of the district in comparison to the remaining ones. While in Junagadh district **4.0%** of schools required multiple visits to gather complete information.
- ❑ In Narmada district, the information pertaining to enrolment and details of pass percentage was obtained easily (**97.4%**) better than in any other district. While in Dahod district in **21.3%** of schools the same information was not obtained easily.
- ❑ In Narmada district, the enrolment and other details from single register was obtained in **61.1%** of schools which stood better when compared to the other districts. While Junagadh district reflected poor response in this attribute with **60.0%** schools not having the enrolment and other details in single register.
- ❑ In Narmada district, **51.3%** of the schools had the copy of filled in DISE DCF which is better among all the four districts studied. While in Dahod district **73%** of the schools did not have the same, the response was poor compared to the other districts..
- ❑ In Narmada district, **92.3%** of the field investigators completed their task without any problem which better compared to the remaining three districts. In the remaining districts also the investigators did not face any problem in more than 70% of cases. But in Bhavnagar district **20.5%** investigators have stated facing problem.
- ❑ In Narmada and Bhavnagar districts, **97.4%** of the teachers filled in the attendance register regularly. It was observed that this attribute had response more than 88.0% in all the districts. This reflects organization existing in the schools. While in Dahod district there were **11.2%** of schools in which this regularity was not observed.

- ❑ In Narmada district, in **100%** of schools the attendance register was properly maintained and kept in almirahs. It was observed that this attribute had response more than 87.0% in all the districts. This reflects sincerity in teacher's work. While in Dahod district there were **10.1%** of schools in which this maintainance was not observed.
- ❑ In Junagadh district, **99.0%** school principals had year end summary details of children for all grades available with him. It was observed that this attribute had response more than 88.0% in all the districts. This reflects responsibility in principal's work. While in Dahod district there were **9.0%** of schools in this responsibility was not observed.
- ❑ In Bhavnagar district, **61.40%** schools possessed school report card which was better than the other districts. While in Narmada district **92.3%** schools did not have the same.
- ❑ In Bhavnagar district all the schools (**100%**) reported that the teachers came on time. No district showed less than 96.55% in this attribute. This reflects the punctuality existing in teachers of all the districts. While in Narmada district only **2.6%** schools did not have teachers coming on time to school, this response was poor compared to the other districts.
- ❑ In Bhavnagar district, **93.6%** of schools had display boards which were better amongst all the districts under study. No district has scored less then 88.0% response in this attribute, which reflects that schools are maintaining the requirements in the way they can. While in Junagadh district there were **9.0%** of schools not having display boards.
- ❑ In Dahod district, **92.1%** of the schools had the provision of midday meal, which was better response compared to the other districts. While in Junagadh district there were **33.0%** of schools not having mid day meal provision.

2.2.0 Overview of Mid day meal Provision in all the districts

When all the findings for the four district regarding mid day meal, it was observed that of the schools visited most of the schools had midday meal provision. The graph below represents the availability of midday meal in schools of the sample.



In the DISE DCF there is a question to describe the quality of midday meal provided at the school for the schools in which it is provided. The responses were obtained for 229 schools of the sample. These responses were subjected to content analysis and the following table was generated to give a holistic picture the quality of food given in the schools of four districts in the sample of the study, as described in the investigator's feedback schedule.

Table_2.2.1 (CASE) Description of quality of food in the mid day meal provision of schools

Sr. No.	Comments regarding the quality of food	Number of schools									
		Bhavnagar(57)*		Dahod(84)*		Junagadh(64)*		Narmada(24)*		Total **	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Quality of food is good	35	61.40	31	36.90	34	53.13	22	91.67	122	53.28
2	Food lacks variety/ No Menu / Food not according to the menu	0	0.00	17	20.24	1	1.56	4	16.67	22	9.61
3	Food is good and according to the menu	19	33.33	45	53.57	5	7.81	5	20.83	74	32.31
4	Food is healthy and cooked hygienically	4	7.02	23	27.38	11	17.19	4	16.67	42	18.34
5	Food not cooked in school premises /No facility for cooking food in school	4	7.02	1	1.19	0	0.00	3	12.50	8	3.49
6	Menu kept visible to all	10	17.54	22	26.19	0	0.00	0	0.00	32	13.97
7	Don't know / could not check	0	0.00	14	16.67	0	0.00	0	0.00	14	6.11
8	No food, because private school	0	0.00	0	0.00	2	3.13	2	8.33	4	1.75
9	Food provided as per need / quality is average	6	10.53	0	0.00	9	14.06	0	0.00	15	6.55
10	Provision appears to be good, inquiry show insufficient stock	0	0.00	0	0.00	7	10.94	0	0.00	7	3.06
11	Other problems	2	3.51	0	0.00	0	0.00	0	0.00	2	0.87

* The number in the bracket corresponds to the no. of schools whose mid day meal quality was described in each district and the same is considered for the calculation of percentage in each district.

** Percentage is calculated with total as 229, which is the total of no. of schools of the four districts where the quality of food was described.

From the above table the following conclusions can be made regarding the midday meal provision of schools:

- ❑ In most of the schools (approximately 85.59%) the quality of food is described to be good or food good and according to menu. While in 32.31% the quality of food is described to be good and the menu is all followed.
- ❑ Narmada district stands at the highest position with respect to the quality of food described to be good when compared to the districts under study. In Dahod, the maximum cases of good quality food as per the menu were reported amongst the four districts compared.
- ❑ In 18.34% of schools the food was described to be healthy and cooked hygienically.
- ❑ In 3.49% of schools there was provision for midday meal even though there is no facility to cook the same in the school premises.
- ❑ It is observed that in almost 16.16% of schools the food is provided but no menu is followed / no variety is observed / quality is also not very good. It just reflects that food is being provided.
- ❑ In Dahod 26.19% schools had the menu kept visible to anyone and everyone. Overall in 13.97% schools it was described that the menu for mid day meal was kept visible to all.
- ❑ In 14.47% cases the field investigators described either they did not know the status of midday meal or they could not check regarding the midday meal provision. This was an observation only reported from Dahod district.
- ❑ In Junagadh district, 10.94% cases reflected that there was inconsistency in the mid day meal provision of schools as per the plan and in practice.
- ❑ It should be noted that overall in the four districts almost 77% of the schools have the facility of mid day meal but only in 74.84% (229 of 306) schools the description for the same was obtained.

2.3.0 Conclusion

Overall the data collection was planned to occur smoothly in the state but due to unavoidable circumstances difficulties were faced by the field investigators. In 82.0% of schools, investigators did not face any problem. The kinds of problems faced in the districts have been stated in the corresponding chapters.

The response from the school authorities have been supportive regarding the investigation. The level of consistency observed between the findings of GCPE and CASE varied with different variables.

In almost all the districts, findings reflect regularity and punctuality in the teachers of the schools. But the attendance of teacher's on the day of survey was 87.3%. The preparation and maintenance of daily records was also observed in most of the schools. But more than half of the schools did not have the school report cards, which is a serious issue to be addressed. The seating arrangement for the children in more than half of the schools was on floor. There were schools with furniture for half of the students, organised seating arrangement even when sitting on the floor and in some cases it was found that they had very poor sitting arrangement. The mid day meal provision was found in most of the schools. But with regard to the quality there are serious questions which need to be looked into. In general, most of the schools have supported the investigation process.

the colonial period, Bhavnagar remained an independent state under the rule of the Princes. The princely state merged with the Union of India as a part of the state of Gujarat after independence. Sir Krishnakumar Sinhji was the last ruler to reign in Bhavnagar.

The Diamond-cutting industry is one of the major sources of revenue earning of Bhavnagar. Apart from agricultural activities, the place also exports cotton and ship machinery. The ship-breaking yard of the district is famous all over the world. The city is connected to all the other Indian cities through proper rail, road and air linkages, in fact it is one of the most easily reachable districts of Gujarat.

This coastal city is also the second largest in the Saurashtra region. For its eminent institutes and ethnic centers, Bhavnagar Gujarat is also renowned as the cultural capital of the state.

3.1.0 Analysis and Interpretation of the Data

Analysis of data for the district Bhavnagar with respect to different variables of the tool administered for data collection is represented in the form of tables in which both GCPE and CASE findings (Table_3.1.1 to Table_3.1.10) are included. These tables are followed by the interpretation for the same. In the tables Table_3.1.11 to Table_3.1.15, the findings of GCPE and CASE are represented in different tables, followed by the interpretation for the same. There are certain attributes regarding which only findings of CASE are available, as they are not applicable with DISE-GCPE (Table_3.1.13, Table_3.1.16 and Table_3.1.1). Those findings which show extreme level of consistency are highlighted in **blue** colour and ones with very little variation are reflected in **green** colour. The data highlighted in **red** indicates a serious issue which needs to be looked into.

Table_3.1.1: Distribution of the Schools by Educational Qualification of the Principal

Educational Qualification	GCPE		CASE	
	Number	%	Number	%
SSC/HSC &PTC	47	60.26	52	66.67
Graduation &PTC	5	6.41	3	3.85
Graduation & B. Ed	13	16.67	13	16.67
Post Graduation & B. Ed / M. Ed.	6	7.69	9	11.54
ATD	1	1.28	1	1.28
Any other	6	7.69	0	0.00
Total	78	100	78	100

The comparison of findings of GCPE and CASE with respect to the educational qualification of the principal shows consistency. It can be observed that more than half of the schools had principal with qualification SSC/HSC and PTC.

Table_3.1.2: Distribution of the schools by experience of Principals / Head teacher in present school

Experience	GCPE		CASE	
	Number	%	Number	%
Up to 4 years	25	32.05	39	50.00
5 – 9 years	8	10.26	14	17.95
10-14 years	9	11.54	9	11.54
15-19 years	4	5.13	5	6.41
20 & more years	5	6.41	7	8.97
No response	27	34.62	4	5.13
Total	78	100	78	100

In the above table reflects the experience of the principal in the present school consistency varies for each option. **Most of the schools had principals who had work experience in the same school for up to four years.**

Table_3.1.3 Distribution of the schools by category

School Category	GCPE		CASE	
	Number	%	Number	%
Primary only	12	15.38	30	38.46
Primary with Upper Primary	62	79.49	44	56.41
Primary with Upper Primary & Sec. / H. Sec	4	5.13	4	5.13
Upper Primary only	0	0	0	0
Upper Primary with Secondary / H. Sec	0	0	0	0
Total	78	100	78	100

The comparison of findings regarding the category of the schools under study by CASE and GCPE show consistency in the category Primary with Upper Primary & Sec. / H. Sec but in the other categories inconsistency is observed. Most of the schools belonged to primary with upper primary category.

Table_ 3.1.4 Distribution of schools by type of school

School Category	GCPE		CASE	
	Number	Percentage (%)	Number	Percentage (%)
Boys only	6	7.69	7	8.97
Girls only	2	2.56	7	8.97
Co-education	70	89.74	64	82.05
Total	78	100	78	100

The comparison of findings regarding the distribution of the schools by type under study by CASE and GCPE show very less variation in the categories ‘boys only’ and ‘co-education’, but with respect to the number of schools having girls only the variation is more. Most of the schools (more than 80 %) had co-education schools.

Table_3.1.5 Distribution of schools by Management

School Management	GCPE		CASE	
	Number	%	Number	%
Education Department	0	0	2	2.56
Tribal Welfare Department	0	0	1	1.28
Local Body	65	83.33	69	88.46
Private Aided	1	1.28	4	5.13
Private Unaided	12	15.38	2	2.56
Other	0	0	0	0
Unrecognized	0	0	0	0
Total	78	100	78	100

The comparison of findings, regarding the distribution of the schools by management, of the schools under study by CASE and GCPE show very less variation in the category ‘Local body’ but in the remaining categories the is distinct variation observed. Most of the schools are taken care of by local bodies in the district.

Table_3.1.6 Distribution of schools by Type and Situation

School Category	GCPE		CASE	
	Number	%	Number	%
Residential School	3	3.84	19	24.36
Non Residential School	75	96.15	59	75.64
Total	78	100	78	100
Ashram (Govt.)	0	0.00	1	1.28
Non Ashram Type (Govt.)	0	0.00	13	16.67
Private	1	1.28	2	2.56
Others	2	2.56	3	3.85
Not Applicable	75	96.15	59	75.64
Total	78	100	78	100
School Building used as a part of Shift School				
Yes	19	24.36	18	23.08
No	59	75.64	60	76.92
Total	78	100	78	100

The comparison of findings, regarding the distribution of the schools by type and situation, of the schools under study by CASE and GCPE show very less variation with regard to the category 'School building used as a part of Shift School' whereas in the other categories inconsistency is observed. Majority of the schools are non-residential type. It is observed that in more than 75 % of cases the school building is not used in shifts.

Table_3.1.7 Distribution of schools by the year of establishment

Year of Establishment	GCPE		CASE	
	Number	%	Number	%
Before 1947	12	15.38	13	16.67
1947 – 1956	23	29.48	22	28.21
1957 – 1966	12	15.38	12	15.38
1967 – 1976	2	2.56	2	2.56
1977 – 1986	8	10.26	9	11.54
1987 – 1996	9	11.54	8	10.26
1997 - 2006	9	11.54	9	11.54
2007 – 2008	3	3.85	3	3.85
Not available	0	0	0	0
Total	78	100	78	100

The findings CASE and GCPE regarding the distribution of schools with respect to the year of establishment show consistency to great extent.

Table_3.1.8 Distribution of schools by the lowest and highest class in the school

Class	GCPE		CASE	
	No.	%	No.	%
LOWEST				
Preprimary	0	0	0	0
I	72	92.31	74	94.87
No response	6	7.69	4	5.13
Total	78	100	78	100
HIGHEST				
II	0	0	0	0
III	4	5.13	6	7.69
VI – VI	3	3.85	5	6.41
VII	62	79.49	60	76.92
VIII	0	0	0	0
IX	0	0	0	0
X	1	1.28	3	3.85
XI	0	0	0	0
XII	0	0	0	0
No response	8	10.27	4	5.13
Total	78	100	78	100

The findings CASE and GCPE regarding the lowest and highest class in the school show little variation. More than 75% of the schools have class VII as highest class. Almost all the schools have lowest class to be class I.

Table_3.1.9 Distribution of the Schools with respect to staff

Details of Staff	GCPE		CASE	
	Primary	Primary with UP	Primary	Primary with UP
No. of Teacher (Excluding principal/head teacher)	471	100	481	109
Para Teacher/Shiksha karmi/Gujarati/community teacher				
Non-teaching staff				
Employed for cooking Mid-day meal	N. A. with DISE(GCPE)		163	3
Employed for cleaning toilets				
Teachers present on the day of survey	N. A. with DISE(GCPE)		442	75
Teacher posts sanctioned			625	
Teachers in position			590	

The above table shows the comparison between CASE and GCPE findings with respect to staff. Little variation is observed in the data available for comparison. The teacher present on the day of survey is found to be 87.63%.

Table_3.1.10 : Distribution of the Schools by Facility

Sr. No.	School Category	GCPE		CASE	
		Number	%	Number	%
1	Status of School Building				
	Private	10	12.82	9	11.54
	Rented	14	17.95	4	5.13
	Government	52	66.67	48	61.54
	Govt. In Rent Free	2	2.56	17	21.79
	No Building	0	0.00	0	0.00
	Total	78	100.00	78	100.00
2	Type of School Building				
	Pucca	68	87.18	66	84.62
	Partially Pucca	10	12.82	10	12.82
	Kuccha	0	0.00	1	1.28
	Tent	0	0.00	1	1.28
	No Building	0	0.00	0	0.00
	Total	78	100.00	78	100.00
3	Total Number of Blocks in School			248	
4	Class Room conditions				
	No. of Class rooms				
	Good Condition	460	82.29	447	79.82
	Need Minor Repairs	80	14.31	66	11.79
	Need Major Repairs	19	3.40	36	6.43
	Unfit for Use	0	0.00	11	1.96
	Total	559	100.00	560	100.00
	No. of Other rooms				
	Good Condition	74	70.48	34	94.44
	Need Minor Repairs	8	7.62	0	0.00
	Need Major Repairs	23	21.90	1	2.78
	Unfit for Use	0	0.00	1	2.78
	Total	105	100.00	36	100.00
5	Electricity				
	Yes	73	93.59	76	97.44
	No	5	6.41	2	2.56

	Total	78	100.00	78	100.00
6	Common toilet available				
	Yes	56	71.79	48	61.54
	No	22	28.21	26	33.33
	No response	0	0.00	4	5.13
	Total	78	100.00	78	100.00
7	Separate Toilet available for Girls				
	Yes	62	79.49	57	73.08
	No	16	20.51	19	24.36
	No response	0	0.00	2	2.56
	Total	78	100.00	78	100.00
8	Separate Toilet available for Staff				
	Yes	N. A. with DISE (GCPE)		27	34.62
	No			49	62.82
	No response			2	2.56
	Total			78	100.00
9	Condition of Boundary wall				
	Pucca	59	75.64	58	74.36
	Pucca but Broken	3	3.85	4	5.13
	Barbed wire Fencing	2	2.56	5	6.41
	Hedges	1	1.28	3	3.85
	No Boundary Wall	9	11.54	5	6.41
	Other	4	5.13	3	3.85
	Total	78	100.00	78	100.00
10	Source of Drinking water				
	Hand pump	14	17.95	12	15.38
	Well	4	5.13	3	3.85
	Tap water	41	52.56	51	65.38
	Others	11	14.10	3	3.85
	No drinking water facility available	8	10.26	9	11.54
	Total	78	100.00	78	100.00
11	Play Ground				
	Yes	54	69.23	62	79.49
	No	24	30.77	16	20.51
	Total	78	100.00	78	100.00
12	Number of Computers	214		145	
13	Seating arrangement for Children in School				

Furniture for all Student	13	16.67	10	12.82
Furniture for some Student	13	16.67	23	29.49
No Furniture	52	66.67	43	55.13
No Response	0	0.00	2	2.56
Total	78	100.00	78	100.00

The comparison of findings regarding the distribution of school with respect to facilities shows different degrees of variation with respect to different variables. From the findings in the above table conclude that:

- ❑ About 60% of the school buildings are government facilitated. Approximately 85% of the schools have ‘pucca’ building.
- ❑ Atleast 80% of the classrooms and 70% of the other rooms are in good condition..
- ❑ More than 93% of the schools have electricity connection.
- ❑ About 60% of the schools have common toilet facility; approximately 70% of the schools have separate toilets for girls. But most of the schools (63%) do not have separate toilets for the staff.
- ❑ In about 75% of the schools, condition of the compound wall of the school is ‘pucca’.
- ❑ About 50% of the schools have tap water as a source of water in the school premises. Approximately more than 10% schools do not have any kind of drinking water facility.
- ❑ More than 70% of the schools have playground.
- ❑ More than 55% of the schools do not have any kind of furniture for the children to sit.

Table_3.1.11a(GCPE):Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1922	1880	1894	1982	1862	1716	1624	7678	5202
	Girls	1438	1454	1453	1453	1257	1153	1058	5798	3468
Repeaters	Boys	205	150	154	110	114	106	53	619	273
	Girls	144	145	142	88	89	73	40	519	202
SC Children	Boys	90	84	91	52	56	65	57	317	178
	Girls	68	55	58	62	58	59	51	243	168
ST Children	Boys	32	32	24	17	12	17	16	105	45
	Girls	21	11	19	11	16	9	5	62	30
OBC Children	Boys	1521	1489	1526	1594	1446	1312	1269	6130	4027
	Girls	1158	1247	1231	1145	940	827	748	4781	2515
Disable Children	Boys	21	20	20	18	14	17	15	125	46
	Girls	7	6	15	14	13	12	17	84	42
Children left school	Boys	N. A. with DISE(GCPE)								
	Girls									

Table_3.1.11b (CASE):Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1983	2026	2034	1846	1706	1521	1410	7889	4637
	Girls	1550	1613	1518	1474	1304	1209	997	6155	3510
Repeaters	Boys	163	121	156	88	81	54	34	528	169
	Girls	132	108	119	73	70	53	32	432	155
SC Children	Boys	81	100	88	62	76	74	65	331	215
	Girls	65	75	62	61	76	73	45	263	194
ST Children	Boys	11	7	9	3	5	3	1	30	9
	Girls	11	2	3	5	3	2	1	21	6
OBC Children	Boys	1511	1566	1567	1442	1144	1006	911	6086	3061
	Girls	1200	1287	1300	1110	972	777	623	4897	2372
Disable Children	Boys	5	14	14	12	8	3	10	45	21
	Girls	4	5	7	5	6	5	2	21	13
Children left the School	Boys	6	7	12	9	7	8	5	34	20
	Girls	4	6	9	6	5	6	5	25	16

When the tables 3.1.11a (GCPE) and 3.1.11b (CASE) are compared variation is observed to some extent in most of the data. Over all it can be observed that for the total enrolment boys exceed girls in number in each class. The number of children leaving the school is more in class I to IV than in class V to VII.

Table_3.1.12a (GCPE):Students enrolment in Current Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1762	1888	1938	2101	1900	1794	1551	7689	5245
	Girls	1458	1404	1404	1448	1348	1183	1084	5714	3615
Repeaters	Boys	184	142	191	129	131	86	44	646	261
	Girls	165	154	177	105	114	58	56	601	228
SC Children	Boys	74	75	70	127	76	91	93	346	260
	Girls	77	53	53	57	62	59	58	240	179
ST Children	Boys	36	40	34	31	28	21	17	141	66
	Girls	23	17	18	11	14	12	10	69	36
OBC Children	Boys	1316	1396	1485	1574	1438	1347	1077	5771	3862
	Girls	1151	1093	1144	1157	1055	909	783	4545	2747
Disable Children	Boys	9	18	29	17	16	14	11	114	41
	Girls	3	9	12	11	24	8	8	75	40
Children left school	Boys	N. A. with DISE(GCPE)								
	Girls									

Table_3.1.12b (CASE): Students enrolment in Current Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1883	1999	2082	1925	1747	1520	1338	7889	4605
	Girls	1578	1521	1590	1445	1285	1113	1005	6134	3403
Repeaters	Boys	135	118	169	126	71	65	23	548	159
	Girls	141	109	141	81	58	34	33	472	125
SC Children	Boys	82	74	87	81	69	66	63	324	198
	Girls	90	60	63	60	81	67	54	273	202
ST Children	Boys	9	17	29	7	8	6	4	62	18
	Girls	10	11	15	2	9	2	1	38	12
OBC Children	Boys	1466	1460	1598	1453	1227	1003	870	5977	3100
	Girls	1241	1199	1295	1157	952	766	643	4892	2361
Disable Children	Boys	7	5	13	12	7	9	4	37	20
	Girls	5	4	5	7	5	7	4	21	16
Children left school	Boys	13	13	11	7	2	6	8	44	16
	Girls	2	3	5	4	2	3	2	14	7

When the tables 3.1.12a (GCPE) and 3.1.12b (CASE) are compared variation is observed to some extent in most of the data. Over all it can be observed that for the total enrolment boys exceed girls in number in each class. The number of children leaving the school is more in class I to IV than in class V to VII.

Table_3.1.13a (GCPE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I - VII	N.A. with DISE (GCPE)											
Total												

Table_3.1.13b (CASE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I	1575	1224	71	54	2	0	1403	1049	62	40	1	0
Class II	1865	1455	72	74	15	8	1596	1268	64	64	7	3
Class III	2028	1629	96	63	12	6	1804	1317	73	42	9	3
Class IV	1895	1434	73	67	10	3	1678	1269	67	49	6	2
Class V	1851	1326	97	75	7	4	1605	1145	78	64	6	4
Class VI	1594	1147	55	67	6	3	1370	953	52	55	7	3
Class VII	1397	1021	68	64	1	1	1194	824	59	47	1	0
Total	12205	9236	532	464	53	25	10650	7825	455	361	37	15
Percentage of attendance on the day of survey							87.26	84.72	85.53	77.8	69.81	60

In the above tables regarding the grade wise examination details for last academic year 2008-09, inconsistency is observed in the findings of CASE and GCPE. The low attendance of the SC and ST categories, especially the girls is a serious issue to be looked upon. It can be observed that total number of boys appeared for the examination and passed in the examination exceeds than girls.

The data highlighted in **red** reflects the low performance.

Table 3.1.14a (GCPE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1532	1061	104	60	1	1	1590	1100	108	63	1	2	1489	1040	101	57	1	1
VII	1438	1010	80	34	5	3	1484	1051	79	40	5	3	1458	1033	77	40	5	3
Percentage of Students in the class						V*	103.8	103.7	103.8	105.0	100.0	200.0	93.6	94.5	93.5	90.5	100.0	50.0
						VII*	103.2	104.1	98.8	117.6	100.0	100.0	98.2	98.3	97.5	100.0	100.0	100.0

Table 3.1.14b (CASE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1984	1468	79	73	3	6	1924	1434	76	71	3	5	1783	1332	70	67	3	3
VII	1372	959	58	51	2	2	1348	910	56	51	2	2	1329	896	55	51	2	2
Percentage of Students in the class						V	97.0	97.7	96.2	97.3	100.0	83.3	92.7	92.9	92.1	94.4	100.0	60.0
						VII	98.3	94.9	96.6	100.0	100.0	100.0	98.6	98.5	98.2	100.0	100.0	100.0

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The high percentages of students appearing in examination and students passing the examination (except Class V SC-Girls) are good indicators reflecting the status of school education. The low percentage of ST girls class V passing the examination, is a serious issue which needs to be looked upon.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance compared to the other categories.

Table 3.1.15a (GCPE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1694	944	106	65	17	8	1596	1005	103	64	16	8	1498	941	96	61	16	8
VII	1339	764	95	47	7	5	1349	750	97	45	8	4	1332	744	97	45	8	4
Percentage of Students in the class						V*	94.2	106.5	97.2	98.5	94.1	100.0	93.9	93.6	93.2	95.3	100.0	100.0
						VII*	100.7	98.2	102.1	95.7	114.3	80.0	98.7	99.2	100.0	100.0	100.0	100.0

Table 3.1.15b (CASE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1998	1502	117	70	5	35	1935	1408	107	68	5	34	1818	1308	106	65	5	31
VII	1233	925	55	44	2	25	1220	897	55	42	2	24	1170	875	52	41	2	2
Percentage of Students in the class						V	96.8	93.7	91.5	97.1	100.0	97.1	94.0	92.9	99.1	95.6	100.0	91.2
						VII	98.9	97.0	100.0	95.5	100.0	96.0	95.9	97.5	94.5	97.6	100.0	8.3

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The high percentages of students appearing in examination and students passing the examination (except Class V SC-Girls in CASE) are good indicators reflecting the status of school education. The low percentage of ST girls passing the examinations is a serious issue which needs to be looked upon.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table_3.1.16 (CASE) Attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule

Attribute	Category of responses from school													
	Very Good		Good		Average		Poor		Very poor		No response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial reaction of the principal/ head teacher	39	50.00	33	42.31	5	6.41	0	0.00	1	1.28	0.00	0.00	78	100
Response of the Principal/Head teacher to provide information	33	42.31	37	47.44	3	3.85	3	3.85	0	0.00	2.00	2.56	78	100
Availability of records	28	35.90	36	46.15	9	11.54	1	1.28	1	1.28	3.00	3.85	78	100

The data for the attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the table:

- ❑ In 92.31% of the schools the field investigators found initial reaction of the principal/ head teacher to be very good and good. This reflects the positive attitude of the authorities towards research and survey.
- ❑ In 89.75 % of the schools the field investigators described the response of the Principal/Head teacher to provide information to be very good and good.
- ❑ In approximately 80% of the schools the field investigators found the availability of records to be very good and good.
- ❑ It needs to be noted that for about 3.85% schools the responses were not available.

Table_3.1.17 (CASE) Feedback about record maintenance and school organization

Attribute	Responses						Total
	Yes		No		No response		
	No.	%	No.	%	No.	%	
Complete information gathered in first visit	76	97.45	2	2.56	0	0	78
Information pertaining to enrolment and details of pass percentage was obtained easily	74	94.87	4	5.13	0.00	0.00	78
Enrolment and other details from single register	37	47.44	41	52.56	0.00	0.00	78
Teachers in the school fill up the attendance regularly	76	97.44	2	2.56	0.00	0.00	78
Principal have year end summary details of Children for all grades available with him	75	96.15	3	3.85	0.00	0.00	78
The School Report Card was available in the school	51	65.38	27	34.62	0.00	0.00	78
Attendance register properly maintained and kept in Almirahs	75	96.15	3	3.85	0.00	0.00	78
Teachers come to school on time	78	100.00	0	0.00	0.00	0.00	78
School has a copy of filled in DISE DCF	31	39.74	45	57.69	2.00	2.56	78
Investigator face any problem in getting the required information from the school	16	20.51	56	71.79	6.00	7.69	78
School has display board	73	93.59	5	6.41	0.00	0.00	78
Provision of midday meal	56	71.79	22	28.21	0.00	0.00	78

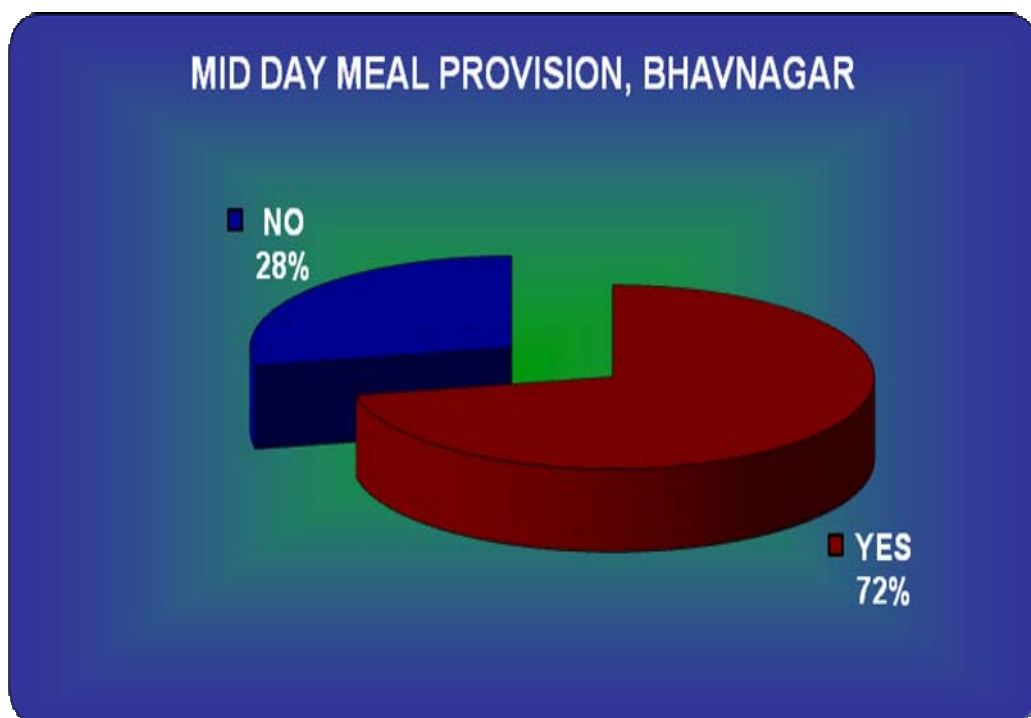
The data for feedback about record maintenance and school organization as in Investigator's feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the above table:

- In 97.45% schools the complete data was obtained in the first visit itself.
- Information pertaining to enrolment and details of pass percentage was obtained easily in 94.87% of schools.
- Principal have year end summary details of Children for all grades available with him in 96.15% schools.
- The school report card was available in only 65.38% schools.

- ❑ In 96.15% schools the attendance register was properly maintained and kept in almirahs. But the enrolment and other details from single register was obtained in only 47.44% of schools.
- ❑ In all the schools the teachers came to school on time. In 97.44% schools the teachers in the school fill up the attendance regularly.
- ❑ Only 39.74% of the schools had the copy of filled in DISE DCF.
- ❑ In 71.79% of the cases the investigators did not find any problem in getting the required information from the school.
- ❑ In 93.59% of schools had display board.
- ❑ Almost 70% of the schools had the provision of midday meal.

3.2.0 Overview of Mid day meal Provision in Bhavnagar District

In Bhavnagar district, it was observed that of the schools visited most of the schools had midday meal provision. The graph below represents the availability of midday meal in schools.



In the DISE DCF there is a question to describe the quality of midday meal provided at the school for the schools in which it is provided. The responses were obtained for 57 (73.08%) schools. These responses were subjected to content analysis and the following table was generated to give a holistic picture the quality of food given in the schools of the district, as described in the investigator's feedback schedule.

Table_3.2.1 (CASE) Description of quality of food in the midday meal provision of schools

Sr. No.	Comments regarding quality of food	No. of Schools	(%)*
1.	Quality of food is good	35	61.40
2	Food is good and according to the menu	19	33.33
3.	Food is healthy and cooked hygienically	4	7.02
4	Food not cooked in school premises / No facility for cooking food in school	4	7.02
5	Menu kept visible to all	10	17.54
6	Food provided as per need / average quality	6	10.53
7	No one to take the responsibility of providing Mid Day Meal regularly / No food on that day	2	3.51

* Percentage here is calculated keeping 57 as total, since description regarding the food was available for 57 schools only.

The areas highlighted in **red** depicts serious issues in mid day meal provision.

From the above table the following conclusions can be made regarding the midday meal provision of schools:

- In almost 61.40% schools the quality of food is described to be good.
- In 33.33% schools food quality is described to be good and according to the menu.
- In only 7.02% of schools the food is described to be healthy and cooked hygienically.
- In 7.02% of schools there is provision for mid day meal even though there is no facility to cook the same in the school premises.
- In 17.54% of schools the menu for mid day meal was kept visible to all.
- In 3.51% of schools there was no food provide for the temporary reasons. There is a possibility of the provision to be taken care of in future.

3.3.0 Conclusion

The data collection was timely completed in Bhavnagar district. In 76.92% of the schools the investigators did not face any problem for the data collection. The problems faced were due to

- the lack of data maintainance,
- unavailability of information with the principal and even at CRC,
- unavailability of the school principal on the day of visit as he usually came late (the school had higher secondary also and the principal had the responsibility of both primary and secondary.) and
- in many cases the kind of problem faced was not reported

The response from the school authorities was supportive. The level of consistency observed between the findings of GCPE and CASE varied with different variables.

High level of consistency has been observed with the variables: Distribution of the Schools by Educational Qualification of the Principal, Distribution of schools by situation and type and Distribution of schools by the year of establishment.

Inconsistency has been observed with the following variables: Distribution of school by category, Student enrolment in present and previous year and Grade wise exam results of the schools.

The findings reflect 87.63% of attendance of teachers on the day of survey. The attendance of student's on the day of survey is very less in case of SC and ST girls. The passing percentage of ST girls is also very less compared to the other categories. The preparation and maintenance of daily records is also observed in most of the schools. The seating arrangement for the children was on the floor in most of the schools (60.81%). The mid day meal provision existed in most of the schools and the quality of food provided was described to be good in most of the cases.

The support from the schools was positive for the investigation which reflects that there is awareness and respect for the research work carried out in the field of education.

Remarks from MIS In Charge, Bhavnagar:

- The hardware / soft ware and internet facilities are available.
- School report cards of 2008-09 have not been issued. However it had been planned to be issued through one day workshop.
- The key indicators at school level and district level have not been displayed.
- DISE data, especially the key indicators are partially used for AWP & B.
- Two operators at district level are there to feed data.

Suggestions to improve quality of DISE

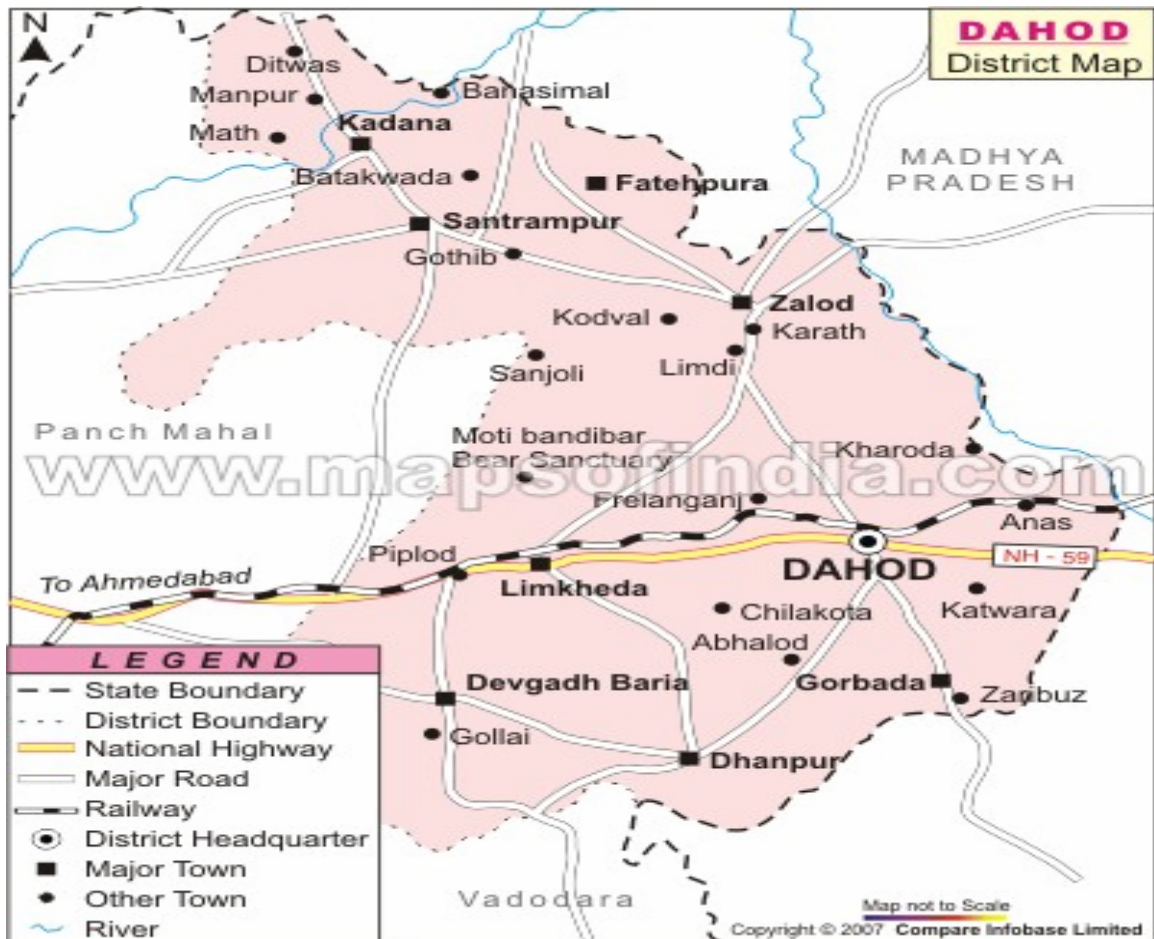
- More time is needed for verification of the information gathered at each level. (eg. CRC /BRC /District)
- Some punishment needs to be given to those principals/head teacher who provide false / incorrect /partial information.
- It is observed that head teachers / CRCC / BRCC do not keep the time schedule and hence there is delay in the data collection stage itself. This needs to be planned and strictly implemented.
- Delay in the DISE DCF of one of the blocks interrupts the entire system. So, the time allocation for the data collection and verification must be given in a justified way keeping in mind the number of schools in each unit.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA OF DAHOD DISTRICT

4.0.0 About Dahod District

The district of Dahod, covering a total area of 3646.1 sq km was created in 1997. Surrounded by Vadodara, Jhabua and Banswara districts, it was formerly a part of the Panchmahal district. Situated on the eastern part of Gujarat, the district has seven talukas. Also the place is intersected by Anas, Panam, Macchan and Kali rivers, lying between Vadodara and Ahmedabad, Dahod is believed to be the birthplace of King Aurangzeb. The district is linked with all the states of India through its wide network of railways, road and airways.



various essential items from this district. Dahod, with a literacy rate of 45.65%, houses several educational institutes of repute. With an expanding literacy ratio, Dahod has started housing many medical, technical and general institutions as well. The tribal culture of Dahod has an identity of its own. The fascinating tribal folklores of the district have a great demand among the tourists. Some temples of historical eminence also adorn the tourism feature of this district. With several upcoming industries and a steady agricultural economy, Dahod is emerging as one of the prominent districts of Gujarat.

4.1.0 Analysis and Interpretation of the Data

Analysis of data for the district Dahod with respect to different variables of the tool administered for data collection is represented in the form of tables in which both GCPE and CASE findings (Table_4.1.1 to Table_4.1.10) are included. These tables are followed by the interpretation for the same. In the tables Table_4.1.11 to Table_4.1.15, the findings of GCPE and CASE are represented in different tables, followed by the interpretation for the same. There are certain attributes regarding which only findings of CASE are available, as they are not applicable with DISE-GCPE (Table_4.1.13, Table_4.1.16 and Table_4.1.17). Those findings which show extreme level of consistency are highlighted in **blue** colour and the ones with very little variation are reflected in **green** colour. The data highlighted in **red** indicates a serious issue which needs to be looked into.

Table_4.1.1: Distribution of the Schools by Educational Qualification of the Principal

Educational Qualification	GCPE		CASE	
	Number	%	Number	%
SSC/HSC &PTC	73	82.02	61	68.54
Graduation &PTC	4	4.49	7	7.87
Graduation & B. Ed	3	3.37	5	5.62
Post Graduation & B. Ed / M. Ed.	1	1.12	3	3.37
ATD	0	0.00	2	2.25
Any other	8	8.99	8	8.99
No response	0	0.00	3	3.37
Total	89	100	89	100.00

The comparisons of the findings of GCPE and CASE show little variation. It is observed that Educational Qualification of the Principal in more than 60% of the schools is only SSC/HSC &PTC.

Table_4.1.2: Distribution of the schools by experience of Principals / Head teacher in present school

No. of years	GCPE		CASE	
	Number	%	Number	%
Up to 4 years	8	8.99	39	43.82
5 – 9 years	18	20.22	18	20.22
10-14 years	22	24.72	15	16.85
15-19 years	6	6.74	9	10.11
20 & more years	15	16.85	6	6.74
No response	20	22.47	2	2.25
Total	89	100	89	100

The comparisons of the findings of GCPE and CASE show some inconsistency except in one case. It needs to be observed that responses for all the schools regarding the variable ‘experience of Principals / Head teacher in present school’ were not found. There could be some misunderstanding regarding the question.

Table_4.1.3 : Distribution of the schools by category

School Category	GCPE		CASE	
	Number	%	Number	%
Primary only	38	42.70	48	53.93
Primary with Upper Primary	51	57.30	41	46.07
Primary with UP & Sec./ H. Sec	0	0.00	0	0.00
Upper Primary only	0	0.00	0	0.00
Upper Primary with Sec / H. Sec	0	0.00	0	0.00
Total	89	100.00	89	100

The comparisons of the findings of GCPE and CASE regarding the school category show some variation. It can be observed that almost half of the schools had only primary section and the other half had primary with upper primary.

Table_ 4.1.4: Distribution of schools by type of school

School Category	GCPE		CASE	
	Number	%	Number	%
Boys only	0	0.00	1	1.12
Girls only	3	3.37	3	3.37
Co-education	86	96.63	85	95.51
Total	89	100	89	100

From the above table it can be observed that the findings of GCPE and CASE show consistency to great extent. It is observed that most of the schools (almost 85%) have co-education.

Table_4.1.5: Distribution of schools by Management

School Management	GCPE		CASE	
	Number	%	Number	%
Education Department	1	1.12	1	1.12
Tribal Welfare Department	3	3.37	3	3.37
Local Body	82	92.13	84	94.38
Private Aided	1	1.12	0	0.00
Private Unaided	2	2.25	1	1.12
Other	0	0.00	0	0
Unrecognized	0	0.00	0	0
Total	89	100.00	89	100

Consistency is observed in the findings of CASE and GCPE regarding the distribution of schools by management. It is observed that more than 80% of the schools are managed by local body.

Table_4.1.6 : Distribution of schools by Type and Situation

School Category	GCPE		CASE	
	Number	%	Number	%
Residential School	3	3.37	4	4.49
Non Residential School	86	96.63	85	95.51
Total	89	100.00	89	100
Ashram (Govt.)	1	1.12	2	2.25
Non Ashram Type (Govt.)	2	2.25	0	0.00
Private	0	0.00	2	2.25
Others	0	0.00	0	0.00
Not Applicable	86	96.63	85	95.51
Total	89	100.00	89	100
School Building used as a part of Shift School				
Yes	2	2.25	0	0.00
No	86	96.63	89	100.00
No response	1	1.12	0	0.00
Total	89	100.00	89	100

The above table reflects that the findings of GCPE and CASE are consistent to some extent. It is observed that more than 85% of schools are non-residential schools.

Table_4.1.7 : Distribution of schools by the year of establishment

Year of Establishment	GCPE		CASE	
	Number	%	Number	%
Before 1947	10	11.24	10	11.24
1947 – 1956	16	17.98	17	19.10
1957 – 1966	14	15.73	12	13.48
1967 – 1976	8	8.99	11	12.36
1977 – 1986	10	11.24	10	11.24
1987 – 1996	17	19.10	15	16.85
1997 - 2006	12	13.48	12	13.48
2007 – 2008	2	2.25	2	2.25
Total	89	100.00	89	100.00

Consistency is observed in the findings of CASE and GCPE regarding the year of establishment of schools.

Table_4.1.8: Distribution of schools by the lowest and highest class in the school

Class	GCPE		CASE	
	No.	%	No.	%
LOWEST				
Preprimary	0	0	0	0
I	88	98.88	88	98.88
No response	1	1.12	1	1.12
Total	89	100	89	100
HIGHEST				
II	1	1.12	0	0
III	10	11.24	11	12.36
IV – VI	5	5.62	5	5.62
VII	46	51.69	44	49.44
VIII	0	0	0	0
IX	0	0	0	0
X	0	0	0	0
XI	0	0	0	0
XII	0	0	0	0
No response	27	30.34	29	32.58
Total	89	100	89	100

From the above table it can be observed that the findings of CASE and GCPE when compared show consistency to great extent. It can be observed that most of the schools (98.88 %) have the lowest class to be class I and in 50% schools highest class is class VII.

Table_4.1.9 : Distribution of the Schools with respect to staff

Details of Staff	GCPE		CASE	
	Primary	Primary with UP	Primary	Primary with UP
No. of Teacher (Excluding principal/head teacher)	322	134	322	136
Para Teacher/Shiksha karmi/Gujarati/community teacher				
Non-teaching staff				
Employed for cooking Mid-day meal	N.A. with DISE(GCPE)		220	6
Employed for cleaning toilets				
Teachers present on the day of survey	N.A. with DISE(GCPE)		307	127
Teacher posts sanctioned	515		541	
Teachers in position	456		482	

When findings regarding distribution of the Schools with respect to staff are considered, consistency is observed. It can be distinctly observed that there is high level of consistency in both the findings with respect to the number of teachers in primary section. Moreover, the attendance of the teachers on the day of survey is found to be 90.04%.

Table_4.1.10: Distribution of the Schools by Facility

Sr. No.	School Category	GCPE		CASE	
		Number	%	Number	%
1	Status of School Building				
	Private	2	2.25	5	5.62
	Rented	3	3.37	1	1.12
	Government	82	92.13	83	93.26
	Govt. In Rent Free	1	1.12	0	0.00
	No Building	1	1.12	0	0.00
	Total	89	100	89	100
2	Type of School Building				
	Pucca	86	96.63	80	89.89
	Partially Pucca	2	2.25	8	8.99
	Kuccha	0	0.00	1	1.12
	Tent	0	0.00	0	0.00
	No Building	1	1.13	0	0.00
	Total	89	100	89	100
3	Total Number of Blocks in School	372		331	
	No. of Class rooms				
	Good Condition	327	70.78	408	82.76
	Need Minor Repairs	103	22.29	43	8.72
	Need Major Repairs	32	6.93	20	4.06
	Unfit for Use	0	0.00	22	4.46
	Total	462	100	493	100.00
	No. of Other rooms				
	Good Condition	55	88.71	46	74.19
	Need Minor Repairs	5	8.06	3	4.84
	Need Major Repairs	2	3.23	4	6.45
	Unfit for Use	0	0	9	14.52
	Total	62	100	62	100.00
5	Electricity				
	Yes	54	60.68	74	83.15
	No	35	39.33	15	16.85
	Total	89	100	89	100

6	Common toilet available				
	Yes	75	84.27	65	73.03
	No	14	15.74	24	26.97
	Total	89	100	89	100
7	Separate Toilet available for Girls				
	Yes	50	56.18	48	53.93
	No	39	43.82	41	46.07
	Total	89	100	89	100
8	Separate Toilet available for Staff				
	Yes		N. A. with DISE(GCPE)	18	20.22
	No			71	79.78
	Total			89	100
9	Condition of Boundary wall				
	Pucca	51	57.30	47	52.81
	Pucca but Broken	2	2.25	12	13.48
	Barbed wire Fencing	0	0	1	1.12
	Hedges	6	6.74	5	5.62
	No Boundary Wall	29	32.58	19	21.35
	Other	1	1.12	2	2.25
	No response	0	0	3	3.37
	Total	89	100	89	100.00
10	Source of Drinking water				
	Hand pump	54	60.67	40	44.94
	Well	2	2.25	4	4.49
	Tap water	11	12.36	21	23.60
	Others	8	8.99	5	5.62
	No drinking water facility available	14	15.73	19	21.35
	Total	89	100	89	100.00
11	Play Ground				
	Yes	55	61.80	49	55.06
	No	34	38.20	40	44.94
	Total	89	100	89	100
12	Number of Computers	30		28	
13	Seating arrangement for Children in School				
	Furniture for all Student	12	13.48	8	8.99
	Furniture for some Student	24	26.97	22	24.72
	No Furniture	53	59.55	59	66.29
	Total	89	100	89	100.00

The comparison of findings regarding the distribution of school with respect to facilities shows different degrees of variation with respect to different variables. From the findings in the above table conclude that:

- ❑ About 92% of the school buildings are government facilitated. Approximately 90% of the schools have 'pucca' building.
- ❑ Atleast 70% of the classrooms are in good condition and 74% of the other rooms are in good condition..
- ❑ More than 50% of the schools have electricity connection.
- ❑ About 73% of the schools have common toilet facility; approximately 50% of the schools have separate toilets for girls. But most of the schools (70%) do not have separate toilets for the staff.
- ❑ In about 50% of the schools the condition of the compound wall of the school is 'pucca'.
- ❑ About 45% of the schools have hand pump as a source of water in the school premises. Approximately more than 15 % schools do not have any kind of drinking water facility in the school.
- ❑ More than 55% of the schools have playground.
- ❑ More than 60% of the schools do not have any kind of furniture for the children to sit.

Table_4.1.11a (GCPE): Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1699	1499	1560	1267	1069	893	834	6025	2796
	Girls	1793	1660	1756	1447	1124	977	913	6656	3014
Repeaters	Boys	216	173	182	132	111	134	74	703	319
	Girls	208	220	165	123	86	89	55	716	230
SC Children	Boys	38	34	33	17	27	16	13	122	56
	Girls	91	64	71	59	61	36	39	285	136
ST Children	Boys	1289	1114	1176	955	786	668	633	4534	2087
	Girls	1282	1176	1275	1044	782	691	674	4777	2147
OBC Children	Boys	329	310	305	251	224	179	158	1195	561
	Girls	370	372	353	294	256	208	162	1389	626
Disable Children	Boys	14	12	8	11	16	7	10	45	33
	Girls	13	11	11	7	7	2	10	42	19
Children left school	Boys	N. A. with DISE(GCPE)								
	Girls									

Table_4.1.11b (CASE): Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1659	1542	1549	1297	1072	866	812	6047	2750
	Girls	1676	1667	1749	1464	1096	958	868	6556	2922
Repeaters	Boys	254	192	215	141	152	107	106	802	365
	Girls	236	188	176	130	100	98	74	730	272
SC Children	Boys	30	24	20	13	18	17	15	87	50
	Girls	78	45	57	56	50	48	41	236	139
ST Children	Boys	1249	1151	1156	992	777	614	561	4548	1952
	Girls	1183	1178	1275	1021	753	652	602	4657	2007
OBC Children	Boys	296	302	290	240	212	168	175	1128	555
	Girls	335	377	348	319	254	195	169	1379	618
Disable Children	Boys	9	9	13	11	14	8	1	42	23
	Girls	11	17	11	8	13	3	4	47	20
Children left the School	Boys	36	37	37	30	24	31	23	140	78
	Girls	44	40	38	23	19	23	16	145	58

When the tables 4.1.11(GCPE) and 4.1.11(CASE) are compared variation is observed to some extent in most of the data. Over all it can be observed that for the total enrolment girls exceed boys in number in each class. The number of children leaving the school is more in class I to IV than in class V to VII.

Table_4.1.12a (GCPE):Students enrolment in Current Academic year(2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1589	1492	1509	1419	1192	887	805	6009	2884
	Girls	1613	1661	1599	1695	1320	971	855	6568	3146
Repeaters	Boys	272	204	242	184	142	114	89	902	345
	Girls	224	257	239	178	138	105	70	898	313
SC Children	Boys	35	41	40	38	21	13	8	154	42
	Girls	87	80	72	99	60	44	31	338	135
ST Children	Boys	1276	1150	1160	1108	937	686	628	4694	2251
	Girls	1209	1230	1168	1253	984	716	654	4860	2354
OBC Children	Boys	237	248	261	231	185	140	125	977	450
	Girls	269	295	310	289	235	180	141	1163	556
Disable Children	Boys	11	11	13	9	11	11	15	44	37
	Girls	8	14	14	12	6	8	1	48	15
Children left The School	Boys	N.A. with DISE(GCPE)								
	Girls									

Table_4.1.12b (CASE): Students enrolment in Current Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V- VII
Total Enrolment	Boys	1615	1457	1498	1400	1154	887	777	5970	2818
	Girls	1568	1612	1544	1645	1303	1015	877	6369	3195
Repeaters	Boys	277	198	229	214	130	117	79	918	326
	Girls	239	217	214	187	160	100	67	857	327
SC Children	Boys	25	19	24	21	17	21	15	89	53
	Girls	59	67	100	60	44	46	46	286	136
ST Children	Boys	1247	1153	1149	1080	871	636	514	4629	2021
	Girls	1153	1190	1150	1212	946	687	581	4705	2214
OBC Children	Boys	309	282	296	262	214	187	159	1149	560
	Girls	316	312	321	326	250	211	166	1275	627
Disable Children	Boys	7	8	14	11	12	14	8	40	34
	Girls	10	13	13	12	10	12	4	48	26
Children left the School	Boys	50	36	52	31	28	28	16	169	72
	Girls	36	51	51	38	24	38	20	176	82

When the tables 4.1.12(GCPE) and 4.1.12(CASE) are compared variation is observed to some extent in most of the data. Over all it can be observed that for the total enrolment girls exceed boys in number in each class. The number of children leaving the school is more in class I to IV than in class V to VII.

Table_4.1.13a (GCPE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I - VII	N. A. with DISE (GCPE)											
Total												

Table_4.1.13b (CASE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I	1552	1488	18	51	1181	1068	1085	1041	9	35	817	755
Class II	1442	1531	21	60	1073	1070	1047	1110	12	42	764	768
Class III	1392	1540	15	53	1028	1109	1054	1158	11	45	777	858
Class IV	1366	1400	22	49	992	1012	1022	1071	17	43	734	772
Class V	1247	1543	18	58	904	1105	942	1150	8	44	689	835
Class VI	858	1125	14	42	643	827	635	855	10	39	486	650
Class VII	737	850	18	44	558	634	570	664	13	46	442	497
Total	8594	9477	126	357	6379	6825	6355	7049	80	294	4709	5135
Percentage of attendance on the day of Survey							73.95	74.38	63.49	82.35	73.82	75.24

The data as in the above table is available only CASE findings. So the comparison is out of scope. The attendance was found to be very low on the day of survey, approximately 73% in all the categories, which is a serious issue that needs to be looked into. However it can be observed that the girls exceed in attendance on the day of survey.

Table 4.1.14a (GCPE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination						
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
V	1006	962	12	23	611	595	972	981	14	21	631	628	897	911	13	20	600	605	
VII	732	604	12	19	567	449	710	657	9	16	560	500	684	636	9	16	549	491	
Percentage of Students in the class							V	96.6	102.0	116.7	91.3	103.3	105.5	92.3	92.9	92.9	95.2	95.1	96.3
							VII	97.0	108.8	75.0	84.2	98.8	111.4	96.3	96.8	100.0	100.0	98.0	98.2

Table 4.1.14b (CASE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination						
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
V	1338	1492	14	52	1047	1102	1161	1327	13	50	879	961	1051	1214	11	44	804	894	
VII	797	894	15	43	562	610	703	761	14	38	493	557	669	738	11	35	484	535	
Percentage of Students in the class							V	86.8	88.9	92.9	96.2	84.0	87.2	90.5	91.5	84.6	88.0	91.5	93.0
							VII	88.2	85.1	93.3	88.4	87.7	91.3	95.2	97.0	78.6	92.1	98.2	96.1

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The low percentage of ST boys and girls appearing the examination is low but the passing percentage is higher than the total pass percentage. Whereas reverse is the case with aSC category students, the percentage of appearing in the examination is high but passing percentage is low when compared to the other categories.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table 4.1.15a (GCPE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1033	1070	14	47	725	697	1026	1056	15	44	718	691	910	931	13	40	651	610
VII	732	824	12	39	566	611	704	790	12	34	553	591	660	739	8	29	527	544
Percentage of Students in the class						V	99.3	98.7	107.1	93.6	99.0	99.1	88.7	88.2	86.7	90.9	90.7	88.3
						VII	96.2	95.9	100.0	87.2	97.7	96.7	93.8	93.5	66.7	85.3	95.3	92.0

Table 4.1.15b (CASE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1483	1761	29	73	1185	1351	1304	1573	26	67	1033	1203	1186	1459	25	61	982	1156
VII	795	873	14	33	665	722	674	768	11	32	581	624	646	745	11	27	562	615
Percentage of Students in the class						V	87.9	89.3	89.7	91.8	87.2	89.0	91.0	92.8	96.2	91.0	95.1	96.1
						VII	84.8	88.0	78.6	97.0	87.4	86.4	95.8	97.0	100.0	84.4	96.7	98.6

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The low percentages of students appearing in examination and students passing the examination, especially in SC and ST categories, are reflecting a serious issue to be looked into.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table_4.1.16 (CASE) Attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule

Attribute	Category of responses from school												Total	
	Very Good		Good		Average		Poor		Very poor		No response			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial reaction of the principal/ head teacher	42	47.19	44	49.44	0	0.00	0	0.00	1	1.12	2	2.25	89	100.00
Response of the Principal/Head teacher to provide information	47	52.81	29	32.58	5	5.62	1	1.12	0	0.00	7	7.87	89	100.00
Availability of records	35	39.33	33	37.08	13	14.61	0	0.00	1	1.12	7	7.87	89	100.00

The data for the attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the table:

- ❑ In 96.63% of the schools the field investigators found initial reaction of the principal/ head teacher to be very good and good.
- ❑ In 85.39 % of the schools the field investigators described the response of the Principal/Head teacher to provide information to be very good and good.
- ❑ In 76.41% of the schools the field investigators found the availability of records to be very good and good.
- ❑ It needs to be noted that for about 7.87% schools the responses were not available.

Table_4.1.17 (CASE) Feedback about record maintenance and school organization

Attribute	Responses					
	Yes		No		No Response	
	No.	%	No.	%	No.	%
Complete information gathered in first visit	88	98.88	1	1.12	0	0.00
Information pertaining to enrolment and details of pass percentage was obtained easily	69	77.53	19	21.35	1	1.12
Enrolment and other details from single register	48	53.93	40	44.94	1	1.12
Teachers in the school fill up the attendance regularly	78	87.64	10	11.24	1	1.12
Principal have yearend summary details of Children for all grades available with him	79	88.76	8	8.99	2	2.25
The School Report Card was available in the school	36	40.45	52	58.43	1	1.12
Attendance register properly maintained and kept in Almirahs	79	88.76	9	10.11	1	1.12
Teachers come to school on time	86	96.63	2	2.25	0	0.00
School has a copy of filled in DISE DCF	21	24.42	65	75.58	3	3.37
Investigator face any problem in getting the required information from the school	12	13.48	73	82.02	5	5.62
School has display board	83	93.26	5	5.62	1	1.12
Provision of midday meal	82	92.13	6	6.74	1	1.12

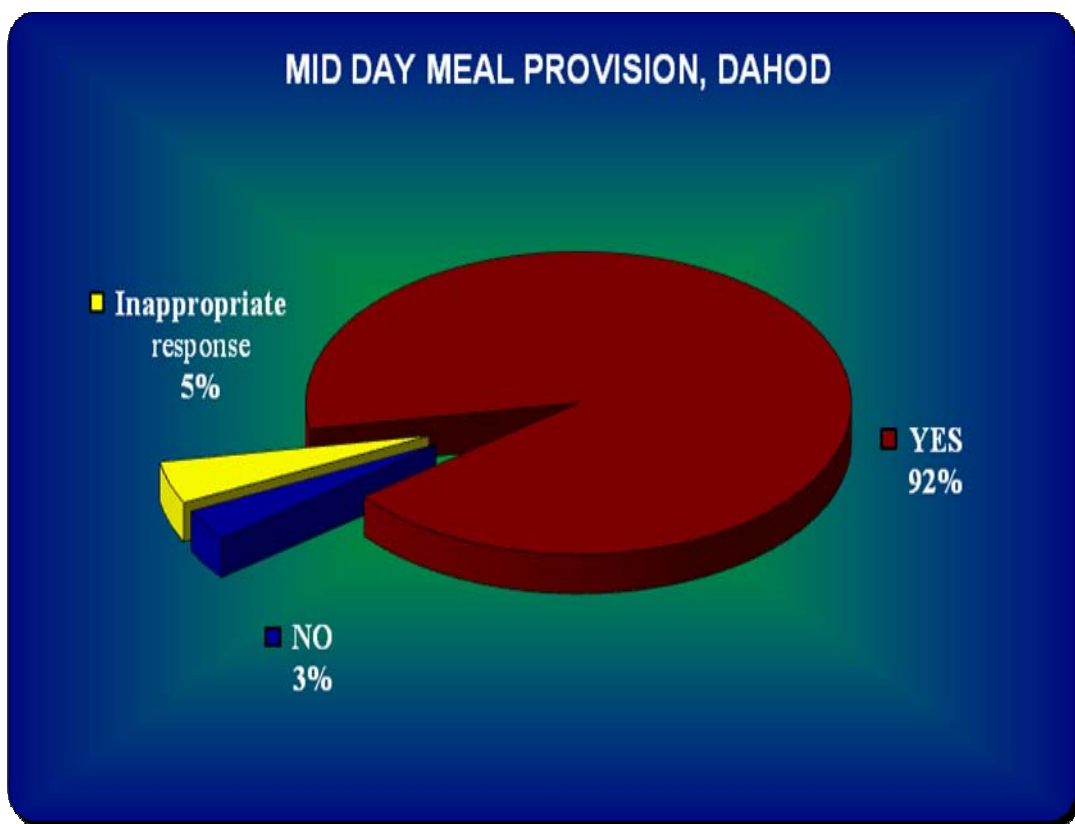
The data for feedback about record maintenance and school organization as in Investigator's feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the above table:

- In 98.88% schools the complete data was obtained in the first visit itself.
- Information pertaining to enrolment and details of pass percentage was obtained easily in 77.53% of schools.
- Principal have year end summary details of Children for all grades available with him in 88.76% schools.
- The school report card was available in only 40.45% schools.
- In 88.76% schools the attendance register was properly maintained and kept in almirahs. But the enrolment and other details from single register was obtained in only 53.93% of schools.
- In 96.63% schools the teachers came to school on time. In 87.64% schools the teachers in the school fill up the attendance regularly.

- ❑ Only 24.42% of the schools had the copy of filled in DISE DCF.
- ❑ In 82.02% of the cases the investigators did not find any problem in getting the required information from the school.
- ❑ In 93.26% of schools had display board.
- ❑ Most of the schools had the provision of midday meal.

4.2.0 Overview of Mid day meal Provision in Dahod District

In Dahod district, it was observed that of the schools visited most of the schools had midday meal provision. The graph below represents the availability of midday meal in schools.



In the DISE DCF there is a question to describe the quality of midday meal provided at the school for the schools in which it is provided. The responses were obtained for 85 (95.51%) schools. These responses were subjected to content analysis and the following table was generated to give a holistic picture the quality of food given in the schools, as described in the investigator's feedback schedule.

Table_4.2.1 (CASE) Description of quality of food in the mid day meal provision of schools

Sr. No.	Comments regarding quality of food	No. of Schools	(%)*
1	Quality of food is good	31	36.90
2	No Menu / Food not according to the menu	17	20.24
3	Food is good and according to the menu	45	53.75
4	Food is healthy and cooked hygienically	23	27.38
5	Food not cooked in school premises / No facility for cooking food in school	01	1.19
6	Menu kept visible to all	22	26.19
7	Don't know / could not check	14	16.67

* Percentage here is calculated keeping 84 as total, since description regarding the food was available for 84 schools only.

From the above table the following conclusions can be made regarding the mid day meal provision of schools:

- Only in 36.9% schools, the quality of food is described to be good.
- In 53.75% schools food quality is described to be good and according to the menu.
- Only in 27.38% of schools, food is described to be healthy and cooked hygienically.
- In 1.19% of schools there is provision for mid day meal even though there is no facility to cook the same in the school premises.
- It is observed that in 20.24% of schools food is provided but no menu is followed.
- Only in 26.19% of schools the menu for midday meal was kept visible to all.
- In 16.67% cases it was described either they did not know the status of midday meal or they could not check regarding the mid day meal provision.

4.3.0 Conclusion

Overall the data collection went on properly with some difficulties in Dahod district and in most of the schools data could be obtained in the very first visit. But in 11 (12.36%) schools problems were faced by the field investigators. The problems stated were:

- Even after visiting the school twice the principal was not interested in giving information and misbehaved with the field investigator.
- The school was away from Dahod and the area was not good. Inconvenience faced to reach at school due to lack of road.
- Improper maintainance of records created difficulty in getting the information.
- Field investigator had to wait for the principal.
- Principal did not have all the information.
- As the previous principal did not maintain the records properly information regarding enrolment for 2007-08 could not be obtained easily.

The level of consistency observed between the findings of GCPE and CASE varied with different variables.

High level of consistency has been observed with the variables: Distribution of schools by type of school, Distribution of schools by Management, Distribution of schools by the year of establishment, Distribution of the school by the lowest and highest class and Distribution of the Schools with respect to staff.

Inconsistency has been observed with the following variables : Distribution of the Schools by Educational Qualification of the Principal, Distribution of the schools by experience of Principals / Head teacher in present school, Distribution of schools by category and distribution of school by category.

In Dahod district also findings reflect 90.4% attendance of teachers on the day of survey. But the attendance of students on the day of survey was found to be very less, only 73%. The current year examination results reflect low passing percentage among SC and ST categories. The preparation and maintenance of daily records is also observed in most of the schools. The seating arrangement for the children in more than half of the schools was on floor. There were schools with furniture for half of the students, organised even when sitting on the floor and in some cases it was found that they had very poor sitting arrangement. The mid day meal provision also there in most of the schools and the quality of food provided raises various issues of concern. In general the schools supported the investigation process in a positive way.

Remarks from MIS In Charge, Dahod:

- The training for DISE DCF is in practice at CRC level but not at school level..
- School report cards have been sent to every school since last three years.
- The facilities of computer, printer, fax, scanner, copier, internet (BSNL Broad band), etc are available. Computer operators are available for data entry at block level.
- Sharing of DISE reports is done at BRCC and DPO, but not at community level.
- Key indicators are not displayed at any level.
- AWP & B is on the basis of DISE.

Suggestions to improve quality of DISE data

- Awareness about DISE at community level has to be assured. There are CRC's who do not know the importance of MIS, they are not even aware of full form of MIS.
- Most of the times DISE DCF's are filled in by CRCCs. This must be avoided.
- There should be few sessions on DISE during the teacher training.
- Module on DISE should be developed and should be available at school level.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA OF JUNAGADH DISTRICT

5.0.0 About Junagadh District

The name Junagadh means Old Fort. Various famous rulers such as the Kshatrapas, Mauryans, Chudasamas, Guptas, Vilabhis, Gujarat Sultans and Babi Nawabs have reigned in this part of the world. The architecture and rich cultural heritage of Junagadh stands as the evidence of political and religious influences of the various rulers who have ruled the region.

Junagadh has a total of 8846 sq km of area. The place was formed as a separate district of Gujarat in the year 1960. Junagadh Agricultural University is one of the reputed educational institutes of the district. Uparkot Fort, Chorwad Beach, Gir Forest and Sanctuary, Ahmadpur Mandvi, Girnar Temple, Damodar, Maqbara are the special features of Junagadh district.



The rich culture and heritage of Junagadh is also preserved in the literature of the great poets and litterateurs like Narsinh Mehta. A study of Junagadh Education reflects the high literacy rate in the city. With a literacy rate of 73 percent, Junagadh shows an average literacy that is higher than that of the country, which stands at 59.5 percent.

5.1.0 Analysis and Interpretation of the Data

Analysis of data for the district Junagadh, with respect to different variables of the tool administered for data collection is represented in the form of tables. In these tables data from both GCPE and CASE findings are compared which is followed by the interpretation for the same (Table_5.1.1 to Table_5.1.10). In the tables Table_5.1.11 to Table_5.1.15, the findings of GCPE and CASE are represented in different tables, followed by the interpretation for the same. There are certain attributes regarding which only findings of CASE are available, as they are not applicable with DISE-GCPE (Table_5.1.13, Table_5.1.16 and Table_5.1.17). The data showing high level of consistency is highlighted in blue colour and those with very less variation are highlighted in green colour. The data highlighted in red indicates a serious issue which needs to be looked into.

Table_5.1.1 Distribution of the Schools by Educational Qualification of the Principal

Educational Qualification	GCPE		CASE	
	Number	%	Number	%
SSC/HSC &PTC	55	55.00	54	54.00
Graduation &PTC	6	6.00	3	3.00
Graduation & B. Ed	12	12.00	10	10.00
Post Graduation & B. Ed / M. Ed.	10	10.00	12	12.00
ATD	0	0.00	2	2.00
Any other	17	17.00	17	17.00
No response	0	0.00	2	2.00
Total	100	100	100	100

The comparisons of the findings of GCPE and CASE, regarding the distribution of schools by Educational Qualification of the Principal, reflect consistency to some extent. It is observed that Educational Qualification of the Principal in about 54% of the schools is only SSC/HSC &PTC.

Table_5.1.2: Distribution of the schools by experience of Principals / Head teacher in present school

Experience	GCPE		CASE	
	Number	%	Number	%
Up to 4 years	23	23.00	44	44.00
5 – 9 years	30	30.00	22	22.00
10-14 years	25	25.00	17	17.00
15-19 years	7	7.00	5	5.00
20 & more years	11	11.00	11	11.00
No response	4	4.00	1	1.00
Total	100	100	100	100

The comparisons of the findings of GCPE and CASE show some inconsistency except in one case. It needs to be observed that some schools did not respond regarding the variable ‘experience of Principals / Head teacher in present school. There could be some misunderstanding regarding the question.

Table_5.1.3 : Distribution of the schools by category

School Category	GCPE		CASE	
	Number	%	Number	%
Primary only	18	18.00	32	32.00
Primary with Upper Primary	81	81.00	48	48.00
Primary with Upper Primary & Sec. / H. Sec	0	0.00	5	5.00
Upper Primary only	1	1.00	0	0.00
Upper Primary with Secondary / H. Sec	0	0.00	1	1.00
No response	0	0.00	14	14.00
Total	100	100.00	100	100

The comparisons of the findings of GCPE and CASE regarding the school category show variation. It can be observed that almost half of the schools had primary with upper primary in the school.

Table_ 5.1.4 : Distribution of schools by type of school

School Category	GCPE		CASE	
	Number	%	Number	%
Boys only	4	4.00	7	7.00
Girls only	1	1.00	0	0.00
Co-education	95	95.00	79	79.00
No response	0	0.00	14	14.00
Total	100	100	100	100.00

From the above table it can be observed that the findings of GCPE and CASE show inconsistency. It is observed that most of the schools (almost 80%) have co-education.

Table_5.1.5: Distribution of schools by Management

School Management	GCPE		CASE	
	Number	%	Number	%
Education Department	1	1.00	15	15.00
Tribal Welfare Department	2	2.00	3	3.00
Local Body	66	66.00	60	60.00
Private Aided	0	0.00	10	10.00
Private Unaided	31	31.00	12	12.00
Other	0	0.00	0	0
Unrecognized	0	0.00	0	0
Total	100	100.00	100	100

Some data show consistency and some are inconsistent in the findings of CASE and GCPE regarding the distribution of schools by management. It is observed that about 60% of the schools are managed by local body.

Table_5.1.6 : Distribution of schools by Type and Situation

School Category	GCPE		CASE	
	Number	%	Number	%
Residential School	2	2.00	12	12.00
Non Residential School	98	98.00	87	87.00
No response	0	0.00	1	1.00
Total	100	100.00	100	100.00
Ashram (Govt.)	2	2.00	1	1.00
Non Ashram Type (Govt.)	0	0.00	1	1.00
Private	0	0.00	5	5.00
Others	0	0.00	5	5.00
Not Applicable	98	98.00	87	87.00
No response	0	0.00	1	1.00
Total	100	100.00	100	100.00
School Building used as a part of Shift School				
Yes	15	15.00	35	35.00
No	85	85.00	50	50.00
No response	0	0.00	15	15.00
Total	100	100	100	100.00

The above table reflects that the findings of GCPE and CASE are inconsistent to some extent. It is observed that more than 85% of schools are non-residential schools. Most of the schools do not use school building as a part of shift school.

Table_5.1.7 : Distribution of schools by the year of establishment

Year of Establishment	GCPE		CASE	
	Number	%	Number	%
Before 1947	17	17.00	17	17.00
1947 – 1956	23	23.00	21	21.00
1957 – 1966	8	8.00	9	9.00
1967 – 1976	4	4.00	3	3.00
1977 – 1986	5	5.00	6	6.00
1987 – 1996	18	18.00	17	17.00
1997 - 2006	23	23.00	24	24.00
2007 – 2008	2	2.00	2	2.00
Not available	0	0.00	1	1
Total	100	100.00	100	100

Consistency is observed in the findings of CASE and GCPE regarding the year of establishment of schools.

Table_5.1.8: Distribution of schools by the lowest and highest class in the school

Class	GCPE		CASE	
	No.	%	No.	%
LOWEST				
Preprimary	0	0.00	0	0.00
I	99	99.00	98	98.00
No response	1	1.00	2	2.00
Total	100	100.00	100	100.00
HIGHEST				
II	0	0.00	0	0.00
III	9	9.00	8	8.00
IV –VI	3	3.00	4	4.00
VII	79	79.00	73	73.00
VIII	0	0.00	0	0.00
IX	0	0.00	0	0.00
X	0	0.00	4	4.00
XI	0	0.00	0	0.00
XII	0	0.00	1	1.00
No response	9	9.00	10	10.00
Total	100	100.00	100	100.00

From the above table it can be observed that the findings of CASE and GCPE when compared show consistency to some extent. It can be observed that most of the schools (about 98.00 %) have the lowest class to be class I and only in 70% schools highest class is class VII.

Table_5.1.9 Distribution of the Schools with respect to staff

Details of Staff	GCPE		CASE	
	Primary	Primary with UP	Primary	Primary with UP
No. of Teacher (Excluding principal/head teacher)	542	103	542	110
Para Teacher/Shiksha karmi /Gujarati/community teacher				
Non-teaching staff				
Employed for Mid day meal	N.A. with DISE GCPE)		166	
Employed for cleaning toilets				
Teachers present on the day of survey	N.A. with DISE (GCPE)		484	88
Teacher posts sanctioned	680		691	
Teachers in position	645		676	

When findings regarding distribution of the Schools with respect to staff are considered, consistency is observed. It can be distinctly observed that there is high level of consistency in both the findings with respect to the number of teachers in primary section. The attendance of teachers on the day of survey is found to be about 84.61%.

Table_5.1.10: Distribution of the Schools by Facility

Sr. No.	School Category	GCPE		CASE	
		Number	%	Number	%
1	Status of School Building				
	Private	22	22.00	18	18.00
	Rented	12	12.00	14	14.00
	Government	64	64.00	63	63.00
	Govt. In Rent Free	0	0.00	4	4.00
	No Building	2	2.00	1	1.00
	Total	100	100.00	100	100.00
2	Type of School Building				
	Pucca	87	87.00	88	88.00
	Partially Pucca	11	11.00	9	9.00
	Kuccha	2	2.00	1	1.00
	Tent	0	0.00	0	0.00

	No Building	0	0.00	1	1.00
	No response	0	0.00	1	1.00
	Total	100	100.00	100	100.00
3	Total Number of Blocks in School	237		472	
4	Class Room conditions				
	No. of Class rooms				
	Good Condition	550	87.72	563	78.41
	Need Minor Repairs	49	7.81	63	8.77
	Need Major Repairs	28	4.47	51	7.10
	Unfit for Use	0	0.00	41	5.71
	Total	627	100.00	718	100.00
	No. of Other rooms				
	Good Condition	154	78.57	91	91.00
	Need Minor Repairs	12	6.12	5	5.00
	Need Major Repairs	30	15.31	0	0.00
	Unfit for Use	0	0.00	2	2.00
	No response	0	0.00	2	2.00
	Total	196	100.00	100	100.00
5	Electricity				
	Yes	92	92.00	82	82.00
	No	7	7.00	4	4.00
	No response	1	1.00	14	14.00
	Total	100	100.00	100	100.00
6	Common toilet available				
	Yes	80	80.00	71	71.00
	No	20	20.00	14	14.00
	No response	0	0.00	15	15.00
	Total	100	100.00	100	100.00
7	Separate Toilet available for Girls				
	Yes	83	83.00	57	57.00
	No	17	17.00	28	28.00
	No response	0	0.00	15	15.00
	Total	100	100.00	100	100.00
8	Separate Toilet available for Staff				
	Yes			36	36.00
	No			50	50.00
	No response			14	14.00
	Total			100	100.00
9	Condition of Boundary wall				

	Pucca	74	74.00	75	75.00
	Pucca but Broken	1	1.00	6	6.00
	Barbed wire Fencing	1	1.00	2	2.00
	Hedges	1	1.00	0	0.00
	No Boundary Wall	13	13.00	13	13.00
	Other	10	10.00	3	3.00
	No response	0	0.00	1	1.00
	Total	100	100.00	100	100.00
10	Source of Drinking water				
	Hand pump	16	16.00	26	26.00
	Well	6	6.00	10	10.00
	Tap water	56	56.00	47	47.00
	Others	12	12.00	8	8.00
	No drinking water facility available	10	10.00	8	8.00
	No response	0	0.00	1	1.00
	Total	100	100.00	100	100.00
11	Play Ground				
	Yes	81	81.00	84	84.00
	No	18	18.00	16	16.00
	No response	1	1.00	0	0.00
	Total	100	100.00	100	100.00
12	Number of Computers	258		298	
13	Seating arrangement for Children in School				
	Furniture for all Student	21	21.00	13	13.00
	Furniture for some Student	27	27.00	41	41.00
	No Furniture	52	52.00	46	46.00
	Total	100	100.00	100	100.00

The comparison of findings regarding the distribution of school with respect to facilities shows different degrees of variation with respect to different variables. From the findings in the above table conclude that:

- About 63% of the school buildings are government facilitated. Approximately 87% of the schools have ‘pucca’ building.
- Atleast 78% of the classrooms and 78% of the other rooms are in good condition..
- More than 82% of the schools have electricity connection.
- More than 70% of schools have common toilet facility, more than 57% of the schools have separate toilets for girls. But most of the schools (50%) do not have separate toilets for the staff.

- ❑ In about 74% of schools the condition of the compound wall of the school is ‘pucca’.
- ❑ About 47% of the schools have tap water as a source of water in the school premises. Approximately more than 8 % schools do not have any kind of drinking water facility.
- ❑ More than 80% of schools have playground.
- ❑ More than 46% of schools do not have any kind of furniture for the children to sit.

Table_5.1.11a (GCPE): Students enrolment in Previous Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1753	1742	1862	1641	1554	1506	1394	6998	4454
	Girls	1287	1294	1409	1222	1242	1121	1072	5212	3435
Repeaters	Boys	136	163	122	88	82	66	38	509	186
	Girls	89	69	91	87	61	35	12	336	108
SC Children	Boys	182	196	188	225	203	204	194	791	601
	Girls	152	147	163	151	159	120	118	613	397
ST Children	Boys	13	14	10	11	17	6	12	48	35
	Girls	9	9	14	5	8	7	9	37	24
OBC Children	Boys	1260	1253	1346	1099	1020	980	872	4958	2872
	Girls	926	940	1025	840	829	769	720	3731	2318
Disable Children	Boys	9	15	13	6	18	13	19	43	50
	Girls	16	9	8	8	8	8	8	41	24
Children left the school	Boys	N.A. with DISE (GCPE)								
	Girls									

Table_5.1.11b (CASE): Students enrolment in Previous Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1651	1711	1716	1614	1531	1474	1321	6692	4326
	Girls	1223	1184	1328	1167	1174	1150	1039	4902	3363
Repeaters	Boys	60	56	74	46	36	40	32	236	108
	Girls	49	42	53	37	44	28	17	181	89
SC Children	Boys	176	201	188	227	186	205	180	792	571
	Girls	158	158	172	167	167	139	120	655	426
ST Children	Boys	27	21	23	19	38	21	22	90	81
	Girls	18	13	11	10	12	15	7	52	34
OBC Children	Boys	1190	1131	1205	984	964	938	799	4510	2701
	Girls	780	807	900	721	795	757	672	3208	2224
Disable Children	Boys	3	10	10	6	14	9	5	29	28
	Girls	7	9	9	2	3	5	2	27	10
Children left The School	Boys	4	15	28	26	17	31	12	73	60
	Girls	3	10	15	17	15	16	5	45	36

In the tables 5.1.11(GCPE) and 5.1.11(CASE) comparison shows variation to some extent in most of the data. Over all it can be observed that for the total enrolment boys exceeds girls in number in each class. The number of children leaving the school is more in class I to IV than in class V to VII.

Table_5.1.12a (GCPE): Students enrolment in Current Academic year (2009-10)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1650	1736	1757	1734	1512	1434	1388	6877	4334
	Girls	1283	1252	1296	1380	1160	1168	1121	5211	3449
Repeaters	Boys	102	96	109	74	62	59	31	381	152
	Girls	77	70	66	48	55	33	18	261	106
SC Children	Boys	172	188	190	170	195	193	181	720	569
	Girls	145	155	140	163	158	145	118	603	421
ST Children	Boys	23	18	21	10	13	17	10	72	40
	Girls	23	11	11	18	11	14	13	63	38
OBC Children	Boys	1162	1234	1258	1260	1000	953	878	4914	2831
	Girls	908	882	949	1011	768	789	762	3750	2319
Disable Children	Boys	9	2	23	11	12	10	11	45	33
	Girls	7	11	12	11	9	5	15	41	29
Children left School	Boys	N.A. with DISE (GCPE)								
	Girls									

Table_5.1.12b (CASE): Students enrolment in Current Academic year (2009-10)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	1567	1678	1745	1742	1606	1471	1468	6732	4545
	Girls	1271	1218	1255	1360	1187	1166	1137	5104	3490
Repeaters	Boys	66	87	92	47	62	36	15	292	113
	Girls	59	24	58	59	45	24	12	200	81
SC Children	Boys	201	196	244	203	215	217	215	844	647
	Girls	147	155	152	165	158	161	129	619	448
ST Children	Boys	37	31	29	26	29	35	20	123	84
	Girls	28	17	11	17	5	14	9	73	28
OBC Children	Boys	972	1104	1133	1160	964	903	894	4369	2761
	Girls	834	767	810	887	750	783	731	3298	2264
Disable Children	Boys	4	6	7	10	9	13	9	27	31
	Girls	3	6	5	5	0	3	4	19	7
Children left The School	Boys	6	12	21	13	14	22	19	52	55
	Girls	2	5	7	15	12	16	12	29	40

When the tables 5.1.12(GCPE) and 5.1.12(CASE) are compared variation is observed to some extent in most of the data. Over all it can be observed that for the total enrolment boys exceed girls in number in each class. The number of children leaving the school is more in class IV to VII than in class I to IV.

Table_5.1.13a (GCPE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I to VII	N. A. with DISE (GCPE)											
Total	0	0	0	0	0	0	0	0	0	0	0	0

Table_5.1.13b (CASE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I	1495	1175	158	133	31	22	1351	1064	136	119	19	16
Class II	1609	1269	219	144	41	23	1413	1101	184	125	25	23
Class III	1748	1233	187	161	31	18	1563	1115	165	144	18	21
Class IV	1732	1262	224	164	55	25	1553	1124	201	140	27	30
Class V	1759	1319	217	197	25	41	1589	1173	185	181	9	25
Class VI	1532	1106	228	231	30	24	1368	979	199	217	13	24
Class VII	1481	1162	192	236	47	26	1321	1069	164	222	18	9
Total	11356	8526	1425	1266	260	179	10158	7625	1234	1148	129	148
Percentage of attendance on the day of survey							89.45	89.43	86.59	90.68	49.62	82.68

The data as in the above table is available only CASE findings. So the comparison is out of scope. The overall percentage of attendance is about 89% but in case of ST boys category the attendance is only 49.62%, which is an issue of concern. However it can be observed that the girls exceed in attendance on the day of survey in SC and ST categories.

Table 5.1.14a (GCPE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1397	1080	189	133	7	4	1516	1148	207	138	7	5	1435	1096	198	133	6	5
VII	1189	987	207	107	11	6	1278	1032	220	121	9	6	1224	1006	218	121	9	6
Percentage of Students in the class						V	108.5	106.3	109.5	103.8	100.0	125.0	94.7	95.5	95.7	96.4	85.7	100.0
						VII	107.5	104.6	106.3	113.1	81.8	100.0	95.8	97.5	99.1	100.0	100.0	100.0

Table 5.1.14b (CASE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1634	1174	210	167	20	8	1623	1173	209	166	20	8	1559	1119	195	155	18	5
VII	1355	1078	180	128	23	8	1347	1073	177	126	23	8	1315	1058	175	125	17	8
Percentage of Students in the class						V	99.3	99.9	99.5	99.4	100.0	100.0	96.1	95.4	93.3	93.4	90.0	62.5
						VII	99.4	99.5	98.3	98.4	100.0	100.0	97.6	98.6	98.9	99.2	73.9	100.0

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The high percentages of students appearing in examination and students passing the examination) are good indicators reflecting the status of school education. But the low percentage of ST boys appearing in examination and low pass percentage in ST category is a serious issue of concern.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table 5.1.15a (GCPE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1404	1166	230	175	14	5	1588	1157	232	173	13	5	1516	1108	223	168	13	5
VII	1249	1059	201	118	8	7	1270	1053	192	114	5	6	1226	1009	189	110	5	6
Percentage of Students in the class						V	113.1	99.2	100.9	98.9	92.9	100.0	95.5	95.8	96.1	97.1	100.0	100.0
						VII	101.7	99.4	95.5	96.6	62.5	85.7	96.5	95.8	98.4	96.5	100.0	100.0

Table 5.1.15b (CASE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	1828	1407	185	163	26	16	1805	1401	182	159	26	16	1759	1344	179	160	19	13
VII	1549	1156	189	133	20	9	1521	1128	183	129	20	9	1511	1127	180	132	14	3
Percentage of Students in the class						V	98.7	99.6	98.4	97.5	100.0	100.0	97.5	95.9	98.4	99.4	73.1	81.3
						VII	98.2	97.6	96.8	97.0	100.0	100.0	99.3	99.9	98.4	102.3	70.0	33.3

The findings with respect to grade wise examination detail of CASE and GCPE shows variation. The high percentages of students appearing in examination and students passing the examination) are good indicators reflecting the status of school education. But the low percentage of ST boys and girls passed in examination is a serious issue of concern.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table_5.1.16 (CASE) Attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule

Attribute	Category of responses from school													
	Very Good		Good		Average		Poor		Very poor		No response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Initial reaction of the principal/ head teacher	85	85.00	14	14.00	0	0.00	0	0.00	1	1.00	0	0.00	100	100.00
Response of the Principal/Head teacher to provide information	73	73.00	18	18.00	2	2.00	0	0.00	1	1.00	6	6.00	100	100.00
Availability of records	72	72.00	19	19.00	1	1.00	0	0.00	1	1.00	7	7.00	100	100.00

The data for the attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the table:

- In 99.00% of the schools the field investigators found initial reaction of the principal/ head teacher to be very good and good.
- In 91.00 % of the schools the field investigators described the response of the Principal/Head teacher to provide information to be very good and good.
- In 91.00% of the schools the field investigators found the availability of records to be very good and good.
- It needs to be noted that for about 6 - 7% schools the responses were not available for the second and third attribute.

Table_5.1.17 (CASE) Feedback about record maintenance and school organization

Attribute	Responses						Total
	Yes		No		No response		
	No.	%	No.	%	No.	%	
Complete information gathered in first visit	96	96.00	4	4.00	0	0.00	100
Information pertaining to enrolment and details of pass percentage was obtained easily	96	96.00	4	4.00	0.00	0.00	100
Enrolment and other details from single register	39	39.00	60	60.00	1.00	1.00	100
Teachers in the school fill up the attendance regularly	96	96.00	3	3.00	1.00	1.00	100
Principal have year end summary details of Children for all grades available with him	99	99.00	0	0.00	1.00	1.00	100
The School Report Card was available in the school	57	57.00	42	42.00	1.00	1.00	100
Attendance register properly maintained and kept in Almirahs	91	91.00	8	8.00	1.00	1.00	100
Teachers come to school on time	99	99.00		0.00	1.00	1.00	100
School has a copy of filled in DISE DCF	30	30.00	68	68.00	2.00	2.00	100
Investigator face any problem in getting the required information from the school	13	13.00	86	86.00	1.00	1.00	100
School has display board	89	89.00	9	9.00	2.00	2.00	100
Provision of midday meal	63	63.00	33	33.00	4.00	4.00	100

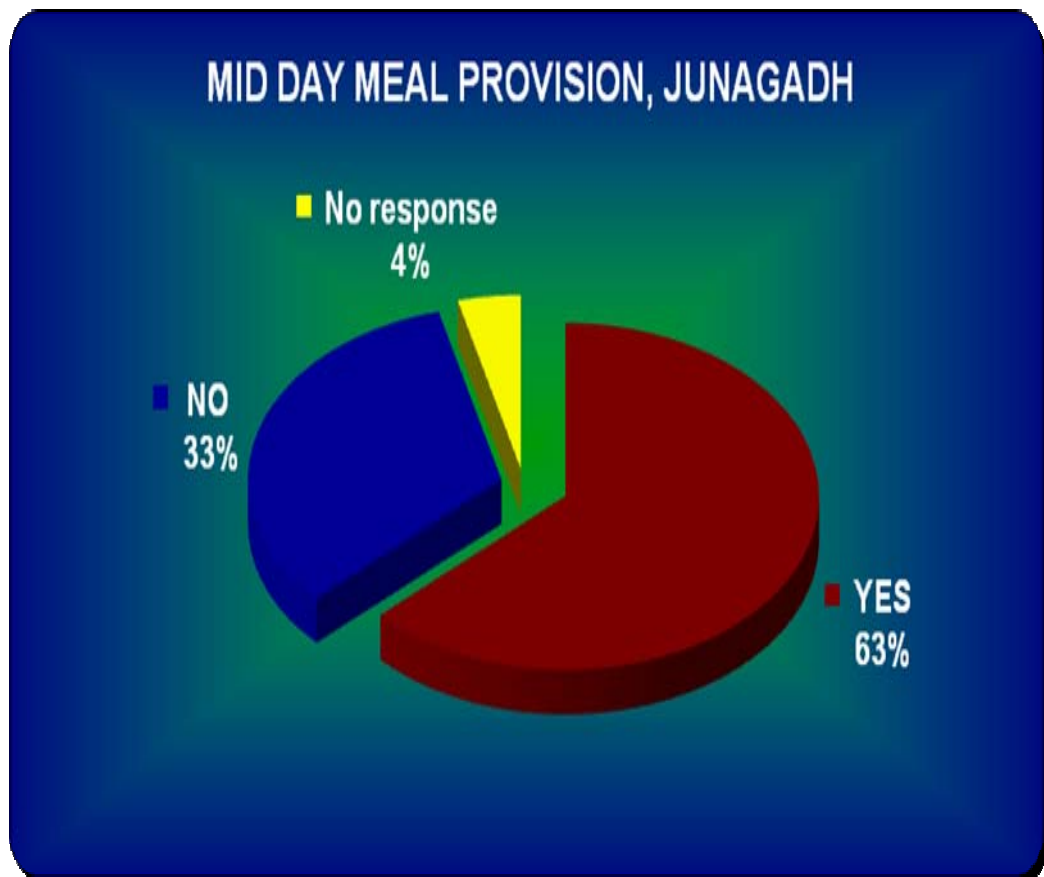
The data for feedback about record maintenance and school organization as in Investigator's feedback schedule is not applicable for DISE (GCPE). However the following observations can be made from the above table:

- In 96.00% schools the complete data was obtained in the first visit itself.
- Information pertaining to enrolment and details of pass percentage was obtained easily in 96.00% of schools.
- Principal have year end summary details of Children for all grades available with him in 99.00% schools.
- The school report card was available in only 57.00% schools.
- In 91.00% schools the attendance register was properly maintained and kept in almirahs. But the enrolment and other details from single register was obtained in only 30.00% of schools.

- ❑ In 99.00% schools the teachers came to school on time. In 96.00% schools the teachers in the school fill up the attendance regularly.
- ❑ Only 30.00% of the schools had the copy of filled in DISE DCF.
- ❑ In 86.00% of the cases the investigators did not find any problem in getting the required information from the school.
- ❑ In 89.00% of schools had display board.
- ❑ Almost 63.00% of the schools had the provision of midday meal.

5.2.0 Overview of Mid day meal Provision in Junagadh District

In Junagadh district, it was observed that of the schools visited more than half of the schools had mid day meal provision. The graph below represents the availability of midday meal in schools of Junagadh.



In the DISE DCF there is a question to describe the quality of mid day meal provided at the school for the schools in which it is provided. The responses were obtained for 64 (64.00 %) schools. These responses were subjected to content analysis and the following table was generated to give a holistic picture the quality of food given in the schools, as described in the investigator’s feedback schedule.

Table_5.2.1 (CASE) Description of quality of food in mid day meal provision of schools

Sr.No.	Comments regarding quality of food	No. of schools	(%)*
1.	Quality of food is good	34	53.13
2	No Menu / Food not according to the menu	1	1.56
3.	Food is good and according to the menu	5	7.81
4	Food is healthy and cooked hygienically	11	17.19
5	Provision appears to be good but on inquiring stock was insufficient	7	10.94
6	Food provided as per need	9	14.06
7	Don't know / Could not check	2	3.13
8	No food because it's a private school	2	3.13

*** Percentage here is calculated keeping 64 as total, since description regarding the food was available for 64 schools only.**

The data highlighted in red reflects serious issues in the mid day meal provision.

From the above table the following conclusions can be made regarding the midday meal provision of schools:

- ❑ In almost 53.13% schools, the quality of food is described to be good.
- ❑ Only in 7.81% schools, food quality is described to be good and according to menu.
- ❑ In 17.19% of schools the food is described to be healthy and cooked hygienically.
- ❑ It was observed that in 10.94% schools the mid day meal provision appeared to be good but on detailed inquiry the stock was found to be insufficient on the day of visit.
- ❑ There were 3.13% cases where the field investigators either did not have any information regarding midday meal or he/she could not check regarding the facility.
- ❑ It is observed that in 1.56% of schools the food is provided but no menu is followed.

5.3.0 Conclusion

The data collection took maximum time of all the districts in Junagadh, due to technical difficulties (Heavy rains and flood in Junagadh, no access to the people assigned the job, etc). In most of the schools data could be obtained in the very first visit, the response from the school authorities was supportive. But there were 8% of schools where problems were faced. Only one field investigator had reported the problem faced. The problem as stated by the field investigator: Teacher (staff) said, “We are not sitting here free for you. People like you come in 50-55 numbers till evening. This is not a *dharmashala* for everyone to walk in”. When the field investigators asked those teachers to talk to the authorities, they replied that they do not even have time to drink tea.

The level of consistency observed between the findings of GCPE and CASE varied with different variables.

High level of consistency has been observed with the variables: Distribution of the Schools by Educational Qualification of the Principal, Distribution of schools with respect to staff, Distribution of schools by lowest and highest class in the school and Distribution of schools by the year of establishment.

Inconsistency has been observed with the following variables: Distribution of the schools by experience of Principals / Head teacher in present school, Distribution of schools by type of school, Distribution of schools by category, Distribution of schools by situation and type, Students enrolment and grade wise examination results.

The attendance of the teachers on the day of survey was found to be 84.61%. It was observed that even though the overall attendance was about 89%, the attendance in the ST boys' category was only 49.62%. The ST category also showed low passing percentage. The preparation and maintenance of daily records is also observed in most of the schools. The mid day meal provision also there in more than half of the schools. But the quality of food and the way the facility is made available to the school children is an area which needs to be looked into.

Remarks from MIS In Charge, Junagadh:

- ❑ School report cards of 2007-08 have not been issued. (the reason known for it was that the printer was not working properly)
- ❑ Hard ware / soft ware are available and updated time to time.
- ❑ Key indicators at different levels need to be displayed (eg. School, cluster, block, etc.). This would give the status of the schools to anyone at the time of requirement. This would also help in reducing the time that could be wasted to find out the areas needing development when planning is being done.
- ❑ AWP and B are planned on the basis of DISE Data. So it needs to be available easily and needs to be authentic.
- ❑ Operators to feed data are available.

Suggestions to improve quality of data:

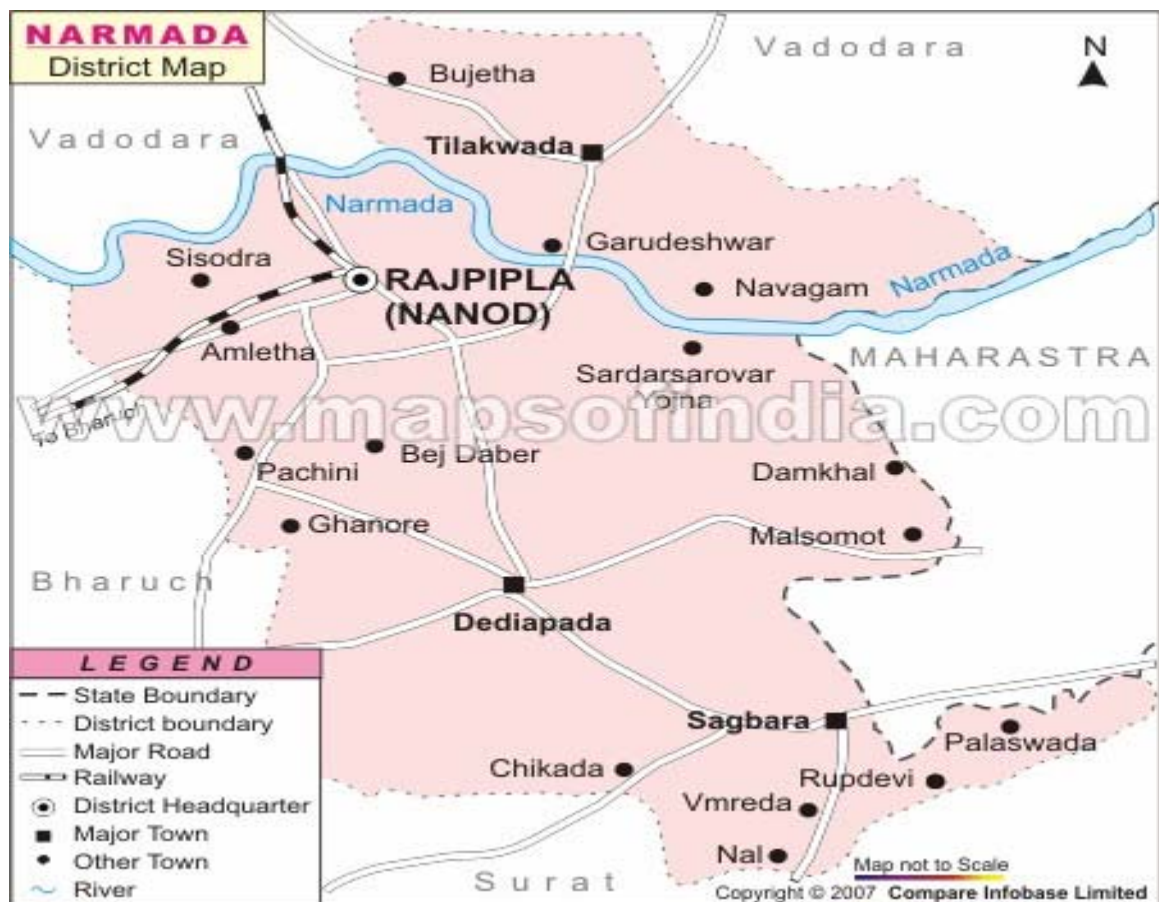
- ❑ Forms should reach school in advance.
- ❑ CRC/BRC must be provided more time to sample check.
- ❑ MIS at district level should get more time to feed data.
- ❑ The verification of forms with respect to the complete data filled in should be done.

CHAPTER 6

ANALYSIS AND INTERPRETATION OF DATA OF NARMADA DISTRICT

6.0.0 About Narmada District

Narmada district is located in the south eastern part of Gujarat. It shares its boundaries with Maharashtra state and districts Vadodara, Bharuch and Surat of Gujarat. It covers an area of 2749 sq.km. It had a population of 514,404 in 2001. Almost 90% of its population is rural. The main occupation of these people is agriculture.



Rajpipla (Nanod), Tilakwada, Dediapara, Sagbara are some of the important places of Narmada district.

6.1.0 Analysis and Interpretation of the Data

Analysis of data for the district Narmada with respect to different variables of the tool administered for data collection is represented in the form of tables for both GCPE and CASE findings followed by the interpretation for the same. The data highlighted in blue colour shows high level of consistency, those highlighted in green colour shows very little variation and the ones highlighted in red indicates a serious issue to be looked into.

Table_6.1.1 Distribution of the Schools by Educational Qualification of the Principal

Educational Qualification	GCPE		CASE	
	Number	%	Number	%
SSC/HSC & PTC	26	66.67	27	69.23
Graduation & PTC	0	0	0	0.00
Graduation & B. Ed	6	15.38	6	15.38
Post Graduation & B. Ed / M. Ed.	4	10.26	4	10.26
ATD	1	2.56	1	2.56
Any other	2	5.13	1	2.56
Total	39	100	39	100

The comparison of findings regarding the educational qualification of the principal of the schools under study by CASE and GCPE show consistency to a great extent.

Table_6.1.2 Distribution of the schools by experience of Principals / Head teacher in present school

No. of years	GCPE		CASE	
	Number	%	Number	%
Up to 4 years	14	35.89	28	71.79
5 – 9 years	13	33.33	5	12.82
10-14 years	4	10.26	2	5.13
15-19 years	4	10.26	2	5.13
20 & more years	4	10.26	2	5.13
No response	0	0	0	0
Total	39	100	39	100

The comparison of findings regarding the experience of the principal of the schools under study by CASE and GCPE shows variation.

Table_6.1.3 (GCPE): Distribution of the schools by category

School Category	GCPE		CASE	
	Number	%	Number	%
Primary only	16	41.03	11	28.21
Primary with Upper Primary	23	58.97	28	71.79
Primary with Upper Primary , Sec./ H. Sec	0	0.00	0	0
Upper Primary only	0	0.00	0	0
Upper Primary with Secondary / H. Sec	0	0.00	0	0
Total	39	100	39	100

The comparison of findings regarding the category of the schools under study by CASE and GCPE show inconsistency.

Table_ 6.1.4 Distribution of schools by type of school

School Category	GCPE		CASE	
	Number	%	Number	%
Boys only	1	2.56	1	2.56
Girls only	1	2.56	1	2.56
Co-education	37	94.87	37	94.87
Total	39	100	39	100

The comparison of findings regarding the type of the schools under study by CASE and GCPE show extreme level of consistency.

Table_ 6.1.5 Distribution of schools by Management

School Management	GCPE		CASE	
	Number	%	Number	%
Education Department	0	0	0	0
Tribal Welfare Department	4	10.26	3	7.69
Local Body	33	84.62	34	87.18
Private Aided	1	2.56	1	2.56
Private Unaided	1	2.56	1	2.56
Other	0	0	0	0
Unrecognized	0	0	0	0
Total	39	100	39	100

The comparison of findings regarding the management of the schools under study by CASE and GCPE show consistency to a great extent.

Table_ 6.1.6 (GCPE): Distribution of schools by Type and Situation

School Category	GCPE		CASE	
	Number	%	Number	%
Residential School	4	10.26	3	7.69
Non Residential School	35	89.74	36	92.31
Total	39	100.00	39	100
Ashram (Govt.)	3	7.69	2	5.13
Non Ashram Type (Govt.)	0	0.00	1	2.56
Private	1	2.56	0	0.00
Others	0	0.00	0	0.00
Not Applicable	35	89.74	36	92.31
Total	39	100	39	100
School Building used as a part of Shift School				
Yes	0	0	2	5.13
No	39	100	37	94.87
Total	39	100	39	100

The comparison of findings regarding the type and situation of the schools under study by CASE and GCPE show consistency to a great extent. But the part of comparison regarding the use of the school building as a part of shift school reflects some inconsistency.findings.

Table_6.1.7 Distribution of schools by the year of establishment

Year of Establishment	GCPE		CASE	
	Number	%	Number	%
Before 1947	5	12.82	4	10.26
1947 – 1956	7	17.95	6	15.38
1957 – 1966	4	10.26	6	15.38
1967 – 1976	7	17.95	7	17.95
1977 – 1986	6	15.38	6	15.38
1987 – 1996	6	15.38	6	15.38
1997 - 2006	4	10.26	4	10.26
2007 – 2008	0	0	0	0
Not available	0	0	0	0
Total	39	100	39	100

The comparison Table_6.1.7 shows consistency for the schools established after the year 1967. But in case of schools established before 1966 some inconsistency is observed.

Table_6.1.8 Distribution of schools by the lowest and highest class in the school

Class	GCPE		CASE	
	No.	%	No.	%
LOWEST				
Preprimary	0	0	0	0
I	38	97.44	38	97.44
No response	1	2.56	1	2.56
Total	39	100	39	100
HIGHEST				
II	0	0	0	0
III	10	25.65	10	25.65
VI	2	5.13	2	5.13
VII	24	61.54	23	58.97
VIII	0	0	0	0
IX	0	0	0	0
X	1	2.56	0	0
XI	0	0	0	0
XII	0	0	0	0
No response	2	2.56	4	10.26
Total	38	100	38	100

The comparison of findings regarding the distribution of schools by the lowest and highest class in the schools under study by CASE and GCPE show extreme level of consistency in the result that all the schools under study have lowest class I, 26.31 % schools have class III and 5.26 % schools have class VI as highest classes. The findings regarding the number of schools having class VII as highest class shows very little variation.

Table_6.1.9 Distribution of the Schools with respect to staff

Details of Staff	GCPE		CASE	
	Primary	Primary with UP	Primary	Primary with UP
No. of Teacher (Excluding principal/head teacher)	136	0	128	
Para Teacher/Shiksha karmi / Gujarati /community teacher				
Non-teaching staff				
Employed for cooking Mid-day meal	N.A. with DISE(GCPE)		99	
Employed for cleaning toilets				
Teachers present on day of survey	N.A. with DISE(GCPE)		140	
Teacher posts sanctioned			171	
Teachers in position			159	

The comparison of findings regarding the details of the staff of the schools under study by CASE and GCPE show inconsistency in the number of teacher aspect (only comparable aspect of the table).

Table_6.1.10 : Distribution of the Schools by Facility

Sr. No.	School Category	GCPE		CASE	
		Number	%	Number	%
1	Status of School Building				
	Private	2	5.13	2	5.13
	Rented	3	7.69	2	5.13
	Government	31	79.49	35	89.74
	Govt. In Rent Free	3	7.69	0	0
	No Building	0	0.00	0	0
	Total	39	100.00	39	100
2	Type of School Building				
	Pucca	29	74.36	29	74.36
	Partially Pucca	9	23.08	10	25.64
	Kuccha	0	0.00	0	0.00
	Tent	0	0.00	0	0.00

	No Building	0	0.00	0	0.00
	No response	1	2.56	0	0.00
	Total	39	100.00	39	100.00
3	Total Number of Blocks in School	83		81	
4	Class Room conditions				
	No. of Class rooms				
	Good Condition	116	76.32	142	73.57
	Need Minor Repairs	22	14.47	27	13.99
	Need Major Repairs	14	9.21	18	9.33
	Unfit for Use	0	0.00	6	3.11
	Total	152	100.00	193	100
	No. of Other rooms				
	Good Condition	37	77.08	8	57.14
	Need Minor Repairs	6	12.50	0	0.00
	Need Major Repairs	5	10.42	3	21.43
	Unfit for Use	0	0.00	3	21.43
	Total	48	100.00	14	100
5	Electricity				
	Yes	30	76.92	38	97.44
	No	9	23.08	1	2.56
	Total	39	100.00	39	100
6	Common toilet available				
	Yes	34	87.18	35	89.74
	No	5	12.82	4	10.26
	Total	39	100.00	39	100
7	Separate Toilet available for Girls				
	Yes	20	51.28	18	46.15
	No	19	48.72	21	53.85
	Total	39	100.00	39	100
8	Separate Toilet available for Staff				
	Yes			9	23.08
	No			30	76.92
	Total			39	100
9	Condition of Boundary wall				
	Pucca	18	46.15	22	56.41
	Pucca but Broken	6	15.38	6	15.38
	Barbed wire Fencing	5	12.82	3	7.69

	Hedges	2	5.13	1	2.56
	No Boundary Wall	5	12.82	7	17.96
	Other	3	7.69	0	0
	Total	39	100.00	39	100
10	Source of Drinking water				
	Hand pump	21	53.85	21	53.85
	Well	2	5.13	2	5.13
	Tap water	9	23.08	13	33.33
	Others	5	12.82	2	5.13
	No drinking water facility available	2	5.13	1	2.56
	Total	39	100.00	39	100
11	Play Ground				
	Yes	22	56.41	24	61.54
	No	17	43.59	15	38.46
	Total	39	100.00	39	100
12	Number of Computers	10			
13	Seating arrangement for Children in School				
	Furniture for all Student	7	17.95	2	5.13
	Furniture for some Student	10	25.64	19	48.72
	No Furniture	22	56.41	18	46.15
	Total	39	100.00	39	100

The level of consistency among the data obtained by GCPE and CASE varies for different facilities. From the findings in the above table conclude that:

- Approximately 80% of the school buildings are government facilitated. Almost all the school buildings are Pucca or partially pucca in their condition.
- Atleast 73% of the classrooms are in good condition and more than 50% of the other rooms are in good condition.
- Most of the schools have electricity connection.
- More than 87% of the schools have common toilet facility; approximately 50% of the schools have separate toilets for girls. But most of the schools (77%) do not have separate toilets for the staff.
- In approximately 50.0% schools, condition of the compound wall of school is 'pucca'.
- About 54% of the schools have hand pump as a source of water in the school premises. Approximately 5.0 % schools do not have any kind of drinking water facility.

- ❑ Approximately 60.0% of schools have playground.
- ❑ Approximately 50.0% of schools do not have any kind of furniture for children to sit.

Table_6.1.11a (GCPE): Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	402	397	434	336	402	404	396	1569	1202
	Girls	280	274	330	273	246	286	230	1157	762
Repeaters	Boys	11	3	17	5	10	20	7	36	37
	Girls	3	5	5	0	1	1	2	13	4
SC Children	Boys	12	6	9	8	10	9	3	35	22
	Girls	7	2	10	6	4	5	3	25	12
ST Children	Boys	297	319	326	258	309	334	333	1200	976
	Girls	203	196	257	230	213	224	204	886	641
OBC Children	Boys	27	27	37	18	24	30	19	109	73
	Girls	13	26	21	7	14	31	9	67	54
Disable Children	Boys	2	0	1	5	4	3	3	18	10
	Girls	1	0	3	1	1	1	2	9	4
Children left school	Boys	N. A. with DISE(GCPE)								
	Girls									

Table_6.1.11b (CASE): Students enrolment in Previous Academic year (2007-08)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	393	393	436	383	372	433	387	1605	1192
	Girls	267	272	279	299	223	301	248	1117	772
Repeaters	Boys	5	0	7	3	2	1	1	15	4
	Girls	1	1	3	3	0	1	0	8	1
SC Children	Boys	10	12	8	11	7	13	6	41	26
	Girls	13	3	6	10	4	8	5	32	17
ST Children	Boys	277	310	317	288	288	353	324	1192	965
	Girls	200	196	214	241	188	211	216	851	615
OBC Children	Boys	39	27	38	32	30	29	24	136	83
	Girls	12	24	21	17	11	20	10	74	41
Disable Children	Boys	3	1	2	0	1	3	1	6	5
	Girls	1	1	1	3	13	3	3	6	19
Children left School	Boys	0	0	0	0	0	0	0	0	0
	Girls	0	0	0	0	0	0	0	0	0

The level of consistency among the data obtained by GCPE and CASE varies for different categories in the enrollment of children of the school. The numerical data appearing in bold reflects consistency to some extent. Inconsistency is observed in the number of repeaters and number of disabled children in the data obtained by GCPE and CASE.

Table_6.1.12a (GCPE): Students enrolment in Current Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	394	381	406	410	320	439	371	1591	1130
	Girls	260	277	260	324	232	261	262	1121	755
Repeaters	Boys	15	7	16	5	11	11	8	43	30
	Girls	3	8	3	7	1	2	0	21	3
SC Children	Boys	13	11	7	10	7	12	7	41	26
	Girls	11	5	2	11	6	4	5	29	15
ST Children	Boys	296	280	318	304	231	340	312	1198	883
	Girls	200	207	198	254	186	225	215	859	626
OBC Children	Boys	34	35	37	38	26	31	27	144	84
	Girls	22	14	16	23	13	14	20	75	47
Disable Children	Boys	1	4	1	2	2	4	3	17	9
	Girls	3	1	0	2	3	4	2	15	9
Children left school	Boys Girls	N. A. with DISE(GCPE)								

Table_6.1.12b (CASE): Students enrolment in Current Academic year (2008-09)

Enrolment		Classes							Total	
		I	II	III	IV	V	VI	VII	I-IV	V-VII
Total Enrolment	Boys	361	388	412	370	407	409	464	1531	1280
	Girls	255	247	273	286	300	268	262	1061	830
Repeaters	Boys	3	2	8	1	4	1	6	14	11
	Girls	3	0	3	0	0	2	3	6	5
SC Children	Boys	7	15	11	10	7	8	12	43	27
	Girls	3	10	5	3	8	6	5	21	19
ST Children	Boys	298	278	317	290	311	339	380	1183	1030
	Girls	203	194	205	224	241	223	229	826	693
OBC Children	Boys	12	38	32	30	32	22	20	112	74
	Girls	12	17	17	17	17	9	11	63	37
Disable Children	Boys	0	1	1	0	1	0	2	2	3
	Girls	2	0	1	2	1	1	2	5	4
Children left The School	Boys	2	3	3	0	0	0	0	8	0
	Girls	0	6	1	1	0	0	0	8	0

The level of consistency among the data obtained by GCPE and CASE varies for different categories in the enrollment of children of the school. Still some consistency can be observed.

Table_6.1.13a (GCPE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I-VII	N.A. with DISE(GCPE)											
Total	N.A. with DISE(GCPE)											

Table_6.1.13b (CASE): Student enrolment and attendance details of children on the day of survey

Class	Enrolment on the Day of Survey						Attendance on the Day of Survey					
	Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Class I	334	249	6	1	272	201	282	211	6	1	234	176
Class II	370	249	15	12	399	196	323	205	14	11	248	158
Class III	377	253	9	5	280	184	346	223	8	4	253	173
Class IV	387	264	7	2	305	204	349	223	6	2	278	180
Class V	382	301	7	9	300	243	367	264	6	7	288	218
Class VI	367	275	6	5	259	200	334	241	4	5	240	172
Class VII	441	254	11	5	336	204	398	216	10	4	300	166
Total	2658	1845	61	39	2151	1432	2399	1583	54	34	1841	1243
Percentage of Attendance on the day of survey							90.26	85.80	88.52	87.18	85.59	86.80

The data for the student enrolment and attendance details of children on the day of survey was N. A. with DISE (GCPE) but was available with CASE. Hence, there was no scope of comparison. But it can be observed that on the day of survey the attendance was more than 85.0% in all the categories.

Table 6.1.14a (GCPE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination						
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
V	363	258	8	5	290	199	356	257	8	5	286	198	354	257	8	5	284	198	
VII	393	216	3	3	307	163	385	204	3	3	303	151	385	204	3	3	300	151	
Percentage of Students in the class						V	98.1	99.6	100.0	100.0	98.6	99.5	99.4	100.0	100.0	100.0	100.0	99.3	100.0
						VII	98.0	94.4	100.0	100.0	98.7	92.6	100.0	100.0	100.0	100.0	100.0	99.0	100.0

Table 6.1.14b (CASE) Grade wise examination details for last academic year (2007-08)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	357	290	11	10	239	213	348	286	10	10	221	212	343	285	9	10	217	211
VII	386	229	7	5	321	181	375	227	7	5	311	179	375	227	7	5	315	164
Percentage of Students in the class						V	97.5	98.6	90.9	100.0	92.5	99.5	98.6	99.7	90.0	100.0	98.2	99.5
						VII	97.2	99.1	100.0	100.0	96.9	98.9	100.0	100.0	100.0	100.0	100.0	101.3

The above tables compare the Grade wise examination details for last academic year (2007-08) in which there are minor variations observed in the findings of CASE and GCPE data. The high percentages of students appearing in examination and students passing the examination) are good indicators reflecting the status of school education. But the low percentage of ST girls appearing in examination and low pass percentage in ST category is a serious issue of concern.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table 6.1.15a (GCPE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	377	227	9	4	280	192	371	218	9	4	283	194	364	216	9	4	277	192
VII	351	200	3	3	287	172	345	206	3	3	291	190	343	206	3	3	289	185
Percentage of Students in the class						V	98.4	96.0	100.0	100.0	101.1	101.0	98.1	99.1	100.0	100.0	97.9	99.0
						VII	98.3	103.0	100.0	100.0	101.4	110.5	99.4	100.0	100.0	100.0	99.3	97.4

Table 6.1.15b (CASE) Grade wise examination details for current academic year (2008-09)

Class	Enrolment at the end of year						Appeared for the Examination						Passed in the Examination					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
V	428	341	11	11	294	241	425	339	9	11	294	239	419	339	9	11	289	239
VII	417	264	9	6	335	199	403	262	9	6	328	197	392	261	9	6	324	196
Percentage of Students in the class						V	99.3	99.4	81.8	100.0	100.0	99.2	98.6	100.0	100.0	100.0	98.3	100.0
						VII	96.6	99.2	100.0	100.0	97.9	99.0	97.3	99.6	100.0	100.0	98.8	99.5

The above tables compare the Grade wise examination details for last academic year (2008-09) in which inconsistency is observed in the findings of CASE and GCPE data. The low percentage of students appearing and passing in the exams is a matter to be looked into, especially the SC and ST categories.

*The data highlighted in yellow colour show percentages exceeding hundred indicating some error in the data.

The data highlighted in red reflects the low performance when compared to the other categories.

Table_6.1.16 (CASE) Attributes pertaining to Principal/Head Teacher towards Investigation as in Investigator’s feedback schedule

Attribute	Category of responses from school									
	Very Good		Good		Average		Poor and Very poor		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Initial reaction of the principal / head teacher	18	46.15	19	48.72	2	5.13	0	0.00	0	0.00
Response of the Principal /Head teacher to provide information	13	33.33	24	61.54	2	5.13	0	0.00	0	0.00
Availability of records	14	35.9	20	51.28	1	2.56	0	0.00	4	10.3
Total number of schools					39					

The above data is not applicable in DISE (GCPE). From the findings of CASE we can conclude that:

- ❑ The initial reaction towards the investigation is described to be very good (46.15%) and good (48.72%) which reflects the positive attitude of school authorities towards such studies.
- ❑ It is once again confirmed by their response to provide the information which was described to be very good (33.33%) and good (61.54%) in the investigators feedback schedule.
- ❑ Availability of records with the school authorities was described to be good (51.28%) and very good (35.9%), but it has to be noted that 10.26% did not respond to the attribute.

Table_6.1.17 (CASE) Feedback about record maintenance and school organization

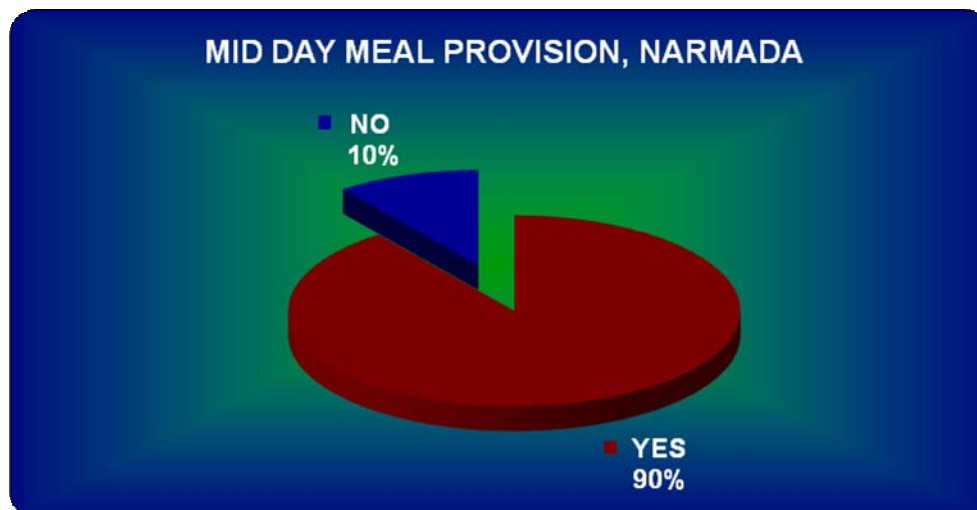
Attribute	Responses			
	Yes		No	
	No.	%	No.	%
Complete information gathered in first visit	39	100	0	0
Information pertaining to enrolment and details of pass percentage was obtained easily	38	97.44	1	2.56
Enrolment and other details from single register	25	64.10	14	35.90
Teachers in the school fill up the attendance regularly	38	97.44	1	2.56
Principal have year end summary details of Children for all grades available with him	38	97.44	1	2.56
The School Report Card was available in the school	3	7.69	36	92.31
Attendance register properly maintained and kept in Almirahs	39	100.00	0	0.00
Teachers come to school on time	38	97.44	1	2.56
School has a copy of filled in DISE DCF	20	51.28	19	48.72
Investigator face any problem in getting the required information from the school	2	5.26	36	94.74
School has display board	36	92.31	3	7.69
Provision of midday meal	35	89.74	4	10.26

The above data is not applicable in DISE (GCPE). From the findings of CASE we can conclude some of the features of the schools in the district Narmada. They are:

- In Narmada district, the complete information was gathered in first visit itself from all the selected schools.
- In all schools visited, the attendance register was properly maintained and kept in almirahs.
- In almost all the schools: information pertaining to enrolment and details of pass percentage was obtained easily, principal had the year end summary details of children for all grades available with him, teachers in the school filled up the attendance regularly and teachers came to school on time.
- Investigators did not face any problem in most of the schools visited in the district.
- Most schools had display boards and the provision for midday meal.
- In more than half of the schools the enrolment and other details were obtained from single register and school had a copy of filled in DISE DCF.
- But the sad part is that most of the schools did not have the school report card available in the school.

6.2.0 Overview of Mid day meal Provision in Narmada District

In Narmada district, it was observed that of the schools visited most of the schools had mid day meal provision. The graph below represents the availability of midday meal in schools.



In the DISE DCF there is a question to describe the quality of midday meal provided at the school for the schools in which it is provided. The responses were obtained for 24 (61.54 %) schools. These responses were subjected to content analysis and the following table was generated to give a holistic picture the quality of food given in the schools, as described in the investigator's feedback schedule.

Table_6.2.1 (CASE) Description of quality of food in the mid day meal provision of schools

Sr. No.	Comments regarding quality of food	No. of schools	(%)*
1.	Quality of food is good	22	91.67
2	Food is good but variety in vegetables not provided / No Menu / Food not according to menu	4	16.67
3.	Food is good and according to the menu	5	20.83
4	Food is healthy and cooked hygienically	4	16.67
5	Food not cooked in school premises / No facility for cooking food in school	3	12.5
6	Food provided as per need	2	8.33

* Percentage here is calculated keeping 24 as total, since description regarding the food was available for 24 schools only.

The data highlighted in red reflects the areas of concern in the mid day meal provision.

From the above table the following conclusions can be made regarding the mid day meal provision of schools:

- ❑ In almost 91.67% schools the quality of food is described to be good.
- ❑ Only in 20.83% schools, food quality is described to be good and according to menu.
- ❑ Only in 16.67% of schools, food is described to be healthy and cooked hygienically.

- ❑ In 12.5% of schools there is provision for mid day meal even though there is no facility to cook the same in the school premises.
- ❑ In 16.67% of schools the food is provided but no menu is followed.

6.3.0 Conclusion

Overall the data collection went on smoothly in Narmada district and in all the schools data could be obtained in the very first visit. The response from the school authorities was supportive. The level of consistency observed between the findings of GCPE and CASE varied with different variables.

High level of consistency has been observed with the variables: Distribution of the Schools by Educational Qualification of the Principal, Distribution of schools by type of school, Distribution of schools by Management and Distribution of schools by the year of establishment

Inconsistency has been observed with the following variables: Distribution of the schools by experience of Principals / Head teacher in present school and Distribution of the Schools with respect to staff.

The findings reflect high level of regularity and punctuality in the teachers of the schools. The percentage of attendance on the day of survey was found to be 88.05%. The students' attendance was also about 86% in all the categories. The pass percentage of ST boys and girls was found to be less compared to the other categories. The preparation and maintenance of daily records is also observed in most of the schools. The mid day meal provision also there in most of the schools and the quality of food has been described to be good. But the issue of hygiene and following the menu still prevails. The schools of the district have cooperated in appositive way.

Remarks from MIS In Charge, Narmada:

- ❑ School report cards have been issued to schools up to 2007-08.
- ❑ DISE data has been used effectively in planning (AWP & B), however grants have not been received as per plan especially number of teachers sanctioned was less and hence accordingly teaching learning material / training grant was less than planned.
- ❑ The status of facilities like water, toilet, electricity, computer, etc. (key indicators of all the government schools have been displayed and discussed at district level and also shared with the state.
- ❑ Data and findings sharing workshops have not been conducted and even MIS has not received any training. Proper trained and aware persons can contribute to the quality of work. This needs to be considered.

CHAPTER 7

FINDINGS, CONCLUSION AND SUGGESTIONS

7.0.0 Introduction

The research conducted by the CASE project team reflected was successfully completed and many significant findings have surfaced on the basis of the data obtained, analyzed and interpreted. The comparison of the data collected for the 306 schools of Gujarat state from the four districts namely; Bhavnagar, Dahod, Junagadh and Narmada by Gujarat Council of Primary Education, Gandhinagar and Project Team of CASE, revealed insignificant discrepancies. The inconsistencies observed varied for different variables, and there were cases wherein the data from both GCPE and CASE showed consistency to a great extent (eg. Number of primary teachers in schools, distribution of schools with respect to their year of establishment, etc.)

7.1.0 Major Findings

The major findings of the study conducted are presented in two subparts; one findings based on comparison of data and second findings based on status of mid day meal.

7.1.1 Findings based on comparison of data

On comparing the data obtained from GCPE and CASE for the four districts following were the findings:

- ❑ The consistency is observed regarding certain variables. The variables showing consistency were not the same for each district.
- ❑ The level of consistency was observed to be good with respect to the following variables in all the districts: distribution of schools by the year of establishment. While the variables which showed consistency in most of the districts was: distribution of schools by qualification of principals/head teacher and the number of teachers in primary section.
- ❑ Inconsistency was observed in all the districts with respect to the distribution of schools by category, enrolment details of students, grade wise examination results, etc. The level of inconsistency differed for different variables within the district and among the districts.

7.1.2 Findings regarding the Status of mid day meal

The findings related to the status of mid day meal were drawn from the responses obtained in the investigators feedback schedule of DISE DCF (CASE). These findings

could be subjective as description of quality of same food for different individuals could be different, especially when the description is asked and no criterion is mentioned. The following were the findings regarding the mid day meal provision in the schools:

- ❑ In most of the schools of all the districts there was a provision of mid day meal in the schools. In Dahod district, 92.1% of the schools had the provision of midday meal, which was better response compared to the other districts. While in Junagadh district there were 33.0% of schools not having mid day meal provision.
- ❑ In most of the schools which had provision of mid day meal the quality of food was described to be good in most of the cases but menu was not followed in all the schools for the same. The display of menu for the mid day meal visible to all was also found in few schools.
- ❑ It is observed that in some schools even without the cooking facility within the premises of the school the mid day meal was made available. While there were schools with the necessary facilities to provide mid day meal but stock was found to be insufficient.
- ❑ The quality of food was also described to be hygienically cooked in some cases but there were some schools in which the mid day meal facility in terms of planning and practicing showed inconsistency.
- ❑ The description of the quality of food raises many issues, such as; healthy and hygienically cooked food, availability of menu for the provision, insufficient stock, etc. which needs to be looked upon.

7.2.0 Conclusion

The comparison of the data obtained from GCPE and CASE for the four districts shows consistency with respect to some variables and minor variations are observed in the remaining variables. The unavailability of school report cards in the schools is a serious matter to be looked into. The mid day meal provision was found to be present in 77% of the schools. The quality of food was also described to be good by the investigators in most of the cases, but there are serious issues which need to be looked upon.

7.3.0 Suggestions to improve quality of DISE data

Some significant suggestions to improve the quality of DISE data emerged out during the interactions with the authorities at different levels, from the inconsistency observed in the findings and the kind of response from the school authorities.

The suggestions are as follows:

- ❑ The awareness regarding DISE, its importance and utility at each level needs to be created. The awareness needs to be extended to the community level. This would ensure the seriousness with respect to the data collection and thereby also increase the authenticity of the data obtained. This can be done by arranging workshops for field investigators, Principal/ head teacher, etc. This would also increase the chances of filling of DISE DCF timely.
- ❑ Forms should reach school in advance. More time is needed for verification of the information gathered at each level. (eg. CRC /BRC /District) the verification must be done properly.
- ❑ It is observed that head teachers / CRCC / BRCC do not keep the time schedule and hence there is delay in the data collection stage itself. This needs to be planned and strictly implemented. Delay in the DISE DCF of one of the blocks interrupts the entire system. So, the time allocation for the data collection and verification must be given in a justified way keeping in mind the number of schools in each unit.
- ❑ The errors in the data collected must be traced down to the school level and rectified. Some punishment needs to be given to those principals/head teacher who provide incorrect /partial information. Information regarding any aspect has to be complete and true to increase the authenticity of the work done.
- ❑ The units performing up to the mark in providing data and supporting the investigation must be appreciated for their work.

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APPENDIX A: LIST OF SCHOOLS

BHAVNAGAR, DISTRICT

Sr. No.	Cluster Name	Village Name	School Name
Block : Bhavnagar			
1	A.V. Schooltaluka Shala-3	Bhavnagar (Msb)	Msb-12/6 Navapara
2	Anandnagar Taluka Shala-9	Bhavnagar (Msb)	Msb-9/4
3	Bhandariya	Bhavnagar Private2	Sarwati Vidyamndir Kaliyabid
4	Bhumbhali	Surka	Surka P. School
5	Citra Godaun -11	Bhavnagar (Msb)	Msb-11/8
6	Citra Godaun -11	Bhavnagar Pvt 2	Taksshila P Bortalav
7	Kardej	Devaliya	Devaliya P. School
8	Moti Bag -8	Bhavnagar (Msb)	Msb-K.V. Shala-3/4
9	Nani Majiraj Shala-4	Bhavnagar	Swami Vivekanand Mandir
10	Panvadi Talukashala-1	Bhavnagar (Msb)	Msb-12/4
11	Shashtrinagar -7	Bhavnagar (Msb)	Msb-60 Sir Takhtsinhji
12	Shashtrinagar -7	Bhavnagar	Nalanda Boy School
13	Vadva Voshing Gat -12	Bhavnagar (Msb)	Msb-10/8 Vardhamannagar
14	Velavader	Bhadbhid	Bhadbhid P. School
Block : Botad			
15	Babarkot	Sarva	Sarwati P. School
16	Lathidada	Thikvali	Thikvali P. School
17	Msb School Botad-4 Ranga	Botad	Shala No – 16
18	Msb School Botad-1 Sheri	Botad	Chandrashankar Maheta P
19	Nagalpar	Nagalpar	Shri Aditya Pri. Sch.
20	Pati	Keriya-1	Keriya -1 P. School
21	Turkha	Haddad	Haddad P. School
Block : Gadhada			
22	Dhasa Junction	Mandava	Mandavada P. Schol
23	Gadhada-1	Gadhada Branch-1	Swaminarayan Vidhyalay*
24	Gadhali	Prahladgadha	Prahladgad P. School
25	Gundala	Padvadar	Padvader P. School
26	Ningala	Ishavariya	Ishavariya P. School
27	Ugamedi	Tatana	Tatana P. School
Block : Gariyadhar			
28	Gariyadhar K.Shala-2	Mesanka	Mesanka P. School
29	Gariyadhar K.V.Shala-1	Gariyadhar	Shivam Vidhyalay
30	Moti Vavadi	Motivavadi	Moti Vavadi P. School
31	Paravadi K.V.Shala	Survilas	Survilas P. School
32	Shivendranagar	Mangadh	Mangadh P. School
Block : Ghogha			
33	Ghogha	Ghogha	Ghogha Branch Shala-1
34	Mota Khokhara	Mota Khokhara	Mota Khokhara K V School
35	Padava	Padva	Bapasara Pri. Sch.

36	Tanasa	Sanodar	Sanodar Boy School
37	Valukad	Juna Padar	Juna Padar P School
Block : Mahuva			
38	Bagdana	Matalpar	Matalpar Para School
39	Bhadrod	Bhadrd	Talimuddin Pri. Sch.
40	Dundas	Dundas	Vangar Plot Pri Sch.
41	Gundarda	Borla	Borla P. School
42	Kalsar	Malvav	Malvav P. School
43	Loyanga	Nani Jagdhar	Nani Jagdhar P. School
44	Mota Khuntvada	Talgajarda	Ramnagar Pri School
45	Msb-12 Mahuva	Mahuva	Nalanda Pri. Sch.
46	Msb-9 Mahuva	Mahuva	Msb-9
47	Nesvad	Nesavad	Nesvad Khodiyar Nagar
48	Sedarda	Bordia	Bordi P. School
Block : Palitana			
49	Ayavej	Chiroda	Chiroda P. School
50	Gheti	Adpar	Adpur P. School
51	Morchupna	Virpur Chok	Virpur Chok P. School
52	Msb School-1 Palitana	Palitana	Sindhi P. School-8
53	Msb School-7 Palitana	Palitana -2	Talav Vistar Pri Sch.
54	Ranpada	Manvad Hadmatiya	Hadmatiya (Manvad) P. School
55	Shetrunji	Lakhavad	Lakhavad P School
Block : Shihor			
56	Ambala	Amargadh-1	Amargadh P. School
57	Devkana	Sakhavader	Sakhavadar P. School
58	Madhana	Todi	Todi P. School
59	Sanosara	Zariya	Zariya P School
60	Shihor:2	Shihor	Swaminarayan Gurukul
61	Songadh	Songadha	Songadh Kanya P. School
62	Varal	Thala	Thala P. School
Block : Talaja			
63	Bhadraval	Bhakhalka	Bakhalka Vadi Vistar P. School
64	Borda	Hajipara	Hajipara P. School
65	Devali	Velavader	Velavader P. School
66	Piyhalpur	Pithalpur	Pithalpur K,V. P. School
67	Sathara	Bapasara	Bhara Par P. School
68	Talaja K.V.-2	Sobhavad	Sobhavad P. School
69	Thaliya	Navi Chapari	Navi Chapari P. Scholl
Block : Umrjala			
70	Dharuka	Malpara	Shri Malpara P School
71	Dhola Jun.	Samadhiyala	Shri Juna Samdhiyala P School
72	Ranghola	Ranghola	Omkar English School
73	Umarala K.V.-1	Umarala	G K Parekh P School
74	Umarala K.V.-2	Chogath	Chogath P School
Block : Vallbhipur			
75	Dared	Dudhar	Dudhar P. School
76	Pachhegam	Loliyana	Loliyana P. School

77	Ratanpar	Moti Dharai	Motidharai P. School
78	Vallbhipur-1	Vavdi	Vavadi P. School
79	Vallbhipur-2	Lakhanka	Lakhanka P. School

* School closed since 6-8 months

DAHOD, DISTRICT

Sr.No.	Cluster Name	Village Name	School Name
Block : Dahod			
1	Bavka	Bavka	Bavka Pander
2	Bhathiwada	Kharedi	Kharedi Pri.Shala
3	Bordi	Kotda Buzarg	Kotda Buzarg Pri.Shala
4	Chhapari	Chhapri	Sakrada Pri.Shala
5	Himala	Timrada	Timrada Pri.Shala
6	Jalat	Vanbhoari	Vanbhoari Pri Shala
7	Jekot	Rampura	Rampura Pri.Shala
8	Kathala	Itava	Itava Pri.Shala
9	Muvaliya	Nimnaliya	Nimnaliya Pri.Shala
10	Nagrata	Brahamkheda	Brahamkheda Pra.Shala
11	Racharda	Kheng	Eklavya Ashramshala *
12	Talukashala	Dahod	Talukakanya Shala
13	Talukashala	Dahod	R R Dabiyal
14	Zalod Road	Dahod	Railway Hindi Medium School
15	Zalod Road	Rantia	Rentia Pri.Shala
Block : Dev. Baria			
16	Antela	Antela	Chanotha Faliya
17	Beina	Redhana	Redhana Pri Shala
18	Bhathvada	Gamadi	Gamadi Pri School
19	Dabhava	Dabhava	Patel F. V.
20	Dudhiya	Dudhiya	Sarsiayi Faliya
21	Kelkuva	Amlipani Chhotra	Amlipani Chhotra
22	Moti Zari	Kaliyakota	Kheda F V
23	Sevaniya	Sevaniya	Ruparel Pra Shala
24	Sikshananubhav	Ruvabari	Vanki Kadu Faliya
25	Station Road	Kolina Muvada	Kolina Muvada
26	Taluka Shala	Bhuval	Bhuval Varg
27	Toyani	Guna	Guna Pra Shala
Block : Dhanpur			
28	Bhorva	Agashwani	Lajodiya Varg
29	Bhorva	Sajoi	Sajoi Pri.Shala
30	Dhanpur	Rampur	Rampur Pri.Shala

31	Kanjeta	Panam	Panam Mu.Pri.Shala
32	Mahunala	Ghodazar	Ghodazar Mu.Pri.Shala
33	Mander(K)	Bhanpur	Chimani Faliya Varg Pri.Shala
34	Navanagar	Navanagar	Dobhan Faliya Varg
35	Pipero	Zabu	Chapra Faliya
36	Tokrava	Pipriya	Pipriya Pri.Shala
Block : Fatepura			
37	Afva	Hindoliya	Ninama Pri Shala
38	Balaiya	Nana Sarnaya	Pachor Faliya Varg
39	Chhalor	Bhichor	Bhichor Pri.Shala
40	Dungar	Dungar	Dungar Pri.Shala
41	Fatepura	Fatepura	Kanya Shala
42	Hingala	Margala	Margala Varg
43	Kaliya	Nana Borida	Gali Faliya Varg Pri.Shala
44	Kundala	Jhabpurv	Valmiki Ash Jahb Purv
45	Salara	Moti Nandukan	Dindorfaliya
46	Sukhsar	Mota Natva	Palikpor F V
47	Vangad	Vangad	Sukhdev Ashramshala
48	Vangad	Madhava	Juna Madhava Pra.
49	Vatli	Muvalakheda	Muvalakheda Pri Shala
Block :Garbada			
50	Abhalod	Abhalod	Mandod Faliya Varg
51	Boriyala	Boriyala	Divaniyavad
52	Dadur	Patiya	Ramdev Ashramshala
53	Gangardi	Chandla	Jamla Faliya Varg
54	Garbada	Zaribuzarg	Zarikhareli Pri Shala
55	Jesavada	Ambali	Khajuriya Ved Faliya Varg
56	Sahda	Sahada	Kachala F Sahda
Block :Limkheda			
57	Agara (U)	Parmarn Khakhariya	Patel Faliay Varg
58	Chhparvad	Navagam	Bhagat Faliya Varg
59	Chilakota	Jada Kheriya	Dada Faliya
60	Dabhada	Kunadha	Vadel Faliya Varg
61	Dhadhela	Chataki	Chataki Pri
62	Dhudhiya	Dudhiyadhara	Dudhiyadhara
63	Dhudhiya	Patdi	Patdi
64	Kaliyarai	Sudiya	Sudiya Pra.Shala
65	Limkheda	Limkheda	Ashiesh Eanglish M
66	Mander (R)	Chhapari	Chachakpur
67	Mander (R)	Agara (R)	Agara (Rn) Varg

68	Moti Bandibar	Lukhavada	Lukhavada Main
69	Pahad	Junavadiya	Junavadiya Pri Shala
70	Paniya	Paniya	Paniya
71	Singvad	Valagota	Kanhar Faliya Varg
Block :Zalod			
72	Bilvani	Munadha	Munadhi Varg-1
73	Dungri	Dungri	Ramat Faliya Pri.Shala
74	Ghavadiya	Rajadiya	Rajadiya Pra Shala
75	Gultora	Barvala	Barvala Varg
76	Jafarpura	Raypura	Raypura Pri.Shala
77	Kadwal	Hirola	Borpani Varg
78	Karath	Pardhampur	Kunja Varg
79	Lilva Thakor	Chanasar	Dungar Faliya
80	Limdi	Korath	Umarapada
81	Muvada Kumarshala	Zalod	Muvada Kanya
82	Muvada Kumarshala	Bajarvada	Navi Vasahat Faliya Varg
83	Navachakaliya	Piplet	Piplet Pri.Shala
84	Sanjeli	Bhanpur	Bhanpur Pri Shala
85	Shankarpura	Shankarpura	Shankarpura Pra.Shala
86	Shankarpura	Bhimpuri	Bhimpuri Pra.Shala
87	Simalkhedi	Sarmariya	Rampura Sch.
88	Taluka Kumar Shala	Rajpur	Rajpur Pra.Shala
89	Vansiya	Dhalsimal	Dhalsimal Pra Shala
90	Vasti	Gori Pavadi	Gori Varg

* The school was dropped from the sample as the school authorities did not cooperate with the field investigators, who had gone to the school repeatedly

DISTRICT: JUNAGADH

Sr.No.	Cluster Name	Village Name	School Name
Block : Bhesan			
1	Baravala Pay Cen	Sankrola	Sankrola Pra Shala
2	Chanaka Plot Pay Cen	Vandarvad	Vandarvad Pra Shala
3	Jin Plot Pay Cen	Bhesan	Jin Plot Pay Cen Shala
4	Junidhari Gundali Pay Cen	Navi Gundali	Navi Dhari Gundali Pra Shala
5	Ranpur Pay Cen	Samatpara	Samatpara Pra Shala
Block : Junagadh			
6	Bagdu Kumar Pay Cen	Jamka	Jamka Pra Shala
7	Bilkha Kumar Pay Cen	Mandlikpur	Mandlikpur Pra Shala
8	Choki Kumar Pay Cen	Kathrota	Kathrota Pra Shala
9	Joshipara Pay Cen	Joshipara	New Best Eng School Pvt
10	Kanya Shala Pay CenNo.3	Junagadh	Kumar Shala No 6
11	Kanya Shala Pay CenNo.3	Khamdhrol	Ekta Pra Shala Pvt *

12	Kumar Shala Pay CenNo.7	Dolatpara	Dolatpara Pra Shala
13	Makhiyala Pay Cen	Vanandiya	Vanandiya Pra Shala
14	Prayogik Pay Cen	Junagadh	Carmel Convent Pra Shala Pvt
15	Prayogik Pay Cen	Timbavadi	Kadvi Gova Solanki Pra Shala P
16	Vanzari Pay Cen	Junagadh	Vivekanand Pra Shala Pvt
17	Vijapur Pay Cen	Intala	Intala Pra Shala
18	Zalorapa Pay Cen	Bhavnath	Rupaytan Ashram Shala
Block : Kesod			
19	Agatray Pay Cen	Pasvaliya	Pasvaliya Pra Shala
20	Ajab Pay Cen	Ajab	Ajab Kumar Shala
21	Char Pay Cen	Silodar	Silodar Sim Shala
22	Meshvan Pay Cen	Rangpur	Aai Shri Sonalma Pra Shala Pvt
23	Padodar Pay Cen	Padodar	Padodar Sim Shala
24	Raningpara Pay Cen	Sangarsosa	Sangarsola Pra Shala
25	Vansavadi Pay Cen	Keshod	Shreyas Pra Shala Pvt
26	Vansavadi Pay Cen	Keshod	Punit Ashram Shala Pvt
Block : Kodinar			
27	Alidar Kanya Pay Cen	Hadmadia	Haramadia Kumar Pra Shala
28	Devli Kumar Pay Cen	Kadodara	Kadodara Pra Shala
29	Ghantvad Kumar Pay Cen	Nagdala	Nagadala Pra Shala
30	Kantala Pay Cen	Valadar	Valadar Pra Shala
31	Mitiaj Kumar Pay Cen	Ronaj	Ronaj Pra Shala
32	Ramnagar Pay Cen	Kodinar	Gaytri Vidyalay Pvt
33	Viratnagar (Kodinar) Pay	Gohil Ni Khan	Gohil Ni Khan Pra Shala
Block : Malia Hatina			
34	Amrapur Pay Cen	Amrapur	Amrapur Sim Shala
35	Bhanduri Pay Cen	Juna Galodar	Juna Galodar Sim Shala
36	Chorvad Pay Cen	Chorvad	Khada Vistar Sim Shala
37	Gadu Pay Cen	Sukhpur	Vivek Abhyas Gruh Pvt *
38	Khera Pay Cen	Khera	Khera Sim Shala
39	Kukasvada Pay Cen	Kukasvada	Dholivav Sim Shala
40	Malia Kanya Pay Cen	Kadaya	Kadaya Pra Shala
Block : Manavadar			
41	Bantva Pay Cen	Dadva	Dadva Pra Shala
42	Sardargadh	Sheradi	Sheradi Pra Shala
43	Manavadar Pay Cen 2	Manavadar	Lions Pra Shala Pvt
44	Pajod Pay Cen	Chikhodra	Chikhodra Pra Shala
45	Saradargadh Pay Cen	Sardargadh	Sardargadh Pay Cen Shala
Block : Mangrol			
46	Antroli Pay Cen	Divasha	Divasha Sim Pra Shala-2
47	Arena Pay Cen	Khodada	Khodada Pra Shala
48	Chandvana Pay Cen	Manej	Sitaram Sim Pra Shala
49	Dhelana Pay Cen	Dhelana	Gyandeep Pra Shala Pvt
50	Karej Pay Cen	Kalej	Balmuknd Pra Shala Pvt
51	Mangrol Limda Pay Cen	Mangrol	Alpha Pri School Pvt
52	Mangrol Tower Pay Cen	Mangrol	Sunidhi Bramhgyan Eng Ps Pvt
53	Mangrol Tower Pay Cen	Mangrol	Sri. Sopan Pra Shala Pvt

54	Mekhadi Pay Cen	Sandha	Sandha Pra Shala
55	Shil Pay Cen	Talodra	Talodra Pra Shala
Block : Mendarda			
56	Datrana Pay Cen	Nagalpur	Sadbhavnagar Pra Shala Pvt
57	Malanka Pay Cen	Malanka	Malanka Pay Cen Shala
58	Mendarda Kanya Pay Cen	Babartirath	Babartirath Pra Shala
59	Mendarda Kumar Pay Cen	Mendarda	Kumar Pay Cen Shala
60	Samdhiyala Pay Cen	Dhandhavada	Dhandhavada Pra Shala
Block : Sutrapada			
61	Chetan Hanuman Pay Cen	Lodhava	Bhuteshvar Sim Shala
62	Gorakhmadhi Pay Cen	Amrapur	Amrapur Pra Shala
63	Lodhava Pay Cen	Prashnavada	Madhuram Kanya Pra Shala Pvt
64	Pransli Pay Cen	Piplava	Piplava Pra Shala
65	Sutrapada Pay Cen 2	Sutrapada	Vikas Pra Shala Pvt
66	Tobra Pay Cen	Khambha	H B Dodiya Pra Shala Pvt
Block : Talala			
67	Ankolvadi Pay Cen	Ankolvadi (Gir)	Ankolvadi Pay Cen Shala
68	Ghusiya Pay Cen	Ghusiya (Gir)	Ghusiya Kumar Pay Cen Shala
69	Khirdhar Pay Cen	Dhanej	Navyug Vidyalay Pvt **
70	Moruka Pay Cen	Moruka (Gir)	Hiran Pra Shala Pvt
71	Sasan Pay Cen	Chitrod	Chitrod Pra Shala
Block : Una			
72	Amodra Pay Cen	Garal	Sarasvati Vidyalay Pvt
73	Delvada Kumar Pay Cen	Vansoj	Sanskar Vidyamandir Pra Shala
74	Dhokdava Pay Cen	Jashadhar	Jashadhar Pra Shala
75	Gir Gadhada Pay Cen	Una	Vivekanand Vidyalay Pvt
76	Juna Ugla Pay Cen	Juna Ugla	Nadola Eng. School Pvt
77	Kesariya Pay Cen	Sokhda	Sokhda Pra Shala
78	Naliyeri Moli Pay Cen	Chorali Moli	Chorali Moli Pra Shala
79	Sankhada Pay Cen	Sankhda	Sankhda Sim Shala No 2
80	Tad Pay Cen	Tad	Tad Pra Shala
81	Una Pay Cen 2	Una	Pay Cen Shala No 2
82	Una Pay Cen 3	Una	Nalanda Vidyalay Pvt
83	Vadviyala Pay Cen	Ratad	Ratad Pra Shala
Block : Vanthali			
84	Kanja Pay Cen	Khumbhadi	Khumbhadi Pra Shala
85	Mahobatpur Pay Cen	Ghudvadar	Ghudvadar Pra Shala
86	Shapur Pay Cen	Koyli	Parth Academy Pra Shala Pvt
87	Tinmas Pay Cen	Tikar	Tikar Pra Shala
88	Vanthali Pay Cen	Vanthali	Sanskar Vidyalay Pvt *
Block : Veraval			
89	Ajotha Pay Cen	Ajotha	LtDhanabhai M Barad Pra Shala*
90	Bhetali Pay Cen	Lumbha	Lumbha Pra Shala *
91	Bhidiya Pay Cen	Veraval-Patan	Krushna Pra Shala Pvt
92	Bhidiya Pay Cen	Bhalpara	Bhagyoday Vidyalay Pvt
93	Inaj Pay Cen	Inaj	Parth Pra Shala Pvt
94	Prabhaspatan Pay Cen	Veraval-Patan	Raj Pra Shala Pvt

95	Sonariya Pay Cen	Navdra	Navdra Pra Shala
96	Supasi Pay Cen	Sarsava	Sarsava Sim Shala
97	Veraval Pay Cen 1	Veraval-Patan	Aditya Birla Public School Pvt
98	Veraval Pay Cen 2	Veraval-Patan	Madresa Pra Shala Pvt
99	Veraval Pay Cen 2	Veraval Urban	Ikra Pra Shala Pvt
Block : Visavadar			
100	Bhalgam Pay Cen	Sudavad	Sudavad Pra Shala
101	Kalasari Pay Cen	Kalsari	Sarasvati Pra Shala
102	Khambhaliya Pay Cen	Virpur	Vidyaniketan Vidyalay Pvt
103	Kumar Shala Visavadar	Visavadar	Gayatri Plot Pra Shala
104	Mota Kotada Pay Cen	Rabarika	Rabarika Pra Shala
105	Nana Kotada Pay Cen	Nana Kotada	Nana Kotada Pay Cen Shala
106	Sarsai Pay Cen	Moniya	Moniya Plot Shala

* School dropped because it was closed

** School dropped because DCF was incomplete

NARMADA, DISTRICT

Sr. No.	Cluster Name	Village Name	School Name
Block : Dediypada			
1	Chikda	Amba-F	Amba-F Primary School
2	Dediypada	Dediypada	Dediypada Boys Pri. Sch.
3	Dediypada	Timbapada	Timbapada Primary School
4	Ghatoli	Ghatoli	Ashram School Ghatoli
5	Gopaliya	Moskut	Moskut Primary School
6	Juna Mosda	Chokimalinani	Chokimalinani Primary School
7	Kakrpada	Samarpada N.V.	Samarpada Ku.N. Primary School
8	Khaidipada	Boripitha	Boripitha Primary School
9	Nani Bedvan	Dabhavan	Dabhavan Primary School
10	Piplod	Piplod	Piplod Primary School
11	Samot	Mal	Ratandip Ashram School
12	Zarnavadi	Jambar	Jambar Primary School
Block : Nandod			
13	Amlatha	Amarpara	Amarpara Primary School
14	Bhuchad	Bhuchad Tekri	Bhuchad Tekri Primary School
15	Dhamnacha	Rundha	Rundha Primary School
16	Gopalpara	Fulvadi	Fulvadi Primary School
17	Gora	Bhilvasi N.Pu.V.	Bhilvasi N.Pu.V. Pri. School
18	Kevadiya Colony	Kevadiya Colony	Kevadiya Colony-2
19	Khadagda	Mithivav	Mithivav Primary School
20	Kumasgam	Ddhavada	Ddhavada Primary School
21	Mandan	Bitada	Haresh Ashram School Bitada
22	Motalimtvada	Jitnagarbar	Jitnagarbar Primary School
23	Nava Rajuvadiya	Bamala-Umrva V.	Bamalla-Umrva-N.Pu.V. Pri.Sch.

24	Rajpipla Crc-1	Rajpipla	Pranav Saraswati Mandir
25	Vadi	Songam	Songam Primary School
26	Vagharali	Kumbhiya	Kumbhiya Primary School
27	Vavdi	Vadiya	Vadiya Primary School
Block : Sagbara			
28	Devmogra	Devidav	Devidav Primary School
29	Kolvan	Kolvan	Kolvan Boys Primary School
30	Moti Parodi	Nani Parodi	Nani Parodi Primary School
31	Nanakakdiamba	Navifali-Ka.Amba.	Navifali-Na.Ka.Amba Primary School
32	Pat	Moravi	Moravi Primary School
33	Sagbara	Kankhadi	Kankhadi Primary School
Block : Tilakwada			
34	Agar	Khushalpura	Khushalpura Primary School
35	Gamod	Tilakvada	Ekloveya Model Residential School
36	Kantherpura	Marsan	Marsan Primary School
37	Tilakvada	Vadiya-Tekra	Vadiya -Tekra Primary School
38	Vagheli	Odambiya	Odambiya Primary School
39	Vora	Vanmala	Vanmala Primary School

APPENDIX B: TOOL (IN ENGLISH)

SAMPLE CHECKING OF DISE DATA

- 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 per cent 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[#]) :
[#]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 [@])
[@]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):

6. Are the attendance registers properly maintained and kept in the Almirahs?

(Yes = 1/ No = 2):

7. Do the Teachers in the school come on time? (Yes = 1/ No = 2):

8. Was the School having a photo copy of filled in DISE DCF? (Yes = 1/ No = 2):

9. Did the investigator face any problem in getting the required information from the School? (Yes = 1/ No = 2):

If yes, briefly mention the kind of problem faced by the investigator in eliciting the information from the school

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(Please use a separate paper if the space provided is not sufficient)-

10. Does the school have a Display Board? (Yes = 1/ No = 2):

11. Is there a provision of Mid-day meal in the School? (Yes = 1/ No = 2):

12. How is the quality of food being served to the children in the Mid-Day Meal Scheme?

(Please write your comments below)

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13. What is the seating arrangement made for children in the school?

(Please write your comments below)

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