REPORT
ON
5% SAMPLE CHECKING OF DISE DATA 2008-09

CHANDRAGUPT INSTITUTE OF MANAGEMENT
PATNA

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A REPORT ON 5% SAMPLE CHECKING OF DISE DATA 2008-09

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EXECUTIVE SUMMARY

The District Information System for Education (DISE) is the backbone of integrated educational management information system operating at the District, State and National level since 1995.The system collects detailed data through Data Capturing Format (DCF) from schools. This format includes information on various parameters like location of the Schools, School Management, Teachers in the Schools, School infrastructure and equipment, enrolment by gender, caste and age, incentives, the number of disabled children in various grades, children of minority classes, children from Mahadalit category, etc. There is flexibility for additional state specific variables at all levels as per the local need.

DISE is being implemented in all districts of Bihar under SSA.

Sample checking of DISE Data:

To ensure the consistency and accuracy of DISE data, it has been decided to conduct 5% sample checking of DISE data in order to check/avoid discrepancies and to generate recommendations for modification of its mechanism in future. It has been made mandatory for all the states to get the DISE data sample checked every year by involving independent agencies or Institutes promoting research facilities. Accordingly, 5% of the sample checking of DISE data (2008-09) has been entrusted to Chandragupt Institute of Management Patna (CIMP).

Objectives:

The main objectives of the sample checking of DISE data were as under:

a. Collection of data independently for the 5% stratified sample chosen from the schools involved in DISE.

b. Assessment of the precision levels of the DISE data vis-à-vis the data collected for this study.

c. Suggestions for appropriate remedial measures to strengthen DISE in Bihar.

Methodology:

We deployed a four step methodology for the study. They were: Prepare, Observe, Analyse and Report.

Sampling:

Six districts were identified, two from each region of South Bihar, Central Bihar and North Bihar. The criteria followed for sample collection are outlined below:

a. Districts selected for study during 2003-04 and 2006-07 and districts having less than 1000 schools were excluded.

b. From each zone, district with the highest number of schools and the one with the lowest number of schools/second lowest were identified for the study.

5% additional schools were identified to meet any eventualities. In all, data has been collected from 644 schools.

Tools Used for Data Collection:

Following tools were used for data collection:

- Specially designed School level Data Capturing Formats/Questionnaires
- Templates and Schedules for School Observation as well as for interview with the School Head Master, the VSS Members, the CRC Coordinators, the BRC Coordinators and the MIS Coordinators.

Tabulation, Analysis and Comparison:

The data collected from the sampled schools were collated and tabulated to facilitate easy sharing, referencing and analysis.

Reference Period:

The DISE data pertains to year 2008-09 with 30th September as the reference date. The Post Enumeration Survey was also of the same period.

Major Findings:

- The overall deviation of DISE DCF data vis-à-vis PES data, in respect to all comparable items is 11.11%. It means the precision level is 88.89%.
- Variables with 0-5% deviation are as follows:
  - Location of Schools (0.6%), Category of Schools (3.7%), Type of Schools (3.4%), School Management (2.95%), Residential School (4%), Shift Schools (2.8%), Lowest grade in the Schools (2.8%),Highest grade in the Schools (4.7%), Boys Enrolment (2.01%), Total Enrolment (4.22%), Enrolment SC boys (4.16%), Enrolment SC girls (3.45%), SC students

enrolment (3.61%), Electricity (1.9%), Play Ground (5%), Furniture for students (4.3%), pass grade 5 (1.31%).

- Variables with 5 - 10% deviation are as follows:
    - Girls enrolment (7.64%), Total Teaching days (8.5%), Blackboard (6.6%), Common toilets (8.1%), Girls' toilets (8.4%), Pass grade 8 (9.85%), Class room (5.3%), Playground (5%).
- Variables with 10.1-20% deviation are as follows:
    - Pre-schools/without pre-schools (12.4%), Enrolment of disabled girls (18.56%), Enrolment of girls of Mahadalit category (18.3%), Total Mahadalit enrolment (19.6%), Teacher posts sanctioned (15%), Teachers in position (16.25%), School Building (11.18%), Building Block (12.6%), Other rooms (10.4%).
- Variables with above 20% deviation are as follows:
    - Boys Enrolment Mahadalit (20.6%), Enrolment of disabled boys (31.6%), Total disabled children (26.3%), Boy repeaters (122.26%), Girl repeaters (136.5%), Total repeaters (128.65%), Total number of academic supervision (34%), Visits by CRCC (35.04%), Visits by BRCC (27.17%), Boundary Wall (31.7%), Drinking water (23.29%), Computer (122.22%), Text-book distribution (22.31%).
- Major reasons for these deviations may be summarized as:
    - Repeaters: Problem of definition and interpretation of repeaters.
    - Disability: Over reporting.
    - Teachers sanctioned post and In-position: Record and knowledge about sanctioned posts was not available in majority of the schools. Several new teachers were appointed but schools do not have the record of sanctioned

posts. In majority of the cases, appointed teachers joined the schools, but schools do not have the information about the number of sanctioned posts.

- Mahadalit: Problem in interpretation of the term Mahadalit.
- Academic supervision, visit of CRCC, visit of BRCC: Records are not maintained and replies are generally based on assumption/memory.
- Condition of boundary wall: There seems to be no clear-cut understanding regarding the condition and type of boundary wall- interpretation of Pucca (Pucca but broken), wire fencing, hedge or any other.
- Classrooms : Under reporting
- Availability of furniture for children: Interpretation of furniture for some and none.
- Distribution of textbooks: Issue registers were not maintained properly in the schools.
- Computer: Over-reporting.

- The students' attendance on the day of the visit was 68.92%.
- Teachers' absenteeism on the day of visit was found to be high. Overall teacher absence rate was 17.4%.
- Only 75.2% of the schools had filled in DISE DCF with them.
- 24.8% of schools do not have the photocopy of the filled-in DISE DCF.
- 11.4% of the CRCs do not have the photocopy of the filled-in DISE DCF.
- Record keeping and its maintenance was poor.
- 36.8% schools did not have School Summary Report Card of the previous year.
- Only 38.4% school have display board, out of which only 30.8% had displayed key information on their board.
- Health check-up facilities have been provided in 15.6% of the schools only.

- Primary Health Kit is available in only 35.6% of the schools.
- Only 39.5% of the schools have the syllabus with them.
- Only 49.8% schools have sports items.
- Map of district/state is available only in 74% of the schools.
- Globe is available in only 68.4% cases.
- 21.4 % schools do not have a building at all.
- Space crunch is a major issue as average no. of class room per school is only 3.08.
- 50% of school do not have common toilets.
- Cleanliness of schools and toilets were ignored across the district and is a matter of concern.
- 66% schools do not have boundary walls.
- HM/HT received training for DISE DCF in 72.8% of the schools only.
- 27.2% of schools have not received training on DISE format. 60.1% of the schools received one day training and 18.2% received half day training. The training was mostly organised at BRC or CRC level only. Respondents' interview revealed that DISE training was one of the agendas of the meeting held once in a month, and a separate training for DISE format was not organised. This diluted the seriousness of the DISE SYSTEM.
- Headmasters/Head teachers are satisfied with DISE training in 69% of the schools only.
- Specific problems faced by HM/HT in filling DISE format was calculation of class wise age of children, identification of repeaters, building blocks, teachers positioning against sanctioned posts. They also related the following problems:-

  Questions of DCF not clear - 42.4% respondents.

  Data not available readily - 42.8% respondents

Problem in clear understanding of schedule - 60.5 % respondents.

- Major suggestions provided by respondents (HM/HT) are:
    - Comprehensive training at BRC/CRC level by competent trainer in a participatory training mode with improved training methodology in the month of September. (89.7% of respondents).
    - Supply of school summary report cards and feedback on filled DISE format.
    - Hand holding i.e. on the spot help by CRCC/BRCC during the filling- in period. (90.5% of respondents).
    - Supply of 3 copies of blank DCF in the month of September itself (78.7% of respondents).

Recommendations:

- Organising comprehensive training of the HMs for conceptual clarity, which will reduce deviation.

- Proper selection of CRCCs and their capacity building by professionals, District/State Resource Persons.

- CRCCs should be given the responsibility to scrutinize and verify the DCF of the schools under their jurisdiction by visiting the schools.

- 31 posts vacant for BEOs (BRCC) should be filled in on urgent basis. BRCCs should be made effective by capacity building and close supervision to enable them to monitor CRCCs/Schools in a more effective manner.

- One more teacher from the school should be involved in DISE DCF filling in. The DISE DCF should be discussed amongst teachers in every school.

- DSE should give information regarding budget, sanctioned posts, and change in status of schools every year by August.

- Printed Student Attendance Register should be used and the caste of each student should be written in brackets in front of their names in the Attendance Register.

- Efforts should be made to increase the attendance of students, which was only 68.92% on the date of the visit.

- VSS/CRCC/BRCC should ensure through proper monitoring that the schools remain open regularly. 3% of the schools were closed on the first date of the visit. 40.6%, out of these 3% schools were closed on 2nd day of the visit also.

- MIS unit at district level should be strengthened. Capacity building programme should be launched for the members of the staff of BRC.

- Photocopy of DISE DCF should be kept as record in the schools, CRCC and BRCC level.

- Facilities like Map, Globe, Syllabus, Primary Health Kit etc, should be provided in all school.

- Additional classrooms are required in most of the schools, as average classrooms per school is 3.08 only.

- Following time schedule for data collection should be strictly followed:

    - Training of CRCC/BRCC – August

- Training of HMs of school – September.
- Supply of 3 copies of DCF – September.
- Filling in of DCF by HMs – October
- Scrutiny of DCF by CRCC/BRCC – November
- Supply of DCF to BRCC – 1st week of December.
- 5% sample checking study – December to March
- Supply of summary report card – April

LIST OF ABBREVIATIONS

BEPC	Bihar Education Project Council
BSPP	Bihar Shiksha Pariyojana Parishad
BEO	Block Education Officer
BRC	Block Resource Center
BRCC	Block Resource Center Coordinator
CRC	Cluster Resource Center
CRCC	Cluster Resource Center Coordinator
CIMP	Chandragupt Institute of management
DISE	District Information System of Education
DSE	District Superintendent of Education
DOE	Department of Education
DPEP	District Primary Education Programme
DCF	Data Collection Format
DLO	District Level Office
EMIS	Educational Management Information System
GOI	Government of India
HM/HT	Head Master / Head Teacher
MIS	Management Information System
MHRD	Ministry Of Human Resource Development
NUEPA	National University of Educational Planning and Administration
NPE	National Policy on Education
POA	Programme of Action
PES	Post Enumeration Survey
PTR	People Teacher Ratio
PSM	Panchayat Siksha Mitra
SSA	Sarva Shiksha Abhiyan
VSS	Vidyalaya Shiksha Samiti

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Chapter 1

INTRODUCTION

SARVA SHIKSHA ABHIYAN (SSA) is a very important and extensive programme of the government of India for providing free and compulsory education to the children in the age group of 6-14 years. Government of India started SSA to achieve the goal of universalizing the quality of elementary education by 2010. Establishment of schools in the area not having schools, strengthening the infrastructure of the existent schools by providing additional classrooms, additional teachers and capacity building of teachers for better performance are essential components of the programme. Besides this, toilets, drinking water facilities, maintenance grant and school improvement grants are the major components of the SSA. Developing teaching-learning materials and strengthening the academic support structure at the cluster, block and district levels were also focussed upon. SSA aims to provide quality elementary education to all with specific focus on girls' education and children with special needs. SSA also seeks to provide computer aided education to bridge the digital divide.

In perspective of effective implementation of such a major programme, MIS is of paramount importance. District Information System for Education (DISE) is the backbone of the integrated educational management information system operating at the district, state and the national level since 1995. The system collects detailed data through Data Capturing Format (DCF) from schools. This format includes information on various parameters like location of the school, management, teachers, school infrastructure and equipment, enrolment by gender, caste and age, incentive and the number of disabled

children in various grades. There is flexibility for additional variables at all levels as per local need.

DISE is being implemented nationally in all districts up to primary level under the District Primary Education Program (DPEP). In Bihar, DISE has already been extended to all districts and it forms an integral part of the Educational Management Information System (EMIS) of DPEP-III programme. As a further step towards recognition of the significance of DISE, the DoE/MHRD has decided to recognise DISE data as the official data for Sarva Shiksha Abhiyan (SSA) since 2002.

In Bihar, the DCF is filled by the Head Master and countersigned by Vidyalaya Shiksha Samiti (VSS) of school and cross checked at the cluster/block level by the Cluster Resource Centre (CRC) coordinators/Block Resource Centre Coordinators (BRCC).The government is taking steps to make CRC Coordinators accountable for the reliability and completeness of DCF data. This is being done to ensure that all the recognized schools falling under the jurisdiction of the CRC coordinator are covered by DISE operations. Given the nature of the DISE data collection and verification processes, CRC emerges as the only level, at which quality of data can be checked. Besides data entry, consistency check-up and compilation of data is done at block/district level where a sample check may also be conducted.

In this context, given the significance of the DISE information, MHRD – along with the Department of Elementary Education & Literacy, GoI – has decided to conduct a sample checking of DISE data on 5 percent basis to check / avoid discrepancies and generate recommendations for modification of the mechanism of DISE in future. Hence it has been decided by the government to conduct sample checking of DISE data 2008-09 by involving independent agencies or Research institutes. Accordingly, 5% sample checking

of DISE data 2008-09 has been entrusted by Bihar Education Council Patna to Chandragupt Institute of Management Patna (CIMP).

Chapter 2

OBJECTIVE

The objective of the study is to assess the accuracy of the data captured under DISE and suggest ways of modifying the DCF and / or the data capturing process. The objective would be achieved specifically through:

a. Collection of data independently for a 5% stratified sample chosen from the schools participating in DISE.

b. Measurement of the precision levels of the DISE data vis-à-vis the data collected under this study.

c. Suggestion of appropriate remedial measures for strengthening DISE in Bihar.

Chapter 3

METHODOLOGY

Keeping the broad aspects of the sample checking of DISE data in view, the methodology of the study needs to be precision oriented. Hence, careful sampling and appropriate care for other aspects related to the study methodology were taken into account.

We deployed a four-step methodology for the study, as shown in Exhibit 1:

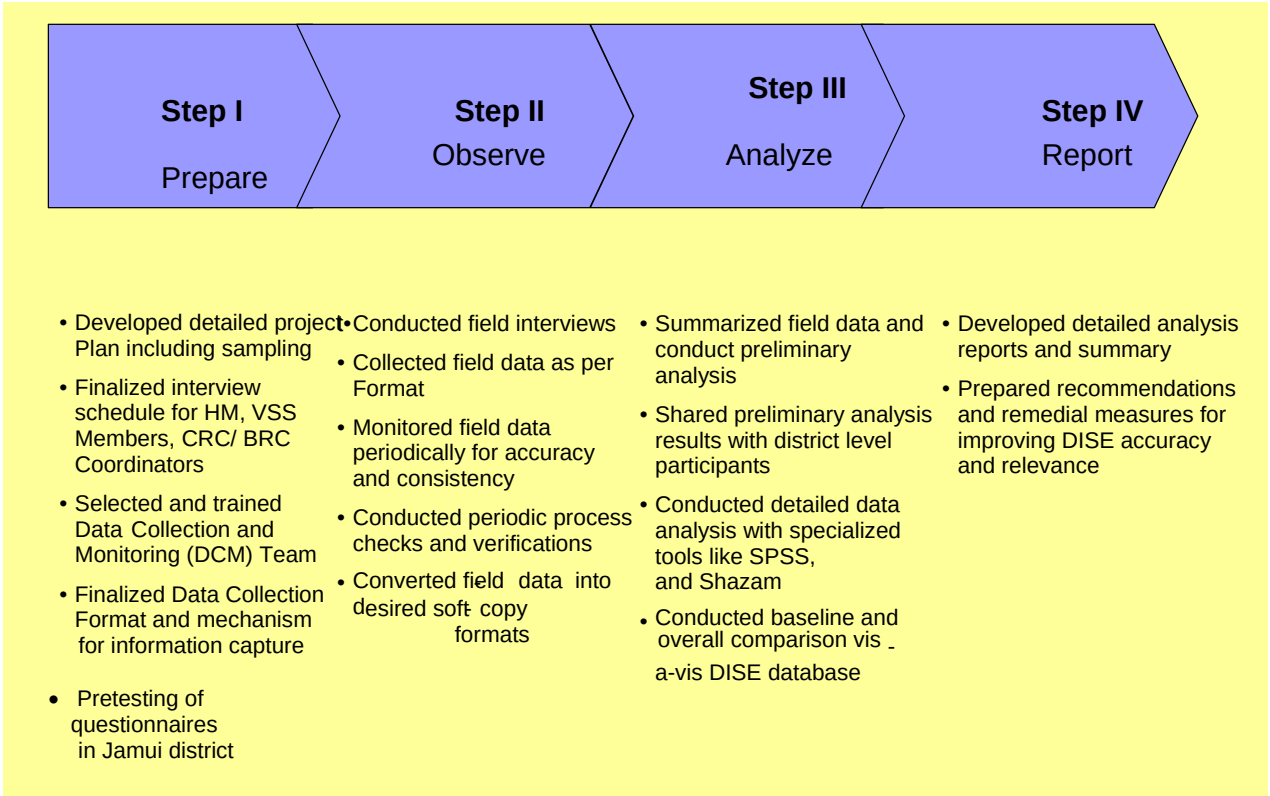


Exhibit 1: The four-step methodology for study

The highlights of the methodology outlined above were:

- The focus of the entire approach was to ensure that the data collection mechanism is precision oriented. Towards this end, we prepared a detailed data collection plan. This plan was executed with precision for the data collection.
- The team was given focused training for the data formats to be used. We conducted periodic intermediate validations and consistency / accuracy checks of the field data to ensure that the field data is error free.
- Discussion was held with BEPC / DSE team, school HMs, VSS members, CRC coordinators and MIS coordinators during collection of data to get in depth insight into the system.
- Advanced and specialized tools like SPSS and Shazam software were used to ensure authentic data analysis, cross-tabulation, comparison and processing to get detailed insights into the nature of data discrepancies, trends, variations, etc.
- Following tools were used for data collection:
    - Specially designed School level Data Capturing Formats/Questionnaire.
    - Use of Templates and Schedules for School Observation as well as for interview with School Head Master, VSS Members, CRC Coordinators, BRC Coordinators and MIS Coordinators.

Besides this, detailed field notes were written by the research officers / field Investigators to capture the overall impression of school/CRC/block/district.

Pre testing of questionnaires /schedules were done in Jamui district. Based on the pre-testing, questionnaires/schedules were modified. A copy of questionnaire/schedule is enclosed as annexure-1.

Sampling of Schools:

Six districts were identified for the study/sample collection, two from each region (South Bihar, Central Bihar and North Bihar) following the criteria outlined below:

a. Districts selected for study during 2003-04 and 2006-07 and districts having less than 1000 schools were excluded.

b. From each zone, the district with the highest number of schools and the one with the lowest number of schools/second lowest were identified for the study.

Based on the above two criteria, sample districts, blocks and schools are selected which are as under:-

Table 3.1: Sampled District Blocks and Schools

Region	Districts (with no. of Schools)	Sampled Districts	No. of Blocks	No. of Sampled Schools
South Bihar (12 districts)	Munger – 1005; Aurangabad – 1949; Gaya – 3004; Bhagalpur – 1833; Begusarai – 1546; Nawada – 1616; Lakhisarai – 675; Banka – 1879; Khagaria – 1012; Sheikhpura – 448; Jehanabad – 1340; Jamui – 1339	Gaya – 3004 Jamui – 1339	24 10	150 67
North Bihar (14 Districts)	Samastipur – 2482; Saharsa – 1239; Darbhanga – 2427; Paschimi Champaran – 2531; Supaul – 1690; Purbi Champaran – 3075; Purnia – 1701; Katihar – 1931; Sitamarhi – 1983; Sheohar – 420; Araria – 1656; Madhepura – 1455; Madhubani – 3047; Kishanganj - 1319	Purbi Champaran – 3075 Saharsa – 1239	27 10	154 62
Central Bihar (11 Districts)	Patna – 3341; Muzaffarpur – 3193; Rohtas – 2054; Gopalganj – 1600; Bhojpur – 1928; Buxar – 1255; Saran – 2438; Nalanda – 2147; Kaimur – 1178; Vaishali – 2026; Siwan - 2128	Saran – 2438 Buxar – 1255	20 11	122 63
Total		6	102	618

Each block of the sampled districts has been covered for sample checking of DISE data. Five percent of schools were selected from each block by stratified random sampling method based on strata parameters like:

- Rural and urban schools
- Types and management of schools
- Schools with pre-schools, and
- Schools located in SC, ST and Minority areas

5% additional schools were identified to meet any eventualities. In all, data has been collected from 644 schools.

Method of Data Collection:

Data collection was done through a detailed data collection template/questionnaire (Annexure-1). The template covered both quantitative/objective and qualitative/subjective aspects of school operations, infrastructures, activities, resources, etc. The template allowed the data collection team to capture specific numerical data as well as overall impression on quality, activity, etc.

48 field investigators and 5 coordinators were identified for data collection. Specific care has been taken in identifying the field investigators and coordinators as per the requirement. Persons, with at least graduate degree and more than 3 years of research experience, were identified as field investigators and coordinators. They were given training for data collection and then placed in the field for actual data collection. Beside

this, 4 coordinators were identified from CIMP to oversee and monitor the process of data collection. The coordinators made regular field visits during the process of data collection, checked accuracy and solved the problems of field investigators, if any.

List of the sampled schools including stand by schools, were handed over to the study team along with sufficient number of questionnaires/schedules during the orientation programme. The school management was informed in advance regarding the study, were asked to keep the record ready for providing secondary data. The study team made personal visit to all the sampled schools for interaction with the teaching staff and collection of data from schools. They also met the CRC coordinator, BRC coordinator, etc. The process of data capture included discussions / interviews with HMs, VSS members, CRC coordinators, as well as physical inspection of number of classrooms, teaching staff, drinking water facility, toilets, blackboard etc by the coordinators in person.

On the field, data was collected in hard-copy templates and then this information was processed and converted into desired soft-copy format.

The CIMP faculty team periodically validated the data collection accuracy and process to ensure that all the guidelines for data collection are adhered to adequately.

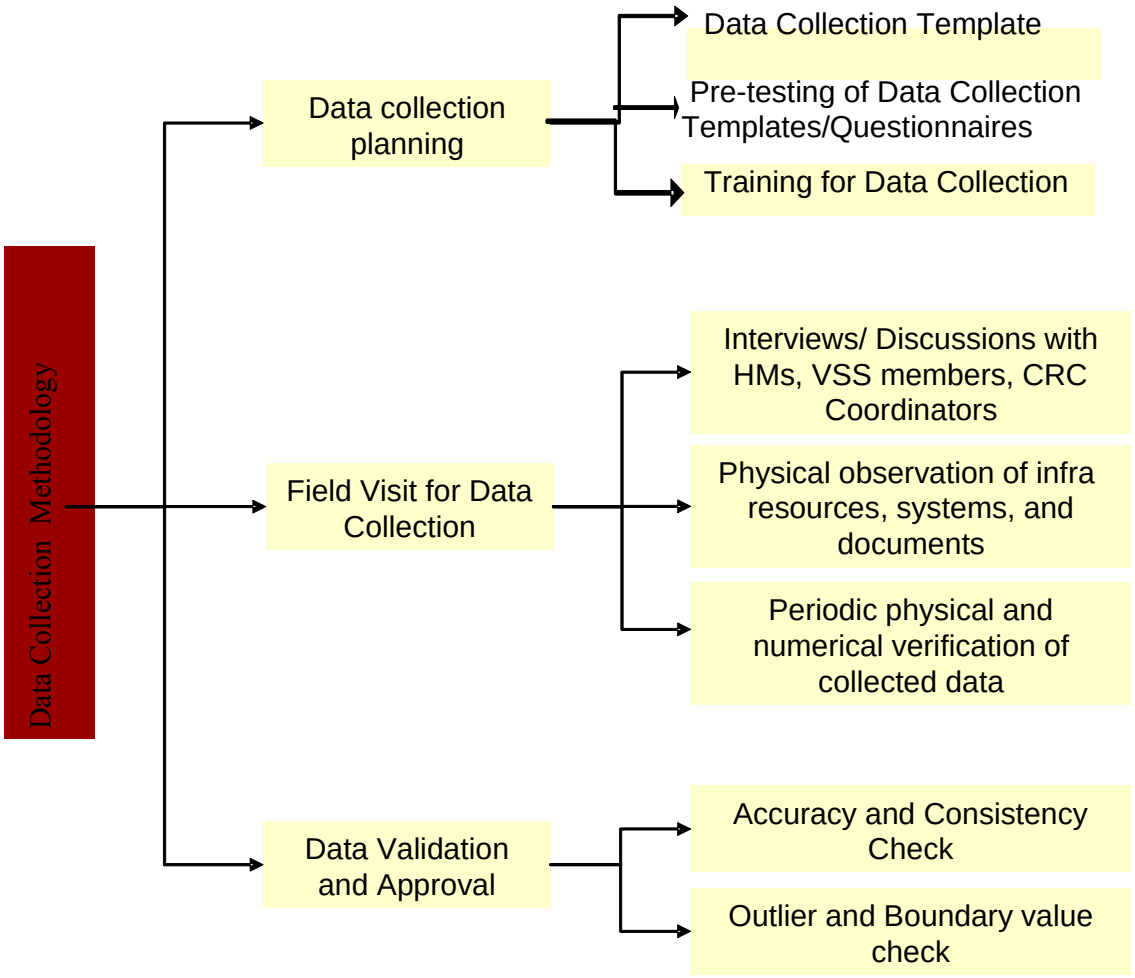


Exhibit 2: Data Collection Method and Approach

Tabulation, Analysis and Comparison:

The data collected for the sampled schools were collated and tabulated to facilitate easier sharing, referencing and analysis.

A comparative analysis of DISE and PES data were done on specific comparable indicators. After data collection, both the set of formats, already filled up, were scrutinized. The DISE format and questionnaire, developed by us, were subjected to comparison by using simple deviation method. The school wise, category wise and district wise data was analysed by using the simple deviation analysis in reference to all the comparable items. The overall deviation has been calculated as per following formula:

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

- where d1, d2, d3, d4….. stands for deviation of DISE data from post Enumeration data ignoring + or – signs.
- a, b, c, .., x indicates item of post enumeration survey data.

Based on the above formula, variations with regard to comparable items have been worked out. Statistical techniques like T- test and regression analysis were also used.

Software:

We deployed SPSS as the basic software for storing and submitting the basic / raw data collected during the study. However, the analysis was conducted through Shazam software.

Reference Period:

The DISE data pertains to the year 2008-09 with 30th September as reference date. Post enumeration survey was also of the same period.

Chapterisation:

Report is divided into seven chapters. Chapter 1 consists of introduction and background. Chapter 2 indicates objective of the study. Chapter 3 deals with methodology followed for the study. Chapter 4 consists of analysis of competitive data between the PES and DISE data. Chapter 5 contains analysis of non-comparable variables. Chapter 6 details the information generated to enumerator feedback schedule. Chapter7 deals with conclusion/ summary/suggestions /recommendations derived from the study.

Chapter 4

COMPARATIVE DATA ANALYSIS

Main objective of the study is to measure the precision levels as well as deviation of DISE data from PES data. This chapter contains a comparative analysis of common variables existing between PES and DISE survey data among the common schools covered and verifiable data generated through these tools. 644 sampled schools were visited and filled up with the PES data capturing formats. DISE DCF of sampled schools was collected from BRC/District Level Offices for comparison and verification.

After comparison between PES data and DISE DCF data, the common variables where deviations were established are furnished below:

School Management:

- Location of Schools
- Type of Schools
- Category of Schools
- Lowest Class in Schools
- Highest Class in Schools
- Management of Schools
- Residential status of Schools
- Part of Shift Schools
- Availability of Pre-Schools

Students Participation:

• Children's Enrolment in 2008-09

• Enrolment of disabled children

• Status of Repeaters

• Examination Results

School Infrastructure:

• Status of Teachers Sanctioned Post

• Status of Teachers In-position

• Status of School Building

• Status of School Blocks

• Status of number of Classrooms

• Status of number of Others Rooms

• Electricity in Schools

• Separate Toilets for Girls in Schools

• Common Toilets in Schools

• Availability of Black Boards

• Condition of Boundary Walls of Schools

• Source of Drinking Water in Schools

• Availability of Play Ground in Schools

• Availability of Computers in Schools

• Availability of Furniture in School

• Distribution of Textbooks

For each indicator of comparable variables as cited above, the item wise and sub-item-wise comparison of PES data with DISE data along with calculation of deviation ignoring

positive and negative signs is presented. Further the precision level for each indicator is calculated and presented in tables 4.1 to 4.55. The comprehensive analysis to work out average deviation and precision level has been presented in table 4.56

Table 4.1: Comparison of PES Data with DISE Data on School Location

Sl.No.	Category of School	Rural			Urban		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	423	423	0	26	25	1
2.	**Primary with Upper Primary**	172	173	1	15	14	1
3.	**Only Upper Primary**	5	5	0	1	1	0
4.	**Upper Primary with Secondary**	2	2	0	0	1	1
Total		602	603	1	42	41	3

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring $\pm$ sign = 4
4. % age deviation of DISE data from PES data = .6
5. Precision level of DISE data with relation to PES data = 99.4

Rural

1. Quantitative Value of items as per DISE data = 603
2. Quantitative Value of items as per PES data = 602
3. Quantitative Value of deviations ignoring $\pm$ sign = 1
4. % age deviation of DISE data from PES data = 0.17
5. Precision level of DISE data with relation to PES data = 99.93

Urban

1. Quantitative Value of items as per DISE data = 41
2. Quantitative Value of items as per PES data = 42
3. Quantitative Value of deviations ignoring $\pm$ sign = 3
4. % age deviation of DISE data from PES data = 7.1
5. Precision level of DISE data with relation to PES data = 92.9

Table 4.2: Comparison of PES Data with DISE Data on School Category

Sl.No.	Category of School	PES Data	DISE Data	Deviation	% age Deviation
1.	**Primary**	449	456	7	1.6
2.	**Primary with Upper Primary**	187	175	12	6.4
3.	**Only Upper Primary**	6	7	1	16.7
4.	**Upper Primary with Secondary**	2	6	4	
Total		644	644	24	3.7

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 24
4. % age deviation of DISE data from PES data = 3.7
5. Precision level of DISE data with relation to PES data = 96.3

Table 4.3: Comparison of PES Data with DISE Data on Type of School

Sl. No.	Category of School	Boys			Girls			Co-Education		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	3	5	2	6	1	5	440	443	3
2.	**Primary with Upper Primary**	3	1	2	6	3	3	178	183	5
3.	**Only Upper Primary**	0	0	0	0	0	0	6	6	0
4.	**Upper Primary with Secondary**	1	0	1	0	0	0	1	2	1
Total		7	6	5	12	4	8	625	634	9

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 22
4. % age deviation of DISE data from PES data = 3.4
5. Precision level of DISE data with relation to PES data = 96.6

Boys School

1. Quantitative Value of items as per DISE data = 6
2. Quantitative Value of items as per PES data = 7
3. Quantitative Value of deviations ignoring ± sign = 5
4. % age deviation of DISE data from PES data = 71.4
5. Precision level of DISE data with relation to PES data = 28.6

Girls School

1. Quantitative Value of items as per DISE data = 12
2. Quantitative Value of items as per PES data = 4
3. Quantitative Value of deviations ignoring ± sign = 8
4. % age deviation of DISE data from PES data = 66.7
5. Precision level of DISE data with relation to PES data = 33.3

Coeducation School

1. Quantitative Value of items as per DISE data = 625
2. Quantitative Value of items as per PES data = 634
3. Quantitative Value of deviations ignoring ± sign = 9
4. % age deviation of DISE data from PES data = 1.4
5. Precision level of DISE data with relation to PES data = 98.6

Table 4.4: Comparison of PES Data with DISE Data on School Management

Sl.No.	Category of School	Education Department			Social Welfare Deptt.			Private Aided			Private Unaided			Others	
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	D D
1	**Primary**	438	443	5	5	2	3	1	1	1	2	1	1	2	2
2.	**Primary with Upper Primary**	183	185	2	2	0	2	0	0	0	0	1	1	1	0
3.	**Only Upper Primary**	6	6	0	0	0	0	0	0	0	0	0	0	0	0
4.	**Upper Primary with Secondary**	1	2	1	1	0	1	0	0	0	0	0	0	0	0
Total		628	636	8	8	2	6	1	1	1	2	2	2	3	2

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 19
4. % age deviation of DISE data from PES data = 2.95
5. Precision level of DISE data with relation to PES data = 97.05

Education Department

1. Quantitative Value of items as per DISE data = 636
2. Quantitative Value of items as per PES data = 628
3. Quantitative Value of deviations ignoring ± sign = 8
4. % age deviation of DISE data from PES data = 2.44
5. Precision level of DISE data with relation to PES data = 97.56

Social Welfare Department

1. Quantitative Value of items as per DISE data = 2
2. Quantitative Value of items as per PES data = 8
3. Quantitative Value of deviations ignoring ± sign = 6
4. % age deviation of DISE data from PES data = 75.0
5. Precision level of DISE data with relation to PES data = 25.0

Table 4.5: Comparison of PES Data with DISE Data on Residential School

Sl. No.	Category of School	Residential School			Non Residential School		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	10	4	6	439	445	6
2.	**Primary with Upper Primary**	6	0	6	181	187	6
3.	**Only Upper Primary**	0	0	0	6	6	0
4.	**Upper Primary with Secondary**	1	0	1	1	2	1
Total		17	4	13	627	640	13

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 26
4. % age deviation of DISE data from PES data = 4.0
5. Precision level of DISE data with relation to PES data = 96.0

Residential School

1. Quantitative Value of items as per DISE data = 4
2. Quantitative Value of items as per PES data = 17
3. Quantitative Value of deviations ignoring ± sign = 13
4. % age deviation of DISE data from PES data = 76.46
5. Precision level of DISE data with relation to PES data = 23.54

Non Residential School

1. Quantitative Value of items as per DISE data = 640
2. Quantitative Value of items as per PES data = 627
3. Quantitative Value of deviations ignoring ± sign = 13
4. % age deviation of DISE data from PES data = 2.03
5. Precision level of DISE data with relation to PES data = 97.97

Table 4.6: Comparison of PES Data with DISE Data on Part of Shift School/Not Part of Shift School

Sl.No.	Category of School	Part of Shift School			Not Part of Shift School		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	8	16	8	441	433	8
2.	**Primary with Upper Primary**	2	3	1	185	184	1
3	**Only Upper Primary**	1	1	0	5	5	0
4.	**Upper Primary**	0	0	0	2	2	0

	with Secondary						
Total		11	20	9	633	624	9

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 18
4. % age deviation of DISE data from PES data = 2.8
5. Precision level of DISE data with relation to PES data = 97.2

Not Part of Shift School

1. Quantitative Value of items as per DISE data = 624
2. Quantitative Value of items as per PES data = 633
3. Quantitative Value of deviations ignoring ± sign = 9
4. % age deviation of DISE data from PES data = 1.42
5. Precision level of DISE data with relation to PES data = 98.58

Part of Shift School

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 11
3. Quantitative Value of deviations ignoring ± sign = 9
4. % age deviation of DISE data from PES data = 81.82
5. Precision level of DISE data with relation to PES data = 18.18

Table 4.7: Comparison of PES Data with DISE Data on Pre-School/Without Pre-Schooling

Sl.No.	Category of School	With of Pre Schooling			Without of Pre Schooling		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	22	45	23	427	404	23
2.	**Primary with Upper Primary**	9	25	16	178	162	16
3.	**Only Upper Primary**	0	0	0	6	6	0
4.	**Upper Primary with Secondary**	0	1	1	2	1	1
Total		31	71	40	613	573	40

Aggregate

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 80
4. % age deviation of DISE data from PES data = 12.4
5. Precision level of DISE data with relation to PES data = 87.6

With Pre-Schooling

1. Quantitative Value of items as per DISE data = 71
2. Quantitative Value of items as per PES data = 31

3. Quantitative Value of deviations ignoring ± sign = 40
4. % age deviation of DISE data from PES data = 129
5. Precision level of DISE data with relation to PES data = -29

Without Pre Schooling

1. Quantitative Value of items as per DISE data = 573
2. Quantitative Value of items as per PES data = 613
3. Quantitative Value of deviations ignoring ± sign = 40
4. % age deviation of DISE data from PES data = 6.53
5. Precision level of DISE data with relation to PES data = 93.47

Table 4.8: Comparison of PES Data with DISE Data on Lowest Grade

Sl.No.	**Lowest grades**	**PES Data**	**DISE Data**	**Deviation**	**% age Deviation**
1.	Class I	625	634	9	1.4
2.	Class IV	1	0	1	
3.	Class V	13	5	8	61.5
4.	Class VI	5	5	0	0
Total		644	644	18	2.8

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 18
4. % age deviation of DISE data from PES data = 2.8
5. Precision level of DISE data with relation to PES data = 97.2

Table 4.9: Comparison of PES Data with DISE Data on Highest Grade

Sl.No.	**Highest grades**	**PES Data**	**DISE Data**	**Deviation**	**% age Deviation**
1.	Class V	448	460	12	2.7
2.	Class VI	9	9	0	0
3.	Class VII	4	7	3	75.0
4.	Class VIII	183	168	15	8.2
Total		644	644	30	4.7

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 30
4. % age deviation of DISE data from PES data = 4.7
5. Precision level of DISE data with relation to PES data = 95.3

Table 4.10: Comparison of PES Data with DISE Data on Boys Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	76268	74625	1643	2.15
2	Upper Primary	21601	21925	324	1.50
	Total	97869	96550	1967	2.01

1. Quantitative Value of items as per DISE data = 96550
2. Quantitative Value of items as per PES data = 97869
3. Quantitative Value of deviations ignoring ± sign = 1967
4. % age deviation of DISE data from PES data = 2.01
5. Precision level of DISE data with relation to PES data = 97.99

Table 4.11: Grade wise Comparison of PES Data with DISE Data on Boys Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	21444	20426	1018	4.7
2	Grade II	17667	17405	262	1.5
3	Grade III	14597	14356	241	1.7
4	Grade IV	12074	12004	70	0.6
5	Grade V	10486	10434	52	0.5
6	Grade VI	8223	8237	14	0.2
7	Grade VII	7409	7529	120	1.6
8	Grade VIII	5969	6159	190	3.2
	Total	97869	96550	1967	2.01

Table 4.12: Comparison of PES Data with DISE Data on Girls Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	67514	72242	4728	7.00
2	Upper Primary	17016	16891	125	0.73
	Total	84530	89133	6461	7.64

1. Quantitative Value of items as per DISE data = 89133

2. Quantitative Value of items as per PES data = 84530
3. Quantitative Value of deviations ignoring ± sign = 6461
4. % age deviation of DISE data from PES data = 7.64
5. Precision level of DISE data with relation to PES data = 92.36

Table 4.13: Grade wise Comparison of PES Data with DISE Data on Girls Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	19832	19323	509	2.6
2	Grade II	16302	21755	5453	33.4
3	Grade III	12767	12843	76	0.6
4	Grade IV	10185	10168	17	0.2
5	Grade V	8428	8153	275	3.3
6	Grade VI	6729	6612	117	1.7
7	Grade VII	5893	5806	87	1.5
8	Grade VIII	4394	4473	79	1.8
	Total	84530	89133	6461	7.64

Table 4.14: Comparison of PES Data with DISE Data on Total Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	143782	146867	3085	2.15
2	Upper Primary	38617	38816	199	0.52
	Total	182399	185683	7702	4.22

1. Quantitative Value of items as per DISE data = 185683
2. Quantitative Value of items as per PES data = 182399
3. Quantitative Value of deviations ignoring ± sign = 7702
4. % age deviation of DISE data from PES data = 4.22
5. Precision level of DISE data with relation to PES data = 95.78

Table 4.15: Grade wise Comparison of PES Data with DISE Data on Total Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	41276	39749	1527	3.7
2	Grade II	33969	39160	5191	15.3
3	Grade III	27364	27199	165	0.6
4	Grade IV	22259	22172	87	0.4

5	Grade V	18914	18587	327	1.7
6	Grade VI	14952	14849	103	0.7
7	Grade VII	13302	13335	33	0.2
8	Grade VIII	10363	10632	269	2.6
	Total	182399	185683	7702	4.22

Table 4.16: Comparison of PES Data with DISE Data on SCs Boys Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	16571	17245	674	4.07
2	Upper Primary	3083	3227	144	4.67
	Total	19654	20472	818	4.16

1. Quantitative Value of items as per DISE data = 20472
2. Quantitative Value of items as per PES data = 19654
3. Quantitative Value of deviations ignoring $\pm$ sign = 818
4. % age deviation of DISE data from PES data = 4.16
5. Precision level of DISE data with relation to PES data = 95.24

Table 4.17: Grade wise Comparison of PES Data with DISE Data on SCs Boys Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	5286	5408	122	2.3
2	Grade II	3940	4029	89	2.3
3	Grade III	3104	3216	112	3.6
4	Grade IV	2326	2486	160	6.9
5	Grade V	1915	2106	191	10
6	Grade VI	1235	1274	39	3.2
7	Grade VII	1055	1134	79	7.5
8	Grade VIII	793	819	26	3.3
	Total	19654	20472	818	4.16

Table 4.18: Comparison of PES Data with DISE Data on SCs Girls Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	13795	14198	403	2.92
2	Upper Primary	2124	2188	64	3.01
3	Total	15919	16386	549	3.45

1. Quantitative Value of items as per DISE data = 16386
2. Quantitative Value of items as per PES data = 15919
3. Quantitative Value of deviations ignoring ± sign = 549
4. % age deviation of DISE data from PES data = 3.45
5. Precision level of DISE data with relation to PES data = 96.55

Table 4.19: Grade wise Comparison of PES Data with DISE Data on SCs Girls Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	4587	4801	214	4.7
2	Grade II	3528	3487	41	1.2
3	Grade III	2478	2568	90	3.6
4	Grade IV	1800	1863	63	3.5
5	Grade V	1402	1479	77	5.5
6	Grade VI	915	958	43	4.7
7	Grade VII	713	731	18	2.5
8	Grade VIII	496	499	3	0.6
	Total	15919	16386	549	3.45

Table 4.20: Comparison of PES Data with DISE Data on SCs Total Enrolment

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	30366	31443	1077	3.55
2	Upper Primary	5207	5415	208	3.99
3	Total	35573	36858	1285	3.61

1. Quantitative Value of items as per DISE data = 36858
2. Quantitative Value of items as per PES data = 35573
3. Quantitative Value of deviations ignoring ± sign = 1285
4. % age deviation of DISE data from PES data = 3.61
5. Precision level of DISE data with relation to PES data = 96.39

Table 4.21: Grade wise Comparison of PES Data with DISE Data on SCs Total Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	9873	10209	336	3.4
2	Grade II	7468	7516	48	0.6
3	Grade III	5582	5784	202	3.6
4	Grade IV	4126	4349	223	5.4

5	Grade V	3317	3585	268	8.1
6	Grade VI	2150	2232	82	3.8
7	Grade VII	1768	1865	97	5.5
8	Grade VIII	1289	1318	29	2.2
	Total	35573	36858	1285	3.61

Table 4.22: Grade wise Comparison of PES Data with DISE Data on Boys Mahadalit Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	1689	2207	518	30.7
2.	Grade II	1315	1442	127	9.7
3.	Grade III	938	1042	104	11.1
4.	Grade IV	737	755	18	2.4
5.	Grade V	574	616	42	7.3
6.	Grade VI	509	584	75	14.7
7.	Grade VII	280	484	204	72.9
8.	Grade VIII	298	516	218	73.2
	Total	6340	7646	1306	20.6

Table 4.23: Grade wise Comparison of PES Data with DISE Data on Girls Mahadalit Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	1467	1920	453	30.9
2.	Grade II	1112	1228	116	10.4
3.	Grade III	730	757	27	3.7
4.	Grade IV	555	544	11	2.0
5.	Grade V	419	398	21	5.0
6.	Grade VI	322	397	75	23.3
7.	Grade VII	215	360	145	67.4
8.	Grade VIII	206	342	136	66.0
	Total	5026	5946	920	18.3

Table 4.24: Grade wise Comparison of PES Data with DISE Data on Total Mahadalit Enrolment

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	3156	4127	971	30.8
2.	Grade II	2427	2670	243	10.0
3.	Grade III	1668	1799	131	7.9
4.	Grade IV	1292	1299	7	0.5
5.	Grade V	993	1014	21	2.1
6.	Grade VI	831	981	150	18.1

7.	Grade VII	495	844	349	70.5
8.	Grade VIII	504	858	354	70.2
	Total	11366	13592	2226	19.6

Table 4.25: Comparison of PES Data with DISE Data on Enrolment of Boys Disabled Children

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	626	842	216	34.50
2	Upper Primary	180	219	39	21.67
	Total	806	1061	255	31.64

1. Quantitative Value of items as per DISE data = 1061
2. Quantitative Value of items as per PES data = 806
3. Quantitative Value of deviations ignoring $\pm$ sign = 255
4. % age deviation of DISE data from PES data = 31.64
5. Precision level of DISE data with relation to PES data = 68.36

Table 4.26: Grade wise Comparison of PES Data with DISE Data on Enrolment of Boys Disabled Children

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	175	215	40	22.9
2.	Grade II	140	186	46	32.9
3.	Grade III	120	153	33	27.5
4.	Grade IV	90	148	58	64.4
5.	Grade V	101	140	39	38.6
6.	Grade VI	69	86	17	24.6
7.	Grade VII	66	75	9	13.6
8.	Grade VIII	45	58	13	28.9
	Total	806	1061	255	31.6

Table 4.27: Comparison of PES Data with DISE Data on Enrolment of Girls Disabled Children

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	410	479	69	16.83
2	Upper Primary	145	179	34	23.45
	Total	555	658	103	18.56

1. Quantitative Value of items as per DISE data = 658
2. Quantitative Value of items as per PES data = 555
3. Quantitative Value of deviations ignoring ± sign = 103
4. % age deviation of DISE data from PES data = 18.56
5. Precision level of DISE data with relation to PES data = 81.44

Table 4.28: Grade wise Comparison of PES Data with DISE Data on Enrolment of Girls Disabled Children

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	94	103	9	9.6
2.	Grade II	96	104	8	8.3
3.	Grade III	90	110	20	22.2
4.	Grade IV	72	77	5	6.9
5.	Grade V	58	85	27	46.6
6.	Grade VI	58	68	10	17.2
7.	Grade VII	55	68	13	23.6
8.	Grade VIII	32	43	11	34.4
	Total	555	658	103	18.6

Table 4.29: Comparison of PES Data with DISE Data on Enrolment of Disabled Children

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	1036	1321	285	27.51
2	Upper Primary	325	398	73	22.46
	Total	1361	1719	358	26.30

1. Quantitative Value of items as per DISE data = 1719
2. Quantitative Value of items as per PES data = 1361
3. Quantitative Value of deviations ignoring ± sign = 358
4. % age deviation of DISE data from PES data = 26.30
5. Precision level of DISE data with relation to PES data = 73.7

Table 4.30: Grade wise Comparison of PES Data with DISE Data on Enrolment Of Disabled Children

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1.	Grade I	269	318	49	18.2
2.	Grade II	236	290	54	22.9
3.	Grade III	210	263	53	25.2
4.	Grade IV	162	225	63	38.9
5.	Grade V	159	225	66	41.5

6.	Grade VI	127	154	27	21.3
7.	Grade VII	121	143	22	18.2
8.	Grade VIII	77	101	24	31.2
	Total	1361	1719	358	26.3

Table 4.31: Comparison of PES Data with DISE Data on Boys Repeaters

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	2862	6416	3554	124.18
2	Upper Primary	170	323	153	90.00
3	Elementary	3032	6739	3707	122.26

1. Quantitative Value of items as per DISE data = 6739
2. Quantitative Value of items as per PES data = 3032
3. Quantitative Value of deviations ignoring $\pm$ sign = 3707
4. % age deviation of DISE data from PES data = 122.26
5. Precision level of DISE data with relation to PES data = -22.26

Table 4.32: Gradewise Comparison of PES Data with DISE Data on Boys Repeaters

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	1825	3638	1813	99.3
2	Grade II	477	1221	744	156
3	Grade III	272	761	489	179.8
4	Grade IV	152	436	284	186.8
5	Grade V	136	360	224	164.7
6	Grade VI	101	159	58	57.4
7	Grade VII	45	89	44	97.8
8	Grade VIII	24	75	51	212.5
	Total	3032	6739	3707	122.26

Table 4.33: Comparison of PES Data with DISE Data on Girls Repeaters

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	2399	5603	3204	133.56
2	Upper Primary	67	229	162	241.79
3	Total	2466	5832	3366	136.50

1. Quantitative Value of items as per DISE data = 5832
2. Quantitative Value of items as per PES data = 2466
3. Quantitative Value of deviations ignoring ± sign = 3366
4. % age deviation of DISE data from PES data = 136.50
5. Precision level of DISE data with relation to PES data = -36.50

Table 4.34: Gradewise Comparison of PES Data with DISE Data on Girls Repeaters

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	1548	3325	1777	114.8
2	Grade II	389	1063	674	173.3
3	Grade III	235	587	352	149.8
4	Grade IV	134	379	245	182.8
5	Grade V	93	249	156	167.7
6	Grade VI	50	121	71	142
7	Grade VII	11	76	65	590.9
8	Grade VIII	6	32	26	433.3
	Total	2466	5832	3366	136.5

Table 4.35: Comparison of PES Data with DISE Data on Total Repeaters

S.N.	Category of School	PES Data	DISE Data	Deviation	%age Deviation
1	Primary	5261	12019	6758	128.45
2	Upper Primary	237	552	315	132.91
3	Total	5498	12571	7073	128.65

1. Quantitative Value of items as per DISE data = 12571
2. Quantitative Value of items as per PES data = 5498
3. Quantitative Value of deviations ignoring ± sign = 7073
4. % age deviation of DISE data from PES data = 128.65
5. Precision level of DISE data with relation to PES data = -28.65

Table 4.36: Gradewise Comparison of PES Data with DISE Data on Total Repeaters

S.N.	Grade	PES Data	DISE Data	Deviation	%age Deviation
1	Grade I	3373	6963	3590	106.4
2	Grade II	866	2284	1418	163.7
3	Grade III	507	1348	841	165.9

4	Grade IV	286	815	529	185
5	Grade V	229	609	380	165.9
6	Grade VI	151	280	129	85.4
7	Grade VII	56	165	109	194.6
8	Grade VIII	30	107	77	256.7
	Total	5498	12571	7073	128.65

Table 4.37: Comparison of PES Data with DISE Data on Teachers Post Sanctioned

Sl.No.	Category of School	PES Data	DISE Data	Deviation
1.	Primary	1438	1613	175
2.	Primary with Upper Primary	1373	1621	248
3.	Only Upper Primary	68	74	6
4.	Upper Primary with Secondary	12	19	7
	Total	2891	3327	436

1. Quantitative Value of items as per DISE data = 2891
2. Quantitative Value of items as per PES data = 3327
3. Quantitative Value of deviations ignoring + sign = 436
4. % age deviation of DISE data from PES data = 15.0
5. Precision level of DISE data with relation to PES data = 85.0

Table 4.38: Comparison of PES Data with DISE Data on Teachers In-Position

Sl.No.	Category of School	PES Data	DISE Data	Deviation
1.	Primary	1509	1216	293
2.	Primary with Upper Primary	1375	1207	168
3.	Only Upper Primary	69	50	19
4.	Upper Primary with Secondary	19	16	3
	Total	2972	2489	483

1. Quantitative Value of items as per DISE data = 2972
2. Quantitative Value of items as per PES data = 2489
3. Quantitative Value of deviations ignoring + sign = 483
4. % age deviation of DISE data from PES data = 16.25
5. Precision level of DISE data with relation to PES data = 83.75

Table 4.39: District Wise Comparison Academic Supervision

District		CIMP	DCF	Deviation	% of deviation
BUXAR	Total teaching days	**14443**	**15546**	1103	7.64
	Total numbers of academic supervisions	**203**	**73**	130	64.04
	Number of Visits by CRCCs	**499**	**344**	155	31.06
	Number of Visits by BRCCs	**198**	**55**	143	72.22
EAST	Total teaching days	**33601**	**32191**	1410	4.20

CHAMPARAN					
	Total numbers of academic supervisions	**497**	**456**	41	8.25
	Number of Visits by CRCCs	**1645**	**1292**	353	21.46
	Number of Visits by BRCCs	**562**	**410**	152	27.05
GAYA	Total teaching days	**40517**	**35692**	4825	11.91
	Total numbers of academic supervisions	**517**	**440**	77	14.89
	Number of Visits by CRCCs	**825**	**773**	52	6.30
	Number of Visits by BRCCs	**288**	**318**	30	10.42
JAMUI	Total teaching days	**17013**	**12823**	4190	24.63
	Total numbers of academic supervisions	**188**	**198**	10	5.32
	Number of Visits by CRCCs	**571**	**228**	343	60.07
	Number of Visits by BRCCs	**216**	**180**	36	16.67
SAHARSA	Total teaching days	**11501**	**12296**	12296	106.91
	Total numbers of academic supervisions	**375**	**88**	287	76.53
	Number of Visits by CRCCs	**582**	**327**	255	43.81
	Number of Visits by BRCCs	**83**	**62**	21	25.30
SARAN	Total teaching days	**27278**	**23520**	3758	13.78
	Total numbers of academic supervisions	**453**	**224**	229	50.55
	Number of Visits by CRCCs	**1237**	**517**	720	58.21
	Number of Visits by BRCCs	**390**	**240**	150	38.46
Bihar	Total teaching days	**144353**	**132068**	12285	8.51
	Total numbers of academic supervisions	**2233**	**1479**	754	33.77
	Number of Visits by CRCCs	**5359**	**3481**	1878	35.04
	Number of Visits by BRCCs	**1737**	**1265**	472	27.17

Quantitative Value of deviations ignoring ± sign

Table 4.40: Comparison of PES Data with DISE Data on Status of School Building

Sl. No.	Category of School	Private			Ranted			Government			No Buildin		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	D
1.	Primary	21	7	14	6	5	1	282	307	25	140	130	
2.	Primary with Upper Primary	5	5	0	1	1	0	163	173	10	18	8	
3.	Only Upper	0	0	0	0	0	0	2	2	0	0	0	

	Primary												
4.	Upper Primary with Secondary	0	0	0	0	0	0	5	6	1	1	0	
	Total	26	12	14	7	6	1	452	488	36	159	138	

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 72
4. % age deviation of DISE data from PES data = 11.18
5. Precision level of DISE data with relation to PES data = 88.82

Table 4.41: Comparison of PES Data with DISE Data on Number of Building Blocks in the Schools

Sl.No.	Category of School	PES Data	DISE Data	Deviation	% Deviation
1.	Primary	599	670	71	11.9
2.	Primary with Upper Primary	547	621	74	13.5
3.	Only Upper Primary	11	9	2	18.2
4.	Upper Primary with Secondary	8	8	0	0.0
	Total	1165	1308	147	12.6

1. Quantitative Value of items as per DISE data = 1165
2. Quantitative Value of items as per PES data = 1308
3. Quantitative Value of deviations ignoring ± sign = 147
4. % age deviation of DISE data from PES data = 12.6
5. Precision level of DISE data with relation to PES data = 87.4

Table 4.42: Comparison of PES Data with DISE Data on Number of Classrooms

Sl.No.	Category of School	PES Data	DISE Data	Deviation	% Deviation
1.	Primary	1009	950	59	5.8
2.	Primary with Upper Primary	924	890	34	3.7
3.	Only Upper Primary	37	25	12	32.4
4.	Upper Primary with Secondary	16	17	1	6.3
	Total	1986	1882	106	5.3

1. Quantitative Value of items as per DISE data = 1986
2. Quantitative Value of items as per PES data = 1882
3. Quantitative Value of deviations ignoring ± sign = 106
4. % age deviation of DISE data from PES data = 5.3
5. Precision level of DISE data with relation to PES data = 94.7
6. Average number of classrooms per school = 3.08

Table 4.43: Comparison of PES Data with DISE Data on Number of Others Rooms

Sl.No.	Category of School	PES Data	DISE Data	Deviation	% Deviation
1.	Primary	149	163	14	9.4
2.	Primary with Upper Primary	173	186	13	7.5
3.	Only Upper Primary	3	0	3	100.0
4.	Upper Primary with Secondary	1	5	4	400.0
	Total	326	354	34	8.3

1. Quantitative Value of items as per DISE data = 326
2. Quantitative Value of items as per PES data = 354
3. Quantitative Value of deviations ignoring ± sign = 34
4. % age deviation of DISE data from PES data = 10.4
5. Precision level of DISE data with relation to PES data = 89.6

Table 4.44: Comparison of PES Data with DISE Data on Number of Blackboards

Sl. No.	Category of School	PES Data	DISE Data	Deviation	% Deviation
1.	Primary	1092	1125	33	3.0
2.	Primary with Upper Primary	1037	942	95	9.2
3.	Only Upper Primary	25	18	7	28.0
4.	Upper Primary with Secondary	16	7	9	56.3
	Total	2170	2092	144	6.6

1. Quantitative Value of items as per DISE data = 2170
2. Quantitative Value of items as per PES data = 2092
3. Quantitative Value of deviations ignoring ± sign = 144
4. % age deviation of DISE data from PES data = 6.6
5. Precision level of DISE data with relation to PES data = 93.4

Table 4.45: Comparison of PES Data with DISE Data on Distribution of Text Books

Sl.No.	Social Category	PES Data	DISE Data	Deviation	% Deviation
1.	SC Students	26385	13192	13193	50.00
2.	ST Students	1364	1011	353	25.88
3.	OBC Students	41692	36367	5325	12.77
4.	General Students	8746	10177	1431	16.36
	Total	78187	60747	17440	22.31

1. Quantitative Value of items as per DISE data = 60747
2. Quantitative Value of items as per PES data = 78187
3. Quantitative Value of deviations ignoring ± sign = 17440
4. % age deviation of DISE data from PES data = 22.31
5. Precision level of DISE data with relation to PES data = 77.69

Table 4.46: Comparison of PES Data with DISE Data on Availability of total number of Computer

Sl.No.	Category of School	PES Data	DISE Data	Deviation	% Deviation
1.	Primary	0	7	7	
2.	Primary with Upper Primary	6	10	4	66.67
3.	Only Upper Primary	3	3	0	0.0
4.	Upper Primary with Secondary	0	0	0	-
	Total	9	20	11	122.22

1. Quantitative Value of items as per DISE data = 20
2. Quantitative Value of items as per PES data = 9
3. Quantitative Value of deviations ignoring ± sign = 11
4. % age deviation of DISE data from PES data = 122.22
5. Precision level of DISE data with relation to PES data = -22.22

Table 4.47: Comparison of PES Data with DISE Data on Availability of Common Toilets

Sl.No.	Category of School	Common Toilet Available			Common Toilet Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	Primary	202	182	20	247	267	20
2.	Primary with Upper Primary	141	137	4	46	50	4
3.	Only Upper Primary	2	1	1	0	1	1
4.	Upper Primary with Secondary	5	4	1	1	2	1
	Total	350	324	26	294	320	26

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 52
4. % age deviation of DISE data from PES data = 8.1
5. Precision level of DISE data with relation to PES data = 91.9

Table 4.48: Comparison of PES Data with DISE Data on Availability of Separate Girls Toilet

Sl. No.	Category of School	Separate Toilet Available			Separate Toilet Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	Primary	94	82	12	355	367	12
2.	Primary with Upper Primary	75	60	15	112	127	15
3.	Only Upper Primary	1	1	0	1	1	0
4.	Upper Primary with Secondary	1	1	0	5	5	0
	Total	171	144	27	473	500	27

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644

3. Quantitative Value of deviations ignoring ± sign = 54
4. % age deviation of DISE data from PES data = 8.4
5. Precision level of DISE data with relation to PES data = 91.6

Table 4.49: Comparison of PES Data with DISE Data on Availability of Electricity

Sl. No.	Category of School	Electricity Available			Electricity Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	Primary	4	9	5	445	440	5
2.	Primary with Upper Primary	14	13	1	173	174	1
3.	Only Upper Primary	1	1	0	5	5	0
4.	Upper Primary with Secondary	0	0	0	2	2	0
	Total	19	23	6	625	621	6

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 12
4. % age deviation of DISE data from PES data = 1.9
5. Precision level of DISE data with relation to PES data = 98.1

Table 4.50: Comparison of PES Data with DISE Data on Availability of Playing Ground

Sl. No.	Category of School	Play Ground Available			Play Ground Not Available		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	**Primary**	**86**	**98**	12	**363**	**351**	12
2.	Primary with Upper Primary	88	85	3	99	102	3
3.	Only Upper Primary	2	2	0	0	0	0
4.	Upper Primary with Secondary	2	3	1	4	3	1
	Total	178	188	16	466	456	16

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 32
4. % age deviation of DISE data from PES data = 5.0
5. Precision level of DISE data with relation to PES data = 95.0

Table 4.51: Comparison of PES Data with DISE Data on Condition of Boundary Wall of Schools

Sl. No.	Category of School	Pucca	Pucca but Broken	Barbed wire Fencing	Hedges	Others

		PES Data	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**	**PES Data**	**DI Da**	
1.	Primary	75	51	24	7	64	57	4	10	6	7	1	6	0		
2.	Primary with Upper Primary	65	41	24	12	35	23	1	3	2	1	1	0	0		
3.	Only Upper Primary	1	1	0	3	1	2	2	0	2	0	0	0	0	(	
4.	Upper Primary with Secondary	1	1	0	0	0	0	0	0	0	0	0	0	0	(	
	Total	142	94	48	22	100	82	7	13	10	8	2	6	0		

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 204
4. % age deviation of DISE data from PES data = 31.7
5. Precision level of DISE data with relation to PES data = 68.3

Table 4.52: Comparison of PES Data with DISE Data on Source of Drinking Water

Sl.No.	**Category of School**	**Hand Pump**			**Well**			**Tap Water**			**No facility**		
		PES Data	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**	**PES Data**	**DISE Data**	**Deviation**
1.	Primary	244	287	43	2	16	14	1	1	0	202	145	57
2.	Primary with Upper Primary	157	171	14	1	5	4	1	1	0	28	10	18
3.	Only Upper Primary	2	2	0	0	0	0	0	0	0	0	0	0
4.	Upper Primary with Secondary	5	5	0	0	0	0	0	0	0	1	1	0
	Total	408	465	57	3	21	18	2	2	0	231	156	75

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 150
4. % age deviation of DISE data from PES data = 23.29
5. Precision level of DISE data with relation to PES data = 76.71

Table 4.53: Comparison of PES Data with DISE Data on Availability of Furniture's

For Students in Schools

Sl. No.	Category of School	Furniture for all			Furniture for some			Furniture for none		
		PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation	PES Data	DISE Data	Deviation
1.	Primary	16	21	5	155	147	8	278	281	3
2.	Primary with Upper Primary	13	19	6	140	134	6	34	34	0
3.	Only Upper Primary	0	0	0	2	2	0	0	0	0
4.	Upper Primary with Secondary	1	1	0	3	3	0	2	2	0
	Total	30	41	11	300	292	14	314	317	3

1. Quantitative Value of items as per DISE data = 644
2. Quantitative Value of items as per PES data = 644
3. Quantitative Value of deviations ignoring ± sign = 28
4. % age deviation of DISE data from PES data = 4.3
5. Precision level of DISE data with relation to PES data = 95.7

Table 4.54 : COMPARISION OF PES DATA WITH DISE DATA ON ANNUAL EXAMINATION OF GRADE 5

		PES data	DISE data	Deviation	% deviation
Passed Total	Boys	9535	9540	5	0.05
	Girls	7985	7761	224	2.81
	Total	17520	17301	229	1.31
	Percentage	95.3	100		
Passed SC/ST	Boys	1820	1818	2	0.11
	Girls	1179	1201	22	1.87
	Total	2999	3019	24	0.80
	Percentage	94	100		

1. Quantitative Value of items as per DISE data = 17301
2. Quantitative Value of items as per PES data = 17520
3. Quantitative Value of deviations ignoring ± sign = 229
4. % age deviation of DISE data from PES data = 1.31
5. Precision level of DISE data with relation to PES data = 98.69
6. Pass percentage with respect to appearance = 95.3
7. Pass SC/ST percentage with respect to appearance = 94

Table 4.55 : COMPARISION OF PES DATA WITH DISE DATA ON ANNUAL EXAMINATION OF GRADE 8

		PES data	DISE data	Deviation	% deviation
Passed Total	Boys	5086	5766	680	13.37
	Girls	3804	4000	196	5.15
	Total	8890	9766	876	9.85
	Percentage	95.5	100		
Passed SC/ST	Boys	1058	867	191	18.05
	Girls	443	536	93	20.99
	Total	1501	1403	284	18.92
	Percentage	82.6	100		

1. Quantitative Value of items as per DISE data = 9766
2. Quantitative Value of items as per PES data = 8890
3. Quantitative Value of deviations ignoring ± sign = 876
4. % age deviation of DISE data from PES data = 9.85
5. Precision level of DISE data with relation to PES data = 90.15
6. Pass percentage with respect to appearance = 95.5
7. Pass SC/ST percentage with respect to appearance = 82.6

Table 4.56: COMPARIHANSIVE ANALYSIS IN PERCENTAGE DEVIATIONS AND PRECISIONS LEVEL OF DISE DATA WITH PES DATA ON COMPARABLE INDICATORS

Sl.No.	Indicators	**PES Data**	**DISE Data**	**Deviation**	**% age Deviation**
1	**SCHOOL CATEGORY**	644	644	24	3.7
2	**SCHOOL LOCATION**	644	644	4	3.7
3	**TYPE OF SCHOOL**	644	644	22	3.4
4	**SCHOOL MANAGEMENT**	644	644	19	3.4
5	**RESIDENTIAL SCHOOL**	644	644	26	4.0
6	**SHIFT SCHOOL**	644	644	18	2.8
7	**WITH/WITHOU PRE-SCHOOL**	644	644	80	12.4
8	**LOWEST GRADE**	644	644	18	2.8
9	**HIGHEST GRADE**	644	644	30	4.7
10	**ENROLMENT**	182399	185683	7702	4.22
11	**MAHADALIT ENROLMENT**	11366	13592	2226	19.6
12	**ENROLMENT OF DISABLED CHILDREN**	1361	1719	358	26.3
13	**REPEATERS**	5498	12571	7073	128.65
14	**TEACHERS POST SANCTIONED**	2891	3327	436	15
15	**TEACHERS IN-POSITION**	2972	2489	483	16.25
16	**Total teaching days**	144353	132068	12285	8.51
17	**Total numbers of academic supervisions**	2233	1479	754	33.77
18	**Number of Visits by CRCCs**	5359	3481	1878	35.04
19	**Number of Visits by BRCCs**	1737	1265	472	27.17
20	**SCHOOL BUILDING**	644	644	72	11.18
21	**BUILDING BLOCKS**	1165	1308	147	12.6
22	**CLASSROOMS**	1986	1882	106	5.3
23	**OTHERS ROOMS**	326	354	34	8.3
24	**NUMBER OF**	2170	2092	144	6.6

	BLACKBOARDS				
25	**COMMON TOILETS**	644	644	52	8.1
26	**SEPARATE GIRLS TOILET**	644	644	54	8.4
27	**AVAILABILITY OF ELECTRICITY**	644	644	12	1.9
28	**AVAILABILITY OF PLAYING GROUND**	644	644	32	5.0
29	**BOUNDARY WALL**	644	644	204	31.7
30	**DRINKING WATER**	644	644	150	23.29
31	**AVAILABILITY OF FURNITURE**	644	644	28	4.3
32	**Text Books**	78187	60747	17440	22.31
33	**Number of Computer**	9	20	11	122.22
34	**Pass in grade 5**	17520	17301	229	1.31
35	**Pass in grade 8**	8890	9766	876	9.85
		481370	462092	53499	**11.11**

The above mentioned Table 4.56 depicts the overall deviations of DISE data from PES data. Taking all the comparable indicators into consideration, the average deviation of DISE data in relation to PES data is 11.11 % and precession level is 88.89 %.

The highest deviation of data are seen in those indicators, which involve degree of interpretation, understanding and under/ over reporting. These indicators are enrolment of disabled children, number of repeaters, number of academic supervisions, number of visits by CRCC, number of visits by BRCC, distribution of text books, number of computers, sources of drinking water and the condition of the boundary wall of the schools. The indicators which involved high degree of deviation in DISE data and the Post Enumeration Survey (PES) data resulting in low precision level are given in following table with explanations (Table 4.57). Analysis and interpretation of comparable indicators with high degree of deviations (more than 20%) are as follows:

Table 4.57: COMPARATIVE INDICATORS WITH DEVIATIONS MORE THAN 20 PERCENT

DEVIATION MORE THAN 20%

Sl.No.	Indicators	PES Data	DISE Data	Deviation	% age Deviation	
1.	Boys Disabled Children	806	1061	255	31.6	68.4
	Total Enrolment of Disabled Children	1361	1719	358	26.3	73.7
2.	Boys Repeater	3032	6739	3707	122.26	-22.26
	Girls Repeaters	2466	5832	3366	136.50	-36.5
	Total Repeaters	5498	12571	7073	128.65	-28.65
6.	Boys Mahadalit enrolment	6340	7646	1306	20.6	79.4
3.	Total numbers of academic supervisions	2233	1479	754	34	66
4.	Number of Visits by CRCCs	5359	3481	1878	35.04	65
5.	Number of Visits by BRCCs	1737	1265	472	27.17	73
6.	Condition of boundary wall of schools	644	644	204	31.7	68.3
7.	Source of drinking water	644	644	150	23.29	76.71
8	Text Books	78187	60747	17440	22.31	68.3
9	number of Computer	9	20	11	122.22	76.71

Number of Repeaters: High deviation of DISE data from PES data were found for number of repeaters. Data reveals that overall deviation of DISE data from PES data on number of repeaters in schools is 128.65%. DISE data has higher repeaters than PES data. DISE data reveals over reporting. DISE defines repeaters keeping them in three categories, i.e.(i) Failed and retained in same class, (ii) Retained in the same class for prolonged absence (more than 3 months) and lastly,(iii) Re-admission after a gap of more than one academic session. But in practice, it was observed during the survey that the teachers treated only the failed ones and some students from the category of prolonged absentees as Repeaters. They treat re-admission as new admission. So the major problem is the understanding/ interpretation of the term "Repeaters". Grade wise analysis shows more deviation in Girl repeaters (136.5%) than the Boy Repeaters (122.26%).

Number of Computers: High deviation of 122.22% from PES data found for number of computers. During survey it was found that the number of computers is over reported in DISE data. Majority of the schools have no computer. This is illustrated in Table 4.46.

Number of visits by CRCCs and BRCCs: Table 4.39 shows number of visits by CRCCs and BRCCs. Deviation on number of visits by CRCCs and BRCCs are 35.04% and 27.17%, respectively. Record for the above was not maintained. Answers were given on the basis of assumptions and presumptions/memory.

Number of academic supervisions: Table 4.39 provides the detailed academic supervisions. Number of academic supervisions has been over reported in the DISE data. Deviation of DISE data from PES data is 34% and precision level is 66%. Record for the above was not maintained. Answers were given on the basis of assumptions and presumptions.

Condition of Boundary Walls in the Schools: Details on the condition of the boundary walls in the schools is detailed in Table 4.51. The Table illustrates 31.7% deviation from PES data and shows 68.3% precision level. Deviation found is based on the interpretation on the condition of the boundary walls. Maximum deviation is found in the two sets of category i.e., firstly, between 'Pucca' and 'Pucca but broken' and secondly, defining the type of boundary wall- Wire fencing, Hedges and others.

Enrolment of Disabled Children: Table 4.25 to 4.30 reveals information about enrolment of disabled children. DISE data shows high deviations of 26.3% from PES data and 73.7% precision level. Deviation at primary level is 27.51% and 22.46% at upper primary level. Grade wise analysis shows more deviation in the lower classes than in the upper classes. The DISE figures are on the higher side than PES figures on number of disabled children. This may be a case of over reporting of disabled children in DISE DCF due to problem in interpretation.

Source of drinking water: High deviation of 23.29% from PES data is found in the source of drinking water. During survey it was found that nearly 1/3 schools have no

facility for drinking water in school. Deviation of 32.5% from PES data is observed on no drinking facility.

Distribution of Textbooks: High deviation of 22.31% in DISE from PES data is found in distribution of textbooks. During survey it was found that after distributing the books to the SC/ST boys and girls, extra books should have been kept in library for general use, but in practice, schools distributed rest of the books to other students. See Table 4.45. Maximum deviation is 50% for SC and 25.88% for ST – Refer Table 4.45. Majority of the schools never show it in the DISE format. Moreover, Issue registers were not maintained properly in the schools.

Indicators with deviations of **10 -20 percent**, are illustrated in Table 4.58:

Table 4.58: COMPARATIVE INDICATORS WITH DEVIATIONS 10 - 20 PERCENT

DEVIATION BETWEEN 10-20%						
Sl.No.	Indicators	**PES Data**	**DISE Data**	**Deviation**	**% age Deviation**	
1	Girls Mahadalit Enrolment	5026	5946	920	18.3	81.7
2	Total Mahadalit Enrolment	11366	13592	2226	19.6	80.4
3	Teachers post sanctioned	2891	3327	436	15	85
4.	Teachers in-position	2972	2489	483	16.25	83.75
5.	Status of school building	644	644	72	11.18	88.82
6.	Number of building blocks in the schools	1165	1308	147	12.6	87.4
7.	Girls Disabled Children	555	658	103	18.56	81.44
8.	Number of others rooms	326	354	34	10.4	89.6
9.	Pre-School & Without of Pre Schooling	644	644	80	12.4	87.4

Enrolment of Mahadalit: Highest deviation is observed in the enrolment of Mahadalit children. It is 19.6% deviation and decomposition of this deviation, gender-wise is 20.6% and 18.3% for boys and girls, respectively. Table 4.22 – 4.24 illustrates the distribution of enrolment and its deviation from DISE data. The major reason for deviation was interpretation of the term Mahadalit which was not clear in many of the schools.

Teachers Sanctioned Posts and Teachers-In-Position: Table 4.37 and 4.38 suggest the deviation of 15% in sanctioned posts and 16.25% for teachers-in-position. The State of Bihar is passing through a transition phase in the recruitment of teachers. Data on teachers sanctioned posts and in-position is very cumbersome now-a-days. The teachers' database have become more complex with several innovative steps taken, changes in policies, different types and layers of teachers.It is very difficult to get a clear picture of the sanctioned posts and teachers in-positions, at any level of the management, especially, at the lowest level i.e. the schools.

Earlier appointments of regular teachers were made through centralized recruitment process against sanctioned posts (earlier at district level and then at state level). To actualize the PTR at 40:1, in 2002-03 provisions were made for appointment of one teacher per rural school. These recruitments were done by the Gram Panchayats under SSA. Again in 2005-06, under SSA, 80,512 additional teachers post were sanctioned to actualize the PTR 40:1. These appointments were made by PRIs and were known as Panchayat Shiksha Mitras (PSM) and in 2006 they were converted to Panchayat / Prakhand Shikshaks.

In 2006-07, 79152 posts for new teachers' (additional as well as new primary school teachers) were sanctioned under SSA and recruited by Panchayats/Prakhand-Panchayat/Nagar also known as Panchayat/Prakhand/Nagar Shikshaks. Vacancies were identified for the post of Teachers at District level on the basis of enrolment and PTR were allotted (according to school needs and segregated at Panchayat and Prakhand Level) concerned.

Panchayats are responsible for the recruitment in the concerned schools. In majority of the cases, school received the appointed teachers and not the sanctioned post. So, that there is a large deviation in sanctioned post data.

High deviations in "in-position" may be due to large number of transfer of teachers as per choice, deputation of teachers in another school, deputation of teachers for other activities and appointment of new teachers.

Number of School Building Block: Detailed comparison of DISE data with PES data on number of building blocks in schools is given in Table 4.41, which shows 12.6% of deviation and 87.4% precision. Majority of deviations are in the school category at the level of upper primary only. During field visit it was observed that teachers count those blocks also which not part of the school are, but they are situated within the perimeters of the boundary wall of the school. These buildings may be CRC, BRC, government or community building. DISE should be clear and precise on these types of situations.

Status of School Building: Detailed comparison of the DISE data from PES data on status of school buildings is given in Table 4.40. Table shows 11.18% of deviation and 88.82% precision. Major deviation was found in the category of private school buildings.

Indicators with deviations with **5 - 10 percent** are illustrated in following table: Table 4.59

Table 4.59: COMPARATIVE INDICATORS WITH DEVIATIONS 5 - 10 PERCENT

DEVIATION BETWEEN 5-10%						
Sl.No.	Indicators	**PES Data**	**DISE Data**	**Deviation**	**% age Deviation**	
1.	Total teaching days	144353	132068	12285	8.51	91
2	Number of classrooms	1986	1882	106	5.3	94.7
3	Number of blackboards	2170	2092	144	6.6	93.4
4	Availability of common toilets	644	644	52	8.1	91.9
5.	Availability of separate girls toilet	644	644	54	8.4	91.6
6.	Availability of playing ground	644	644	32	5	95
7	Pass in grade 8	8890	9766	876	9.85	90.15

No. of Teaching days: Detailed comparison of DISE data from PES data on the total number of teaching days is given in Table 4.39, which shows 8.51% deviation from PES data. Precision level is 91.49%. District wise deviation is also given in Table 4.39. The table shows that the highest deviation of 106.91% is found in Saharsa district and the lowest deviation is in East Champaran district. Exceptionally, Saharsa district reports more in DISE compared to other districts.

Number of classrooms: Detailed comparison of DISE data with PES data on number of classrooms in the schools is explained in Table 4.42, which depicts 5.3% of deviation and 94.7% precision level. This deviation was due to the under reporting of classrooms. In few cases, it was observed that the additional classrooms which have been constructed and are presently being used by the schools, but have not been officially handed over to the school management, the schools are not including them in its data.

Number of others rooms: Comparison of DISE data with PES data about number of other rooms in the schools has been given in Table 4.43, which depicts 10.4% of deviation and 89.6% precision level. This deviation is due to the under reporting about the number of other rooms. Highest deviations are observed in the primary level followed by the secondary and upper primary level.

Availability of Black Boards: Comparison on availability of Blackboard in schools is presented in Table 4.44. Figures reveal that the deviation of data from PES data is 6.6% and as a consequence the precision level is 93.4%. Here also, the DISE data shows under reporting on availability of Blackboards in schools.

Availability of common toilets: A detailed comparison on availability of common toilets in schools is presented in Table 4.47. Figures reveal that the deviation of data from PES data was 8.1% and as a consequence the precision level was 91.9%. Here DISE data shows under reporting on availability of common toilets in the schools.

Availability of separate Toilets for Girls in Schools: A detailed comparison of separate toilets for girls has been explained in Table 4.48. It indicates that the overall deviation of DISE data from PES data was 8.4%, and the precision level was 91.6%. School category wise analysis shows more deviations in Primary and Upper primary schools.

Availability of playground: Deviation of DISE data on availability of playground from PES data is 5% and precision is 95%. Major deviation was found on non availability of playground in primary level. Immediate action is needed to develop the playground in schools. It will also help to increase enrolments in different social category.

Indicators with deviations, which show **less than 5 percent**, are illustrated in the following table 4.60:

Table 4.60: COMPARATIVE INDICATORS WITH DEVIATIONS WITH LESS THAN 5 PERCENT

Sl.No.	Indicators	PES Data	DISE Data	Deviati-on	Deviat-ion %	Precisio-n Level
DEVIATION BELOW 5%						
1.	**SCHOOL LOCATION**					
	Rural	602	603	1	.17	99.93
	Urban	42	41	3	7.1	92.9
	Total	644	644	4	**0.6**	99.4
2.	SCHOOL CATEGORY	644	644	24	**3.7**	96.3
3.	**TYPE OF SCHOOL**					
	Boys	7	6	5	71.4	28.6
	Girls	12	4	8	66.7	33.3
	Co education	625	634	9	1.4	98.6
	Total	644	644	22	**3.4**	96.6
4.	**SCHOOL MANAGEMENT**					
	Education Department	628	638	8	2.44	97.56
	Social Welfare Department	8	2	6	75	25
	Total	644	644	19	**2.95**	97.05
5.	Residential School	17	4	13	76.46	23.54
	Non Residential School	627	640	13	2.03	97.97
	Total	644	644	26	**4**	96
6.	Part of Shift School	11	20	9	1.42	98.58
	Not Part of Shift School	633	624	9	81.82	18.18
	Total	644	644	18	**2.8**	97.2

7.	Lowest Grade	644	644	18	2.8	97.2
8.	Highest Grade	644	644	30	4.7	95.3
9.	Boys Enrolment	97869	96550	1967	2.01	98
	Girls Enrolment	84530	89132	6461	7.64	92.36
	Total Enrolment	182399	185683	7702	**4.22**	95.78
10.	SC boys Enrolment	19654	20472	818	4.16	95.84
	SC girls Enrolment	15919	16386	549	3.45	96.55
	SC TOTAL Enrolment	35573	36858	1285	**3.61**	96.39
11.	Availability of furniture's for students in schools	644	644	28	4.3	95.7
12.	Availability of electricity	644	644	12	1.9	98.1
13	Pass in grade 5	17520	17301	229	1.31	98.69

Type of Schools: Low deviations found in the type of schools. Figure shows deviation of 3.4%, and lowest deviation of 1.4% in co-education schools.

Location of Schools: Table 4.1 shows the low deviation of 0.6% and precision level of DISE data from PES data on location of School is 99.4%. A slight deviation is found where PES data does not match with DISE data. It may be due to the lack of clear understanding about geographical (urban and rural) areas.

Category of Schools: As regards the category of the schools, 96.3% of the cases the DISE data were found to be completely matching with DISE data.

Lowest and highest classes in schools: Table 4.8 & 4.9 further infers that precision level of 97.2% was found in the lowest classes and 95.3% in the highest classes in schools match with DISE data.

Management of Schools: 97.05% precision level is found in management category of schools. The deviations may be due to interpretation of private aided, Madarsa aided and government schools.

Enrolment of Boys and Girls: Data regarding enrollment in schools have been analyzed at primary (Grad 1-V) and upper primary (VI-VIII) levels. Table 4.10 – 4.14 provides the enrollment details. On total level enrolment deviation is 4.22% giving precision level of 95.78%. Maximum deviation was found in the primary level (I-V), of which, 2.15% is for

boys and 7.0% for girls. Grade wise analysis of the enrolment figures show that in the lower grades the deviations of DISE data from PES data is high, low deviation in the middle grades and is again high in the VIII grade. On an average, the DISE enrolment figures are higher than PES enrolment. These may be due to improper maintenance of records.

Caste wise analysis of enrolment shows that the deviation of SC enrolment is 3.61%, out of which 4.22% for SC boys and 4.16% for SC girls. Grade wise, major deviation is of 8.1% which was observed in grade V, in which the highest deviation is of 10% for SC boys and 5.5% for SC girls. Enrolment figures of DISE do not match with the PES data, and deviation is 3.55% for primary and 3.99% for upper primary level.

Availability of Furniture in Schools: Deviation of 4.3% from PES data found for availability of furniture in schools. Major deviations were found between furniture for "some" and furniture for "none" especially in primary with upper primary school category. It may be a clear case of interpretation to the indicator.

Chapter 5

ANALYSIS OF NON COMPARABLE VARIABLES

This chapter is an analysis of the non-comparable variables, in areas like indicators on students attendance, teachers attendance, VSS formation, VSS meetings held, the availability of updated proceedings of the VSS meeting and use of DISE information. Indicator wise analyses of these non comparable indicators are as follows:

Student's attendance:

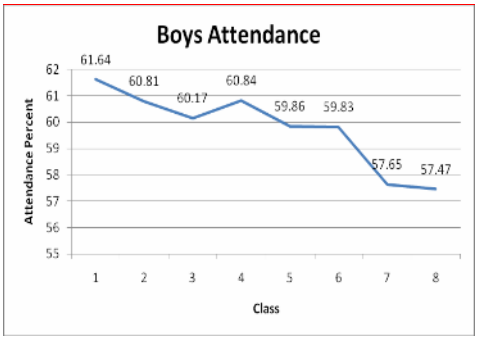
During sample survey, grade wise and social category wise students' enrolment and their attendance on the day of the visit were recorded. These records are given below in Table 5.1 – Table 5.3, Chart 5.1 – Chart 5.3d. Table 5.1 provides the percentage of students' attendance gender wise. Table 5.2 shows the student attendance rate of SC and ST gender

wise Table 5.3 describes region wise as well as district wise student enrolment gender wise.

Table 5.1: Student Attendance Rate on the Day of Visit

	Percentage of attendance		
Grade	**Boys**	**Girls**	**Total**
Class I	61.64	59.08	60.41
Class II	60.81	59.35	60.11
Class III	60.17	58.25	59.27
Class IV	60.84	59.37	60.16
Class V	59.86	58.56	59.28
Primary	70.53	68.96	69.76
Class VI	59.83	61.45	60.57
Class VII	57.65	57.49	57.57
Class VIII	57.47	59.72	58.45
Upper Primary	67.52	66.59	67.09
Total	69.55	68.23	68.92

Chart 5.1A: Comparison of Girls & Boys attendance



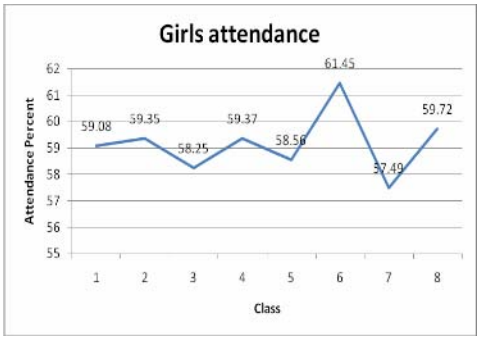


Chart 5.1B: Grade wise comparison of Girls & Boys attendance

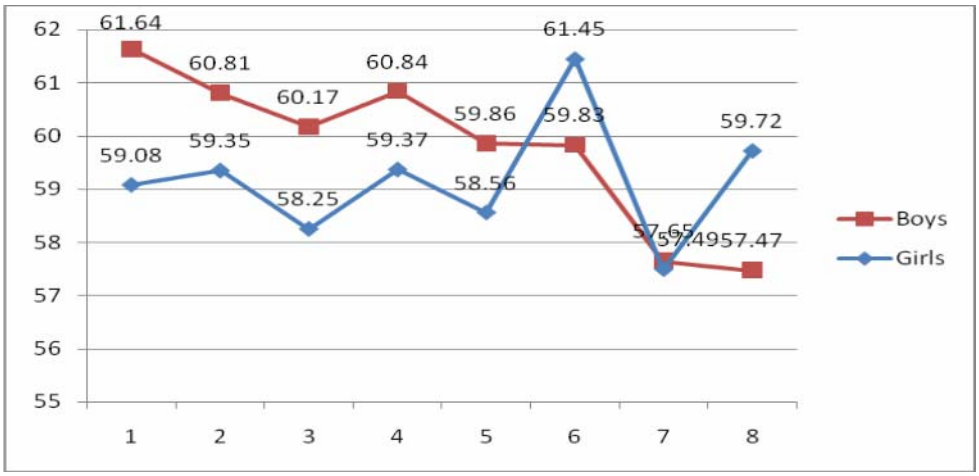
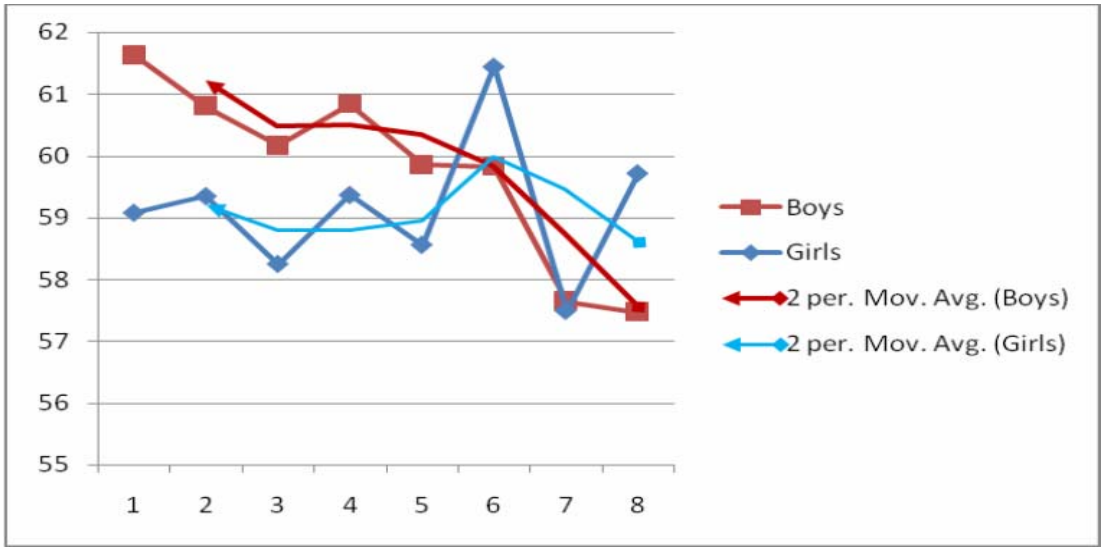


Chart 5.1C: Grade wise comparison of Girls & Boys attendance



It is evident from above trend line movement that the boys attendance compared to girls attendance dips continuously as the Class increases.

Table 5.2: Student Attendance Rate of SC and ST on the Day of Visit

Grade	SC			ST		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Class I	46.62	48.27	47.38	44.80	41.79	43.37
Class II	54.41	50.68	52.65	61.96	50.91	56.40
Class III	54.59	51.60	53.26	54.61	61.47	57.57
Class IV	56.42	51.70	54.38	62.50	71.09	66.22
Class V	55.03	55.88	55.38	53.69	34.78	44.60
Class VI	60.23	58.67	59.55	62.24	86.84	69.12
Class VII	57.42	58.69	57.93	57.58	62.96	60.00
Class VIII	56.32	50.83	54.21	46.15	43.18	44.79
Total	55.25	44.75	54.13	49.14	40.27	45.6

Chart 5.2: Class wise attendance of SC/ST students

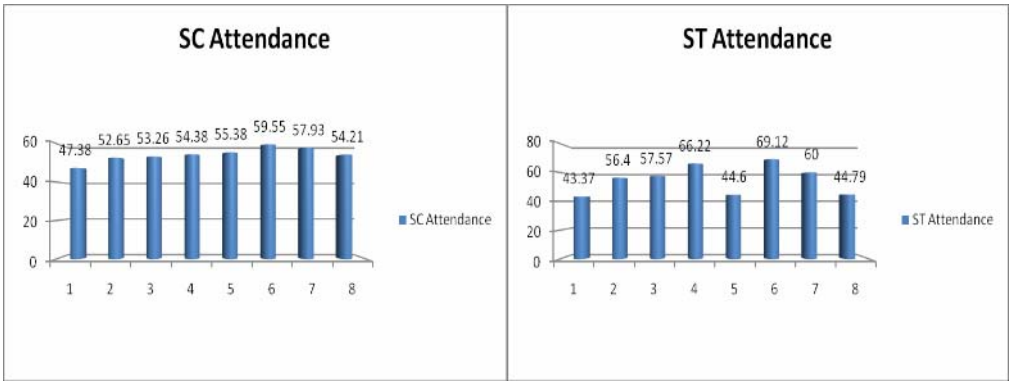


Table 5.3: Region and District Wise Student Attendance Rate on Day Visit

Grade	North Bihar					
	East Champaran			Saharsa		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Class I	67.23	65.69	66.51	77.15	71.99	74.79
Class II	62.24	58.87	60.62	72.15	72.55	72.32
Class III	63.26	60.25	61.86	69.97	68.43	69.35
Class IV	60.77	61.71	61.19	67.71	73.73	69.97
Class V	62.99	60.66	61.95	67.29	72.19	68.72
Class VI	55.57	57.35	56.38	67.45	69.11	67.96
Class VII	46.50	52.91	49.34	60.63	73.33	64.09
Class VIII	52.17	63.70	56.63	70.74	68.89	70.22
	Central Bihar					
	Buxar			Saran		
Grade	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Class I	69.22	67.99	68.60	57.44	56.47	56.96
Class II	73.52	70.37	71.93	58.96	58.99	58.97
Class III	67.73	73.77	70.46	55.37	57.48	56.38
Class IV	71.02	67.45	69.27	57.80	56.50	57.17
Class V	71.52	64.34	68.07	56.87	57.02	56.94

Class VI	65.36	71.15	68.08	56.45	59.79	58.10
Class VII	71.79	64.44	68.36	55.19	57.91	56.52
Class VIII	65.27	63.52	64.47	60.60	59.68	60.15
	South Bihar					
	Gaya			Jamui		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Class I	56.26	54.18	55.25	48.16	43.83	46.06
Class II	57.18	57.33	57.26	45.57	43.81	44.74
Class III	58.09	57.54	57.83	49.28	37.30	43.23
Class IV	63.39	57.34	60.51	45.04	44.79	44.94
Class V	60.70	56.92	58.94	39.27	45.52	41.50
Class VI	67.01	62.04	64.69	42.07	50.00	44.98
Class VII	67.48	61.68	64.87	33.16	31.49	32.47
Class VIII	60.67	61.11	60.87	32.55	28.74	31.02

Chart 5.3A: Rate of Student Attendance in North Bihar

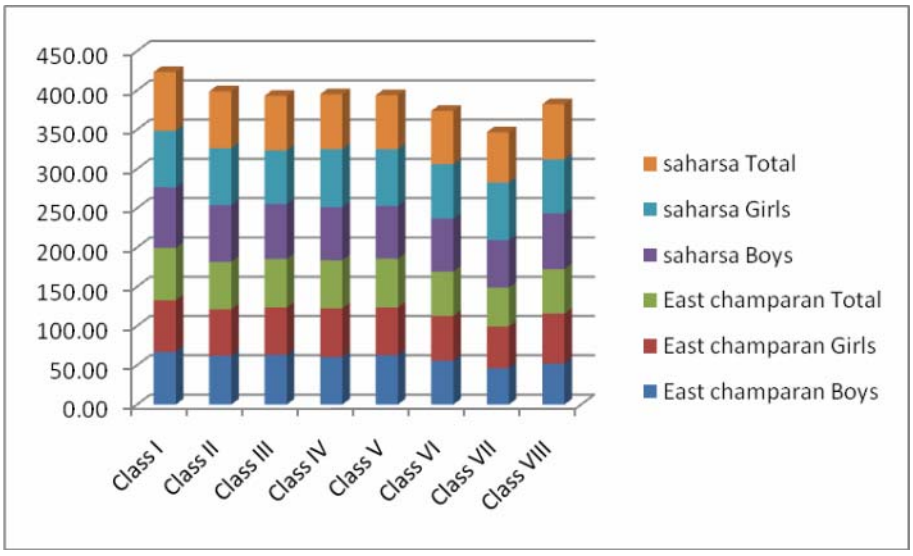


Chart 5.3B: Rate of Student Attendance in Central Bihar

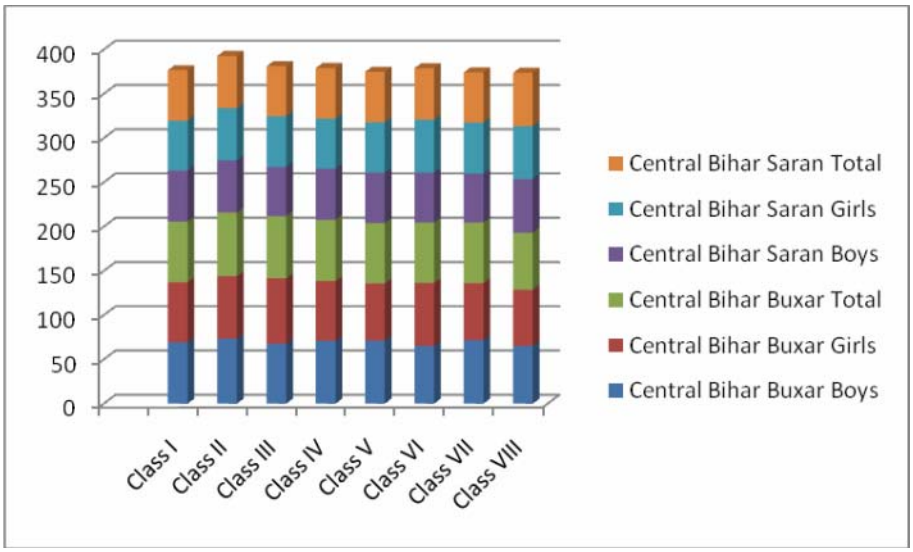
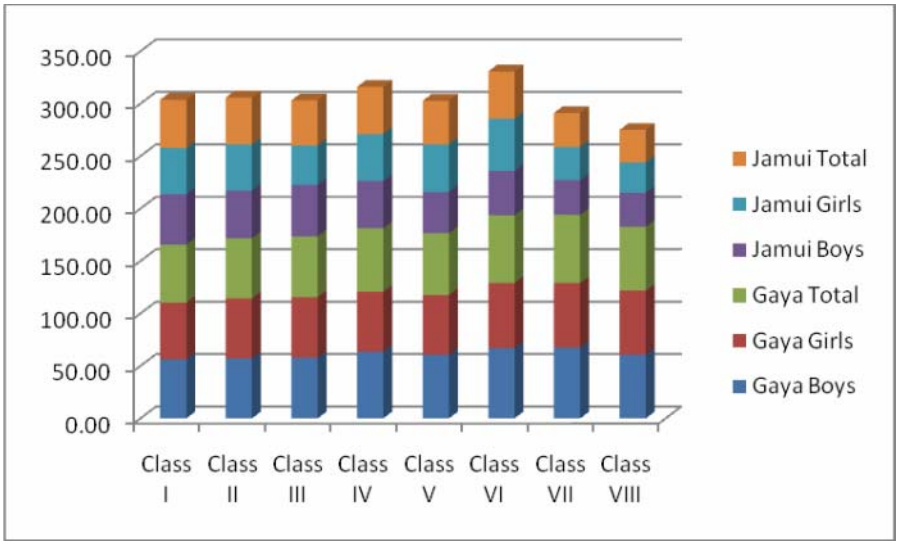


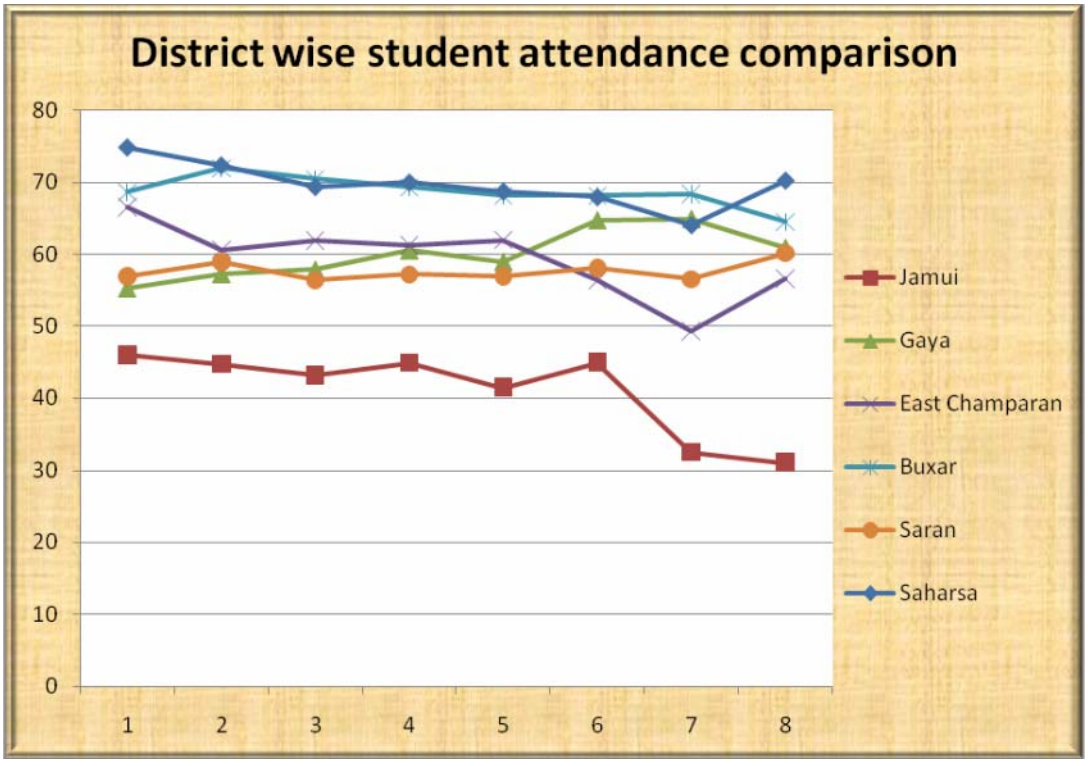
Chart 5.3C: Rate of Student Attendance in South Bihar



Attendance on the day of visit was 68.92%.Although attendance of the boys was slightly higher than the girls,there was no significant difference between boys and girls attendence. The attendance in Jamui district was lowest (31.02%). Attempt should be

made to improve attendance in all the districts with special emphasis on Jamui district.Poor monitoring was the major reason for low attendance in Jamui district.

Chart 5.3D Comparison of District wise Student Attendance



The graph clearly shows Buxar and Saharsa as the best performing and Jamui as the worst performing district on the attendance front.

Teachers Attendance:

Besides teachers sanctioned posts and teachers in position, data was also collected for the number of teachers present on the day of visit. District wise gender composition of teachers is given in Table 5.4. Table 5.5 provides district wise presence of teachers (percentage) on the day of the visit. Chart 5.5 shows rate of district wise presence and absenteeism of the teachers on the day visit.

Table 5.4: District Wise Number of Teacher by Gender in Primary and Upper Primary Schools

District	Total	Male	Female
BUXAR	128	**81**	**47**
EAST CHAMPARAN	515	**308**	**207**
GAYA	318	**186**	**132**
JAMUI	224	**143**	**81**
SAHARSA	251	**138**	**113**
SARAN	336	**212**	**124**

Chart 5.4: District Wise Number of Teachers by gender in Primary and Upper Primary

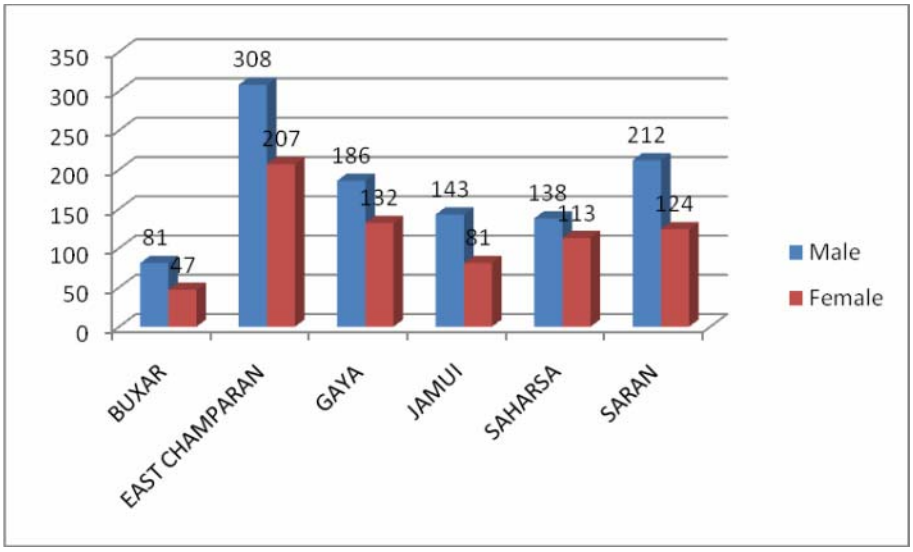
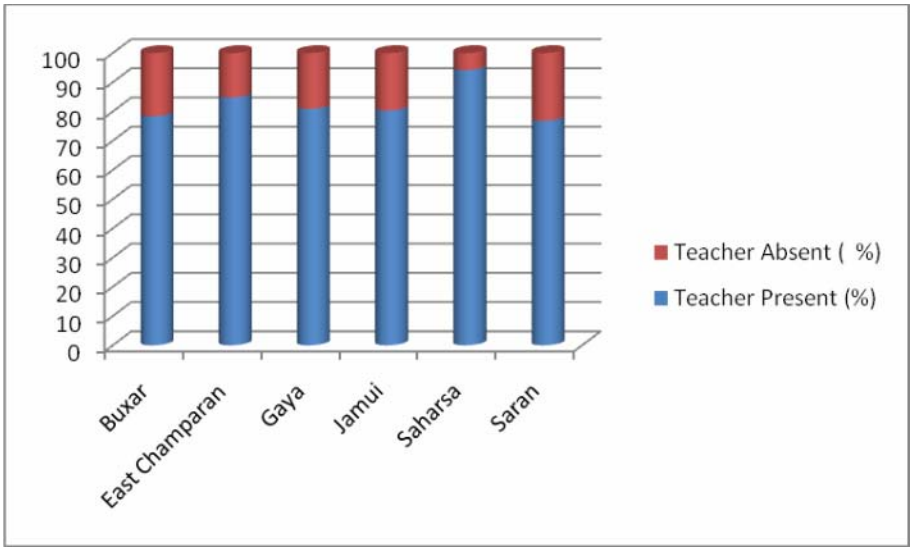


Table 5.5: Teachers Attendance On The Day Of Visit

	Buxar	East Champaran	Gaya	Jamui	Saharsa	Saran	Total
Teacher Present (%)	78.39	84.83	80.92	80.36	94.19	76.82	82.6
Teacher Absent (%)	21.61	15.17	19.08	19.64	5.81	23.18	17.4

Chart 5.5: Rate of District Wise Teacher Attendance on the Day of Visit



17.4% teachers were absent on the day of visit.Lowest absentees was observed in saharsa (5.81%) and highest in Buxar(21.61%).Average teacher per school was 3,which appeared low for conducting all classes.

Vidyalaya Shiksha Samiti (VSS):

The Vidyalaya Shiksha Samiti (VSS) is the stakeholder of school management under Sarva Shiksha Abhiyan (SSA). The aim of SSA is to achieve its goal through community involvement. It treats community as one of the stakeholders in the school management. VSS was formed for each school to look after the overall management of the school.

Table 5.6 shows the trends of VSS formation during 2000 to beginning of 2009. Distribution of VSS formation is given in Table 5.7 and Chart 5.7. Table 5.8 provides the composition of office bearer in VSS formation by gender.

Table 5.6: Year Wise Number of VSS Formation

Year	No. of VSS formation
2000	3
2001	11
2002	11
2003	19
2004	24
2005	116
2006	124
2007	256
2008	43
2009 (January)	1

Chart 5.6: Year Wise Number of VSS Formation

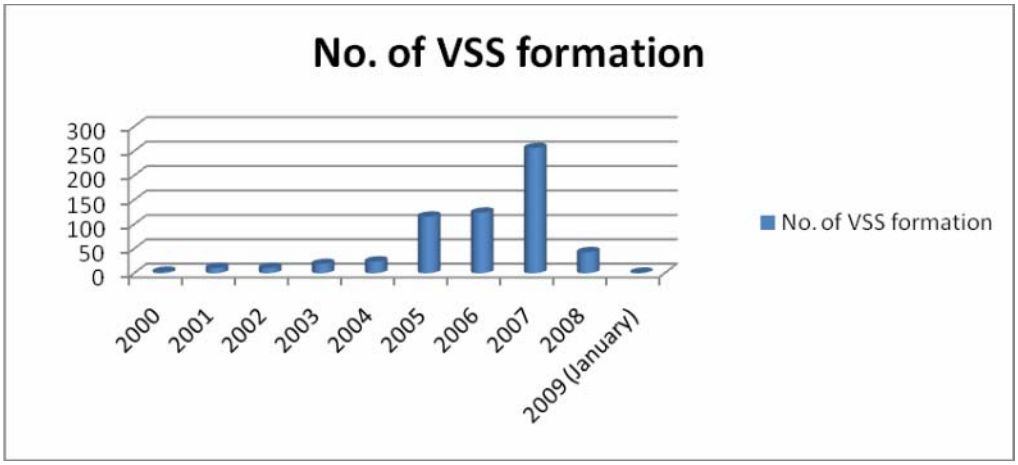


Table 5.7: District Wise Number of VSS

Districts						Total
Buxar	East Champaran	Gaya	Jamui	Saran	Saharsa	
65	154	174	72	117	62	644

Chart 5.7: District Wise Number of VSS

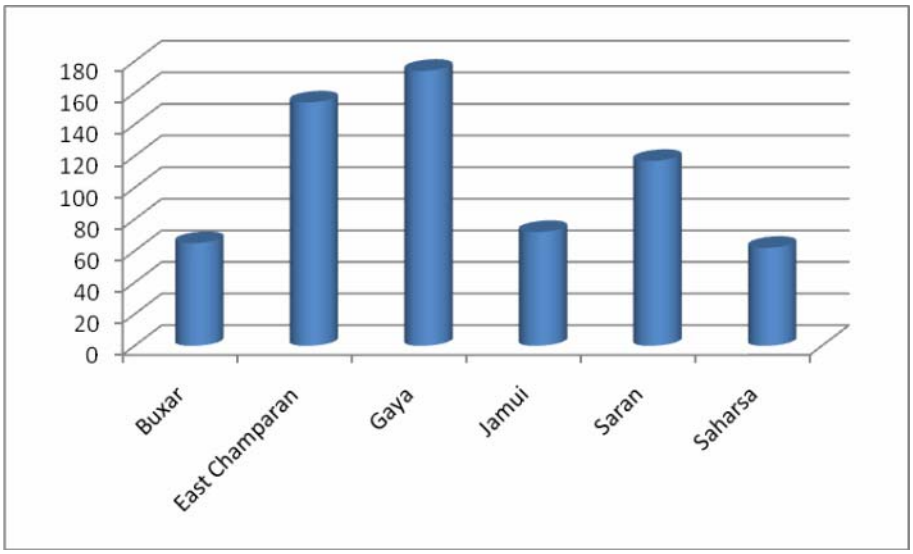


Table 5.8: Sex Composition Of Office Bearer In VSS Formation

	VSS President	VSS Secretary
Male	67.5	36.2
Female	32.5	63.8
Total	100.0	100.0

Chart 5.8: Gender Composition in VSS Secretary

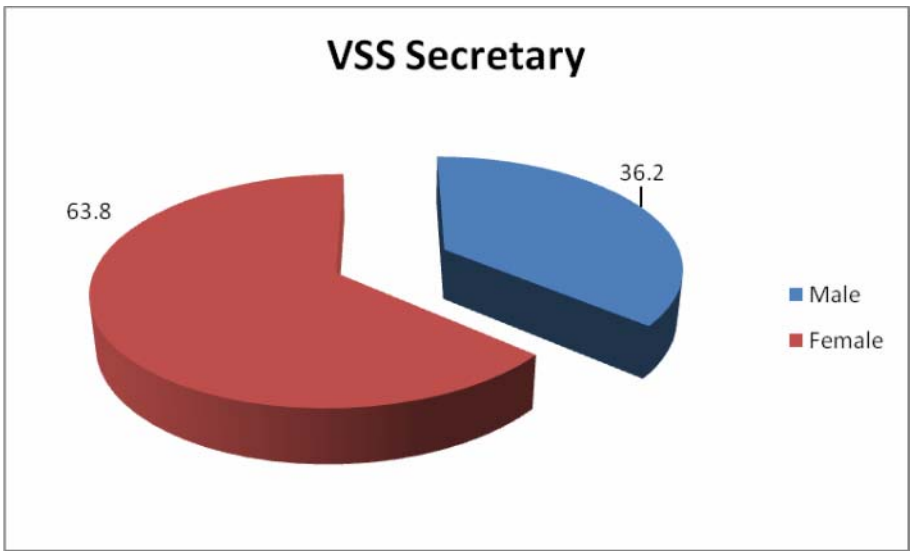


Chart 5.9: Gender Composition in VSS President

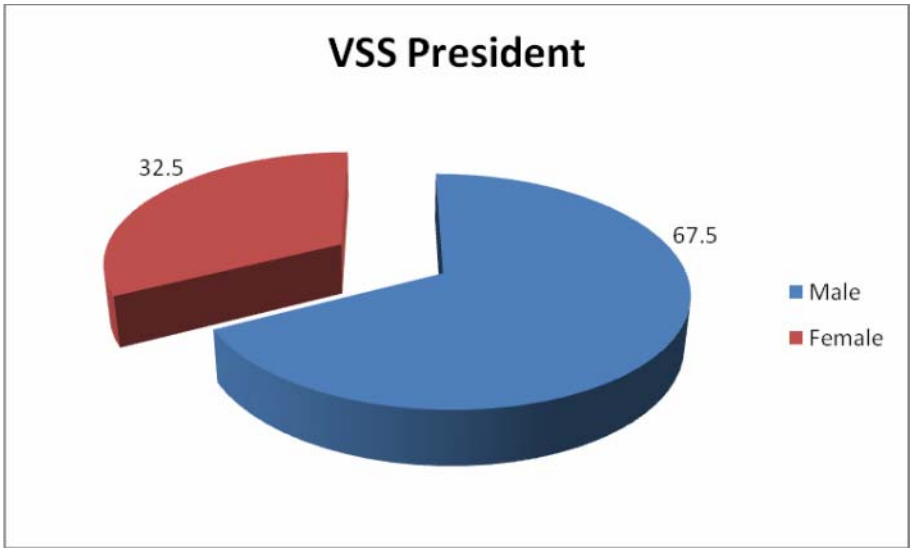


Table 5.9: Record Maintenance of Previous VSS Meetings

Record Maintenance of previous VSS meetings	
Yes	88.6
No	11.4
Total	100.0

Chart 5.10: Records Maintenance of Previous VSS Meetings

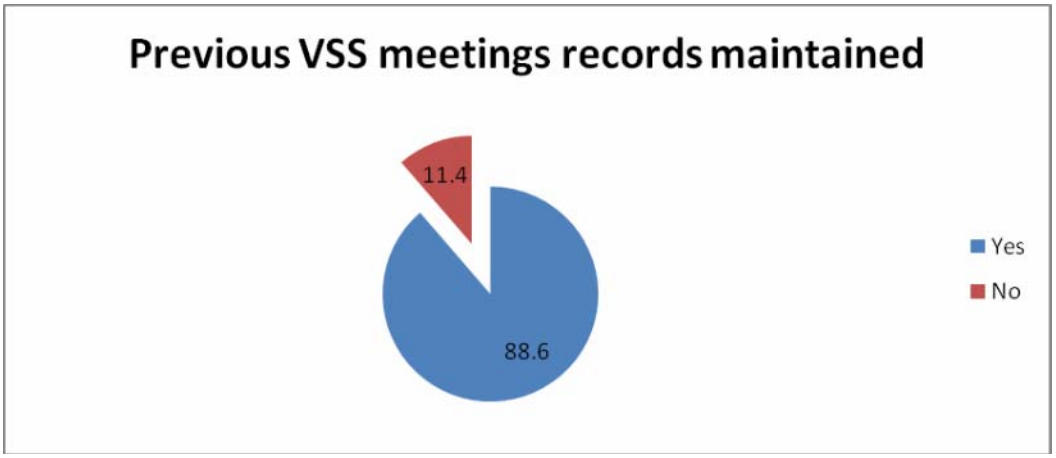
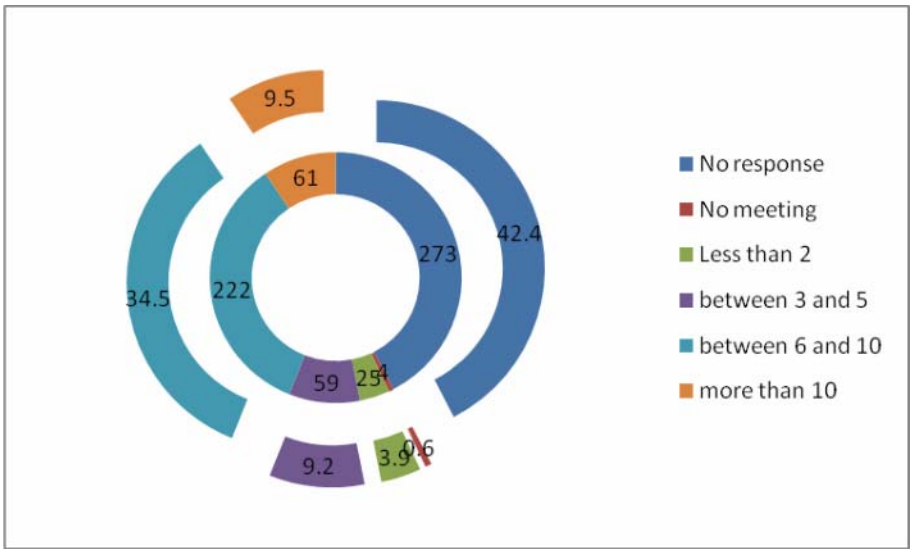


Table 5.10: Number of VSS meeting during 2007-08

	Number of VSS meeting	
	Numbers	Percentage
No response	273	42.4
No meeting	4	0.6
Less than 2	25	3.9
between 3 and 5	59	9.2
between 6 and 10	222	34.5
more than 10	61	9.5
Total	644	100.00

Chart 5.11: Number of VSS meeting during 2007-08



VSSs have been formed in all schools. Women had a good percentage of shares as office bearers of the VSS. Records of the previous meetings of VSS were not maintained in 11.4% of sample schools. In 273 schools investigator receive no response regarding VSS meeting. In four schools VSS meetings was not held at all. In 25 schools, less than 2 meetings were held. Attempts should be made to regulate meetings to make the functioning of VSS more effective for better monitoring and co-ordination.

Use of DISE information:

DISE data information is important for school managements/CRCC/BRCC/district officials for cluster coordinators. Table 5.11 provides how VSS uses the DISE information and Table 5.12 shows how Cluster Resource Centre Coordinator uses the DISE information.

Table 5.11: Use of the DISE Information by VSS

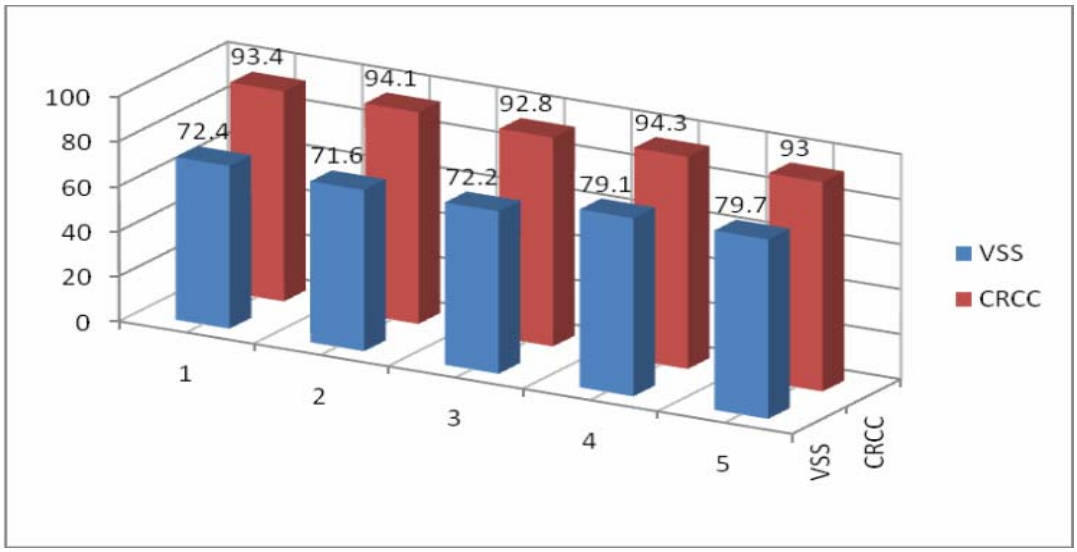
	Percentage of despondence use data		
	Used	Non-use	Total
1. For planning purpose	72.4	27.6	100.0
2. Generating various reports	71.6	28.4	100.0
3. Monitoring by exception	72.2	27.8	100.0
4. Improving facilities	79.1	20.9	100.0
5. Improving attendance	79.7	20.3	100.0

Table 5.12: Use of the DISE Information by Cluster Resource Centre Coordinator

	Percentage of despondence use data		
	Used	Non-use	Total
1. For planning purpose	93.4	6.6	100.0
2. Generating various reports	94.1	5.9	100.0
3. Monitoring by exception	92.8	7.2	100.0
4. Improving facilities	94.3	5.7	100.0
5. Improving attendance	93.0	7.0	100.0

It appeared that DISE information is widely used for planning, generating various reports monitoring by exception improving facilities and improving attendance.

Chart 5.12: Percentage uses of Data by VSS and CRCC



Chapter 6

ENUMERATORS' FEEDBACK

The Post Enumeration Survey also assessed the implementation of MIS through enumerators' feedback schedule in all the 644 schools. The survey comprised of areas like record keeping practices and its up-to-date maintenance, training in schools about DISE, problems faced while filling the DISE format, availability of display boards, use of display boards, mid-day meals and availability of school report cards, etc.

Difficulties faced in procuring the required information:

PES enumerators did not face any problem in getting the required information in case of 64.9% of the sampled schools. However, they faced problems in case of 35.1% of the schools.

Record keeping and its maintenance:

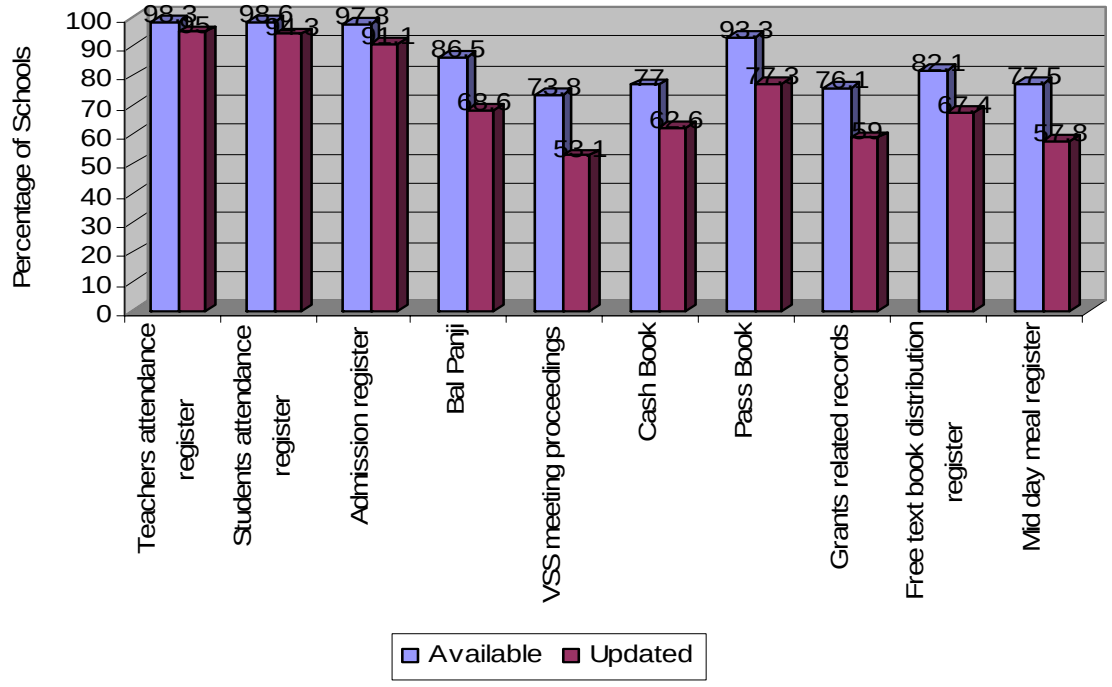
Position of availability and maintenance of up-to-date records/registers is as under:-

Table 6.1: Availability and Updated Maintenance of Records/Registers

S.N.	**Name of register and records**	**Available**	**Updated**
1.	Teachers Attendance Register	98.3	95.0
2.	Students Attendance Register	98.6	94.3
3.	Admission Register	97.8	91.1
4.	Bal Panji	86.5	68.6
5.	Register of VSS meeting proceedings	73.8	53.1
6.	Cash Book	77.0	62.6
7.	Pass Book	93.3	77.3
8.	Records related to Grants	76.1	59.0
9.	Free text book distribution register	82.1	67.4
10.	Mid day meal register	77.5	57.8

Availability of the Register of VSS meeting proceedings (in 73.8% schools), cash books (in77% schools), grant related records (in 76.1% schools), Mid-day meal register (in 77.5% schools) is below average. Moreover registers were not updated which is evident from the above table. Urgent steps are required to be taken to ensure proper maintenance of records. Graphic presentation of the availability and up-to-date maintenance of record is given below:

Chart 6.1: Graphic Presentation of the Availability and Up-To-Date Maintenance



Information on selected Aspects:

Status regarding providing information on selected aspects is given as under:

Table 6.2: Information on Selected Aspects

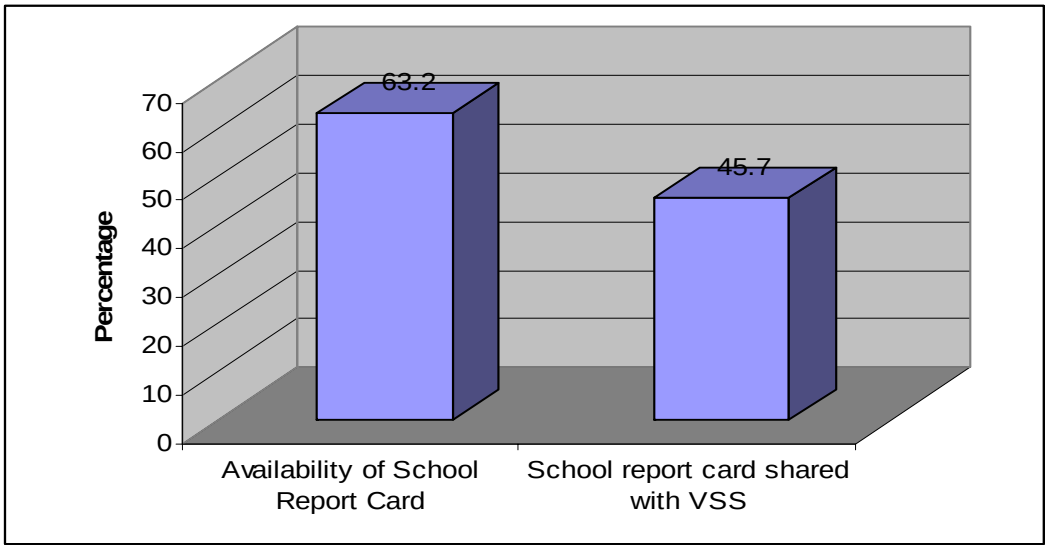
S.N.		% age Availability
1.	Information regarding enrolment and details of pass percentage made available by HM/HT easily.	82.8
2.	HM/HT able to give the record of enrolment and other details from a single register.	51.2
3.	Teacher's attendance register filled up properly by the teachers.	93.2
4.	HM/HT have the year end summary details of children from all grades available with them.	80.0
5.	Availability of photocopy of filled in DISE DCF	75.2

It was observed that in 82.8% of the schools HM/HT were able to provide the information regarding enrolment of children and details of pass percentage easily. Only 51.2% of the school HMs/HTs were able to provide the details of enrolment and others details from a single register. Attendance register was properly filled by teachers in 93.2% of schools surveyed. In 24.8% of the sampled schools, copy/photocopy of the filled in DISE DCF was not available.

School Summary Report Card:

Overall only 63.2% of the sampled schools received school summary Report Card of the previous year. In 36.8% schools, School Summary Report Card was not available. Out of 63.2% of schools which received School Summary Report Card, only 45.7% shared it with the VSS.

Chart 6.2: Availability of School Summary Report Card

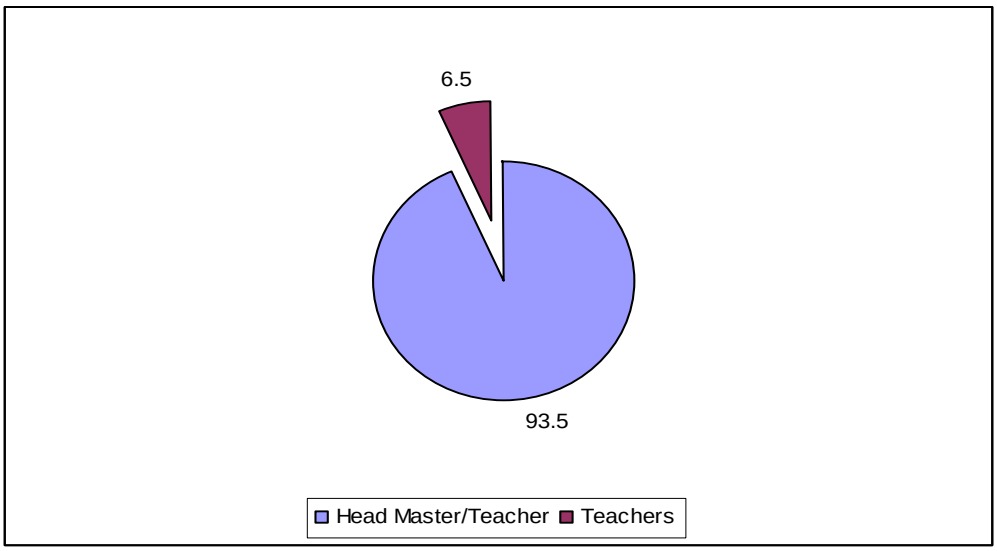


Summary School Report Card should be supplied to all schools and its sharing with VSS should be ensured.

Capacity building for proper implementation of DISE:

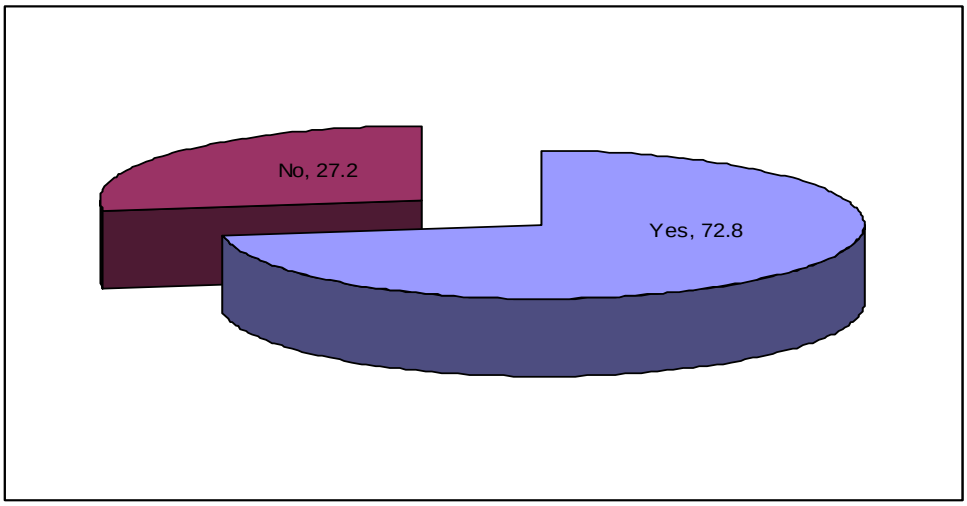
It was observed that deviation between DCF and PES data are mainly due to subjective interpretation, and lack of clear & precise knowledge of various indicators. Hence, capacity building on DISE plays a crucial role in assuring accuracy and quality of data. Generally it is assumed that HM/HT of the schools fill the DISE DCF, but in 6.5% of the sampled schools, teachers filled the DISE format. (See chart 6.3 below).

Chart 6.3: Filling In Of DISE DCF by HMs and Teachers



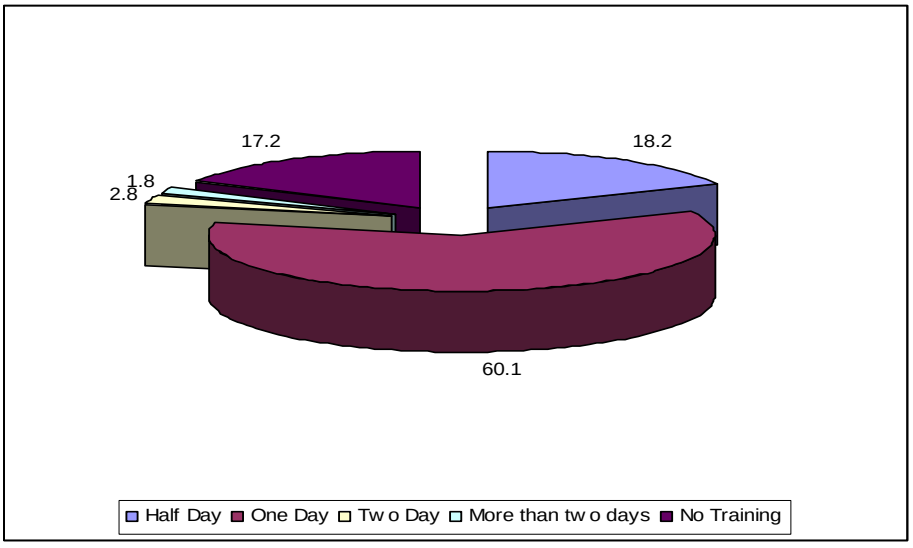
It was observed that about three fourth (72.8%) of the schools had received training for filling the DISE format. 27.2% had not received training this year. It was also observed that 61.5% of the schools received training at CRCs and 19.7% received training at BRCs. Data shows that out of 72.8% of the school HMs/HTs receiving training, in 92.9% of the cases Head masters received the training, while in 7% of the cases teachers also received the training for DISE system.

Chart 6.4: Percentage of Training Received For DISE



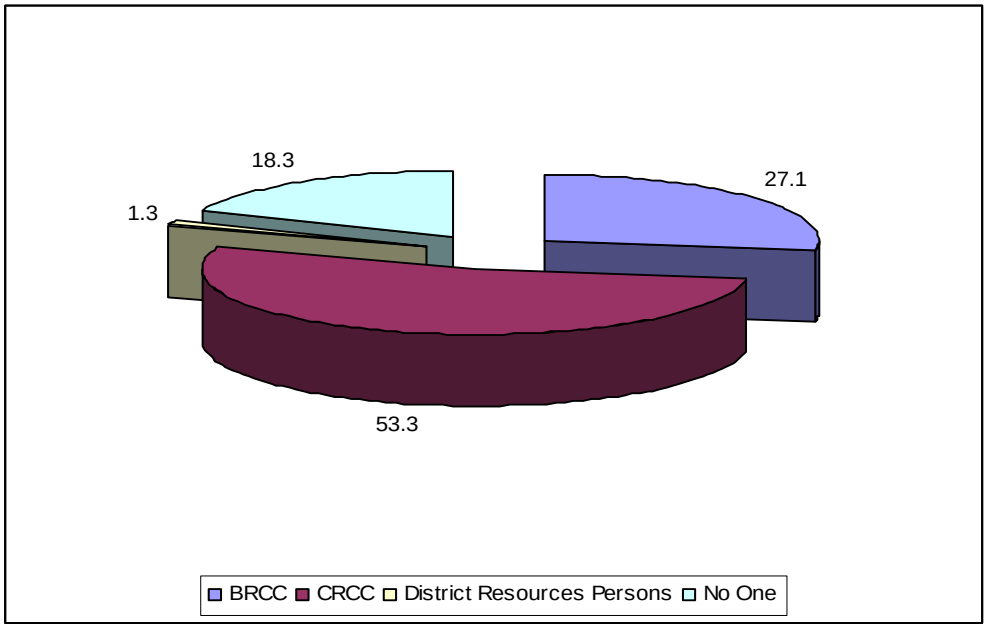
As regards the duration of training, HM/HT/Teachers received one day training in 60.1% of the sampled schools and 18.2% received half day training. The training was organised at the BRC level or the CRC level. Respondents' interview revealed the fact that DISE training was among one of the agendas of CRC /BRC level meeting. Separate training for DISE format was not given. This shows that the training of the DISE system was not considered seriously.

Chart 6.5: Duration of Training for DISE System



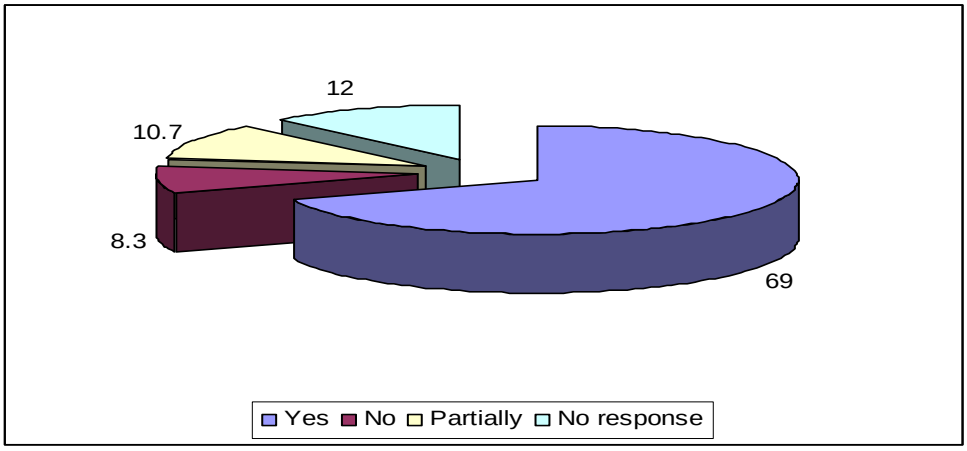
It was also observed that the training was conducted by the CRC coordinators (CRCC) in 53.3% of the cases, in 27.1% of the cases by BRC Coordinators (BRCC), while in 1.3% cases it was conducted by the District Resource Person (DRP).

Chart 6.6: Training Conducted By CRCC/BRCC/DRP



Regarding quality of training, 69% of the respondents indicated that DISE DCF was explained clearly. 10.7% of the respondents mentioned that the concept was explained partially.

Chart 6.7: Percentage of Clarity in Understanding the DISE during Training



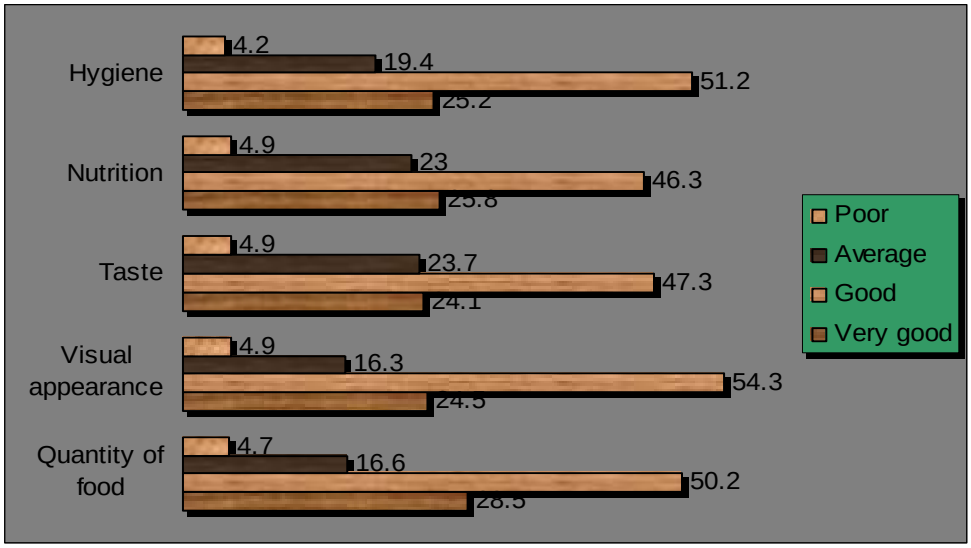
Mid-Day meal:

Status of mid-day meal scheme does not present a rosy picture on ground level. Many schools have discontinued the mid-day meal for last few months and have the regular implementation, mostly due to non supply of food materials. It was observed that mid-day meal is being provided in only 60.5% case. Out of the 60.5% cases, mid-day meals were not served in case of 63.7% of the schools on the day of visit. The graphic representation of percentage distribution of quality of mid- day meal is as under:

Table 6.3: The Quality Of Mid Day Meal: Percentage Distribution

	Quality of Mid Day meal	Very good	Good	Average	Poor
1.	Quantity of food	28.5	50.2	16.6	4.7
2.	Visual appearance	24.5	54.3	16.3	4.9
3.	Taste	24.1	47.3	23.7	4.9
4.	Nutrition	25.8	46.3	23.0	4.9
5.	Hygiene	25.2	51.2	19.4	4.2

Chart 6.8: The Quality of Mid Day Meal: Percentage Distribution



Opening of Schools:

In 97% cases schools were open on the first day of the visit. In 3% cases schools were closed on the day of visit. Out of the 3% of schools closed on the first visit, 40.6% were closed on the second day of visit also.

It should be ensured that schools are opened regularly.

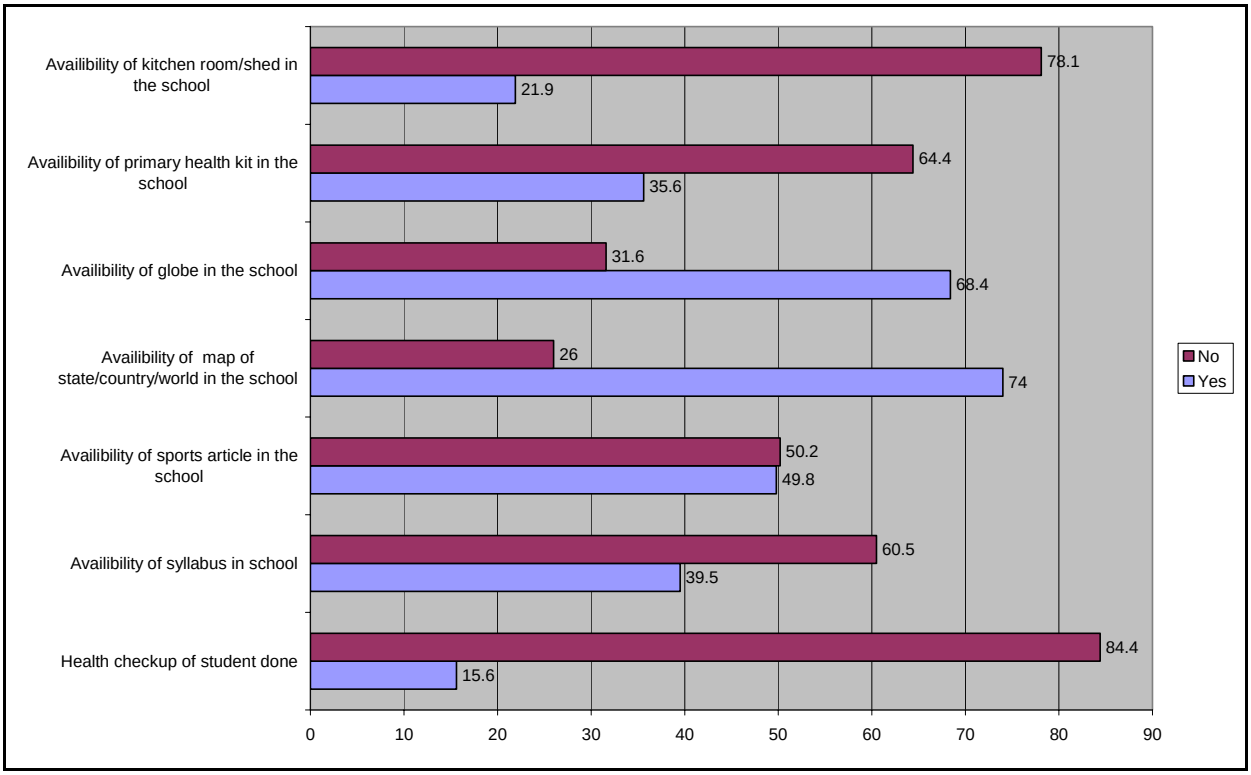
Availability of Essential Facilities in Schools

Essential facilities were not available in many schools which can be seen from the following table:

Table 6.4: Availability of Essential Facilities

	Yes	No	Total
Regular Health check-up of the students done	15.6	84.4	100
Availability of syllabus in schools	39.5	60.5	100
Availability of sports items in the schools	49.8	50.2	100
Availability of map of the state/country/world in the schools	74.0	26.0	100
Availability of Globe in the schools	68.4	31.6	100
Availability of primary health kit in the schools	35.6	64.4	100
Availability of kitchen room/shed in the schools	21.9	78.1	100

Chart 6.9: Availability of Essential Facilities



21.4% (138 out of 644) schools do not have a building at all and some of them are running under open sky. Even among the schools having their own building , space crunch is a major issue as average class room per school is only 3.08 Many schools have only one room. NPS is facing this problem more acutely.

Sanitation came out as an area of concern. 50% (320 out of 644) of the schools do not have common toilets. 77.64% schools do not have separate girl's toilets. Cleanness of the toilets was ignored across all the districts. Schools do not have soap/hand cleaner that student can use. At times students have their mid day meal without washing their hands.

66% (425 out of 644 schools do not have boundary wall at all. Out of the rest 219 schools, 115 schools do not have pucca boundary wall due to this many schools faced problem of trespassing by villagers which affect the concentration of students.

Difficulties in filling up of DISE Data:

The respondents had indicated following difficulties in filling the DISE Data:

Questions not clear-42.4%

Data not available easily-42.8%

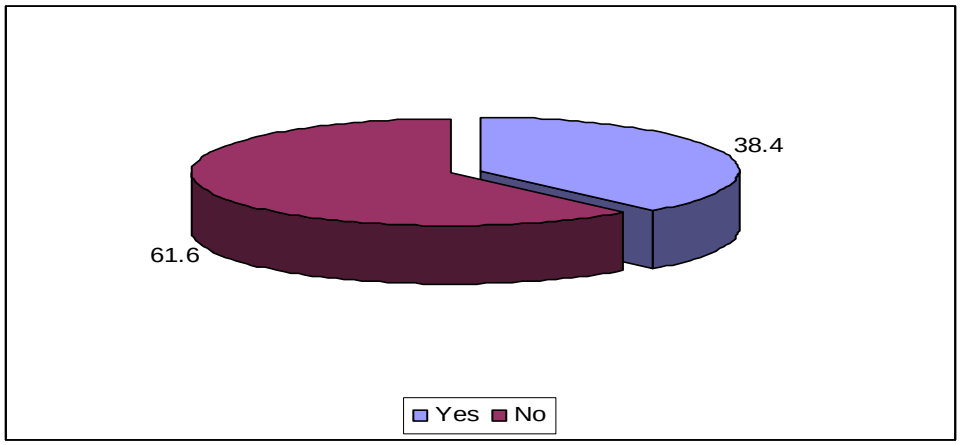
Poor understanding of Schedule-60.5%

Training and proper record keeping can solve the problem.

Display Board:

Only 38.4% of the schools have display board. Out of these, key information is displayed only in 30.8% cases. 61.6% schools do not have display board. Arrangement should be made to improve the condition of display boards in 61.6% of the schools and it should be ensured that key information is displayed. Graphical representation of schools having display board is as follows:

Chart 6.10: Availability of Display Board



Vacant post of BEOs:

BEOs are not posted in 21 blocks as per detail given below:

Table 6.5: Vacant post of BEOs

District	Block	BEO's posted	Vacant post
Gaya	24	12	12
Jamui	10	7	3
Buxar	11	10	1
Saran	20	14	6
East Champaran	27	19	8
Saharsa	10	9	1
Total	102	71	31

Monitoring and coordination work is suffering in those blocks.

Chapter 7

CONCLUSIONS & RECOMMENDATIONS

The major objective of the study was to assess the degree of deviation and get the precision level of DISE DCF data vis-à-vis Post Enumeration Survey (PES) data, so as to suggest appropriate remedial measure for strengthening the DISE system in Bihar.

Overall 644 schools were covered from 6 sampled districts namely, Gaya, Jamui, Buxar, Saran, East Champaran and Saharsa. Major findings and suggestions/recommendations for strengthening the DISE system in Bihar are as under:-

Major Findings:

- The overall deviation of DISE DCF data vis-à-vis PES data, in respect of all comparable items is 11.11%. It means the precision level is 88.89%.
- Variables with 0-5% deviation are as follows:
    - Location of Schools (0.6%), Category of Schools (3.7%), Type of Schools (3.4%), School Management (2.95%), Residential School (4%), Shift Schools (2.8%), Lowest grade in the Schools (2.8%), Highest grade in the Schools (4.7%), Boys Enrolment (2.01%), Total Enrolment (4.22%), Enrolment SC boys (4.16%), Enrolment SC girls (3.45%), SC students enrolment (3.61%), Electricity (1.9%), Play Ground (5%), Furniture for students (4.3%), pass grade 5 (1.31%).

- Variables with 5 - 10% deviation are as follows:
    - Girls enrolment (7.64%), Total Teaching days (8.5%), Blackboard (6.6%), Common toilets (8.1%), Girls' toilets (8.4%), Pass grade 8 (9.85%), Class room (5.3%), Playground (5%).
- Variables with 10.1-20% deviation are as follows:
    - Pre-schools/without pre-schools (12.4%), Enrolment of disabled girls (18.56%), Enrolment of girls of Mahadalit category (18.3%), Total Mahadalit enrolment (19.6%), Teacher posts sanctioned (15%), Teachers in position (16.25%), School Building (11.18%), Building Block (12.6%), Other rooms (10.4%).
- Variables with above 20% deviation are as follows:
    - Boys Enrolment Mahadalit (20.6%), Enrolment of disabled boys (31.6%), Total disabled children (26.3%), Boy repeaters (122.26%), Girl repeaters (136.5%), Total repeaters (128.65%), Total number of academic supervision (34%), Visits by CRCC (35.04%), Visits by BRCC (27.17%), Boundary Wall (31.7%), Drinking water (23.29%), Computer (122.22%), Text-book distribution (22.31%).
- Major reasons for these deviations may be summarized as:
    - Repeaters: Problem of definition and interpretation of repeaters.
    - Disability: Over reporting.
    - Teachers sanctioned post and In-position: Record and knowledge about sanctioned posts was not available in majority of the schools. Several new teachers were appointed but schools do not have the record of sanctioned posts. In majority of the cases, appointed teachers joined the schools, but schools do not have the information about the number of sanctioned posts.

- Availability of display boards: Under reporting.
- Enrolment of mahadalit: Problem in interpretation of term mahadalit.
- Condition of boundary wall: There seems to be no clear-cut understanding regarding the condition and type of boundary wall- interpretation of Pucca (Pucca but broken), wire fencing, hedge or any other.
- Availability of furniture for children: Interpretation of furniture for some and none.
- Distribution of textbooks: Issue registers were not maintained properly in the schools.
- Class room: Under reporting.
- Computer: Over-reporting.
- No. of visits by CRCC, BRCC: Records for visit not maintained.
- No. of academic supervision: Records for academic supervision not maintained. Answer was on the basis of assumption/memory.

- The students' attendance on the day of the visit was only 68.92%.
- Teachers' absenteeism on the day of visit was found to be high. Overall teacher absence rate was 17.4%.
- Only 75.2% of the schools had filled in DISE DCF with them.
- 24.8% of schools do not have the photocopy of filled-in DISE DCF.
- 11.4% of the CRCs do not have the photocopy of filled-in DISE DCF.
- Record keeping and its maintenance was poor.
- 36.8% schools did not have School Summary Report Card of the previous year.
- Only 38.4% school have display board, out of which only 30.8% had displayed key information on their board.
- Health check-up facilities have been provided in 15.6% of the schools only.

- Primary Health Kit is available in only 35.6% of the schools.
- Only 39.5% of the schools have the syllabus with them.
- Only 49.8% schools have sports items.
- Map of district/state is available only in 74% of the schools.
- 21.4 % schools do not have building at all.
- Space crunch is a major issue as average no. of class room per school is only 3.08.
- 50% of school do not have common toilets.
- Cleanliness of schools and toilets were ignored across the district and was a matter of concern.
- 66% schools do not have boundary walls.
- Globe is available in only 68.4% cases.
- HM/HT received training for DISE DCF in 72.8% of the schools only.
- 27.2% of schools have not received training on DISE format. 60.1% of the schools received one day training and 18.2% received half day training. The training was mostly organised at BRC or CRC level. Respondents' interview revealed that DISE training was one of the agendas of the meeting held once in a month, and a separate training on DISE format was not organised. This diluted the seriousness of the DISE SYSTEM.
- Headmasters/Head teachers are satisfied with DISE training in 69% of the schools only.
- Specific problems faced by HM/HT in filling DISE format was calculation of class wise age of children, identification of repeaters, building blocks, teachers positioning against sanctioned posts. They also narrated the following problems:-

  Questions of DCF not clear - 42.4% respondents.

  Data not available readily - 42.8% respondents

Problem in understanding of schedule - 60.5 % respondents.

- Major suggestions provided by respondents (HM/HT) are:
  - Comprehensive training at BRC/CRC level by competent trainer in a participatory training mode with improved training methodology in the month of September. (89.7% of respondents).
  - Supply of school summary report cards and feedback on filled DISE format.
  - Hand Holding i.e. on the spot help by CRCC/BRCC during the filling- in period. (90.5% of respondents).
  - Supply of 3 copies of blank DCF in the month of September itself (78.7% of respondents).

Recommendations:

Major recommendations for improving DISE system is as under:-

- During the survey it was observed that major deviations are due to conceptual problem (Definition not properly understood). School Headmaster who was filling in the DCF format has interpreted a different meaning of same variables / parameters. Comprehensive training of the HMs for conceptual clarity is basic for reducing deviation.
- CRCC/BRCC emerges as the only level at which the quality of data can be checked. CRCC cross checks the data at cluster level, provides training for DCF and also co-ordinates the DCF collection. However it was observed that at many places inexperienced / junior person has been appointed as the CRCC who has no control over the schools. In many cases the CRCCs knowledge base regarding DCF is poor. Hence they were not able to provide quality training to the HMs.

Proper selection of CRCC and their comprehensive training for at least two days duration at the district level is essential for the effective role of CRCC. In such a training program presence of state representative and qualified resource person should also be ensured. Training should be given in August-September so that CRCC after getting trained can train the HMs of their cluster in September itself. Training program should be organized for one full day separately for this purpose and presence of District/State Resource person should be ensured.

- Emphasis should be given on issues like enrolment, class wise age of children, repeaters, disabled, dropout, building blocks, teachers sanctioned post, calculation of total enrolment & new enrolment and calculation of school leaving certificate, etc.
- CRCCs' should be entrusted with the responsibility to thoroughly scrutinize each DCF under their cluster and verify the same by visiting schools soon after the receipt of DCF. Any error should be rectified on the spot in consultation with HMs. This will be practical training for the HMs/Teachers and it will also ensure the quality and authenticity of the data.
- BRCC is the middle level monitoring/coordinating authority at block level. In 21 blocks BEOs are not posted. It is essential to fill in the 21 vacant posts of BEOs to ensure proper monitoring and co-ordination.
- In schools only HMs are aware of DISE DCF. Other teachers were not aware of DISE DCF. At least one teacher with experience should also be involved along with the HMs. DISE DCF, after filling in, should be discussed with all members of staff in the school to make them aware of DCF. This will help to check and eradicate any factual error.

- Certain variables like data of establishment of schools, post sanctioned, budget released, and change in location of schools are generally not available at school level. DSE should make these information available to school before DISE data collection.
- In order to minimize the deviation in the key variables, such as type of schools, category of schools, Rural/Urban classification, year of establishment and all other variables which seldom change such as School Report Cards, should be shared with respective schools along with the DCF. Feedback on DISE DCF should also be shared and corrective measures should be initiated sincerely.
- Schools faced problems in bifurcating data of SC, ST, OBC, EOBC, Muslim and Mahadalit in areas regarding enrolment, attendance and other facilities etc. A system of mentioning SC, ST, OBC, EOBC, Muslim, Mahadalit etc in brackets after the name in the Attendance Register should be introduced.
- Attendance percentage of enrolment on the date of visit was 68.92%. To improve attendance in schools CRCC/BRCC/DSE should regularly visit the schools. Every effort should be made by HMs/VSS to improve the attendance.
- Some schools do not open for weeks at stretch may be due to poor monitoring. 3% of sampled schools were closed on first day of the visit. 40.6% of these 3% schools were closed on the second day of the visit also. Every effort should be made by CRCC/BRCC/DSE to ensure regular opening of schools and regular presence of teachers.
- MIS units should be strengthened right from the block level to state level. At district level, MIS unit data feeding mechanism and infrastructure needs improvement. Outsourcing, as practiced at block level, may be continued with inputs of training to make them efficient and effective.

- In case of 24.8% of sampled schools, copy/photocopy of filled in DCF were not available. Similarly DCF was also not available with 11.4% of the CRCC. One copy of filled in DCF should be kept in school, while a copy each should be given to CRCC, BRCC and District MIS unit.
- Districts should maintain the time schedule for DISE data collection as per following schedule.

  - Training of CRCC/BRCC – August
  - Training of HMs of school – September.
  - Supply of 3 copies of DCF – September.
  - Filling in of DCF by HMs – October
  - Scrutiny of DCF by CRCC/BRCC – November
  - Supply of DCF to BRCC – 1st week of December.
  - 5% sample checking study – December to March
  - Supply of summary report card – April

ANNEXURE I

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Format no- I. DCF FOR 5% SAMPLE CHECKING OF DISE DATA 2008-09

Academic Year ☐☐☐☐☐ School Code ☐☐☐☐☐☐☐ District Code ☐

School Name _____ Village/ward Name _____

Cluster Name _____ Block/Municipal Name _____

District Name _____ Year of Establishment ☐☐☐☐ Rural/urban (1/2) ☐

School Category - 1. Primary, 2. Primary With upper primary, 3. Primary with Secondary/ High Secondary

4. Only Upper Primary, 5. Upper Primary with secondary/High, 6. Only High secondary ☐

Type of School – 1. Boys Only, 2. Girls Only, 3. Co-educational ☐ Lowest Class ☐ Highest Class ☐

School Management – 1.Educational department, 2. Social welfare department, 3. Private Aided 4. Private Unaided 5. Others (Kendriya Vidyalaya/Sainik school/Navodaya Vidyalaya), 6. Private unrecognized 7. Recognized/aided Madarsha/Sanskrit Vidyalaya, 8. Private recognized ☐

Types of Ashram school: (Yes-1, No-2) ☐ if yes: Ashram (gov.) -1 Ashram (non gov.)-2, Private-3. Other-4, N.A-5 ☐

In the school building used as a part of shift school? (Yes- 1, No- 2) ☐ Facility of pre-Schooling (Yes 1, No-2) ☐

A1. Enrolment (All students as on 30.09.2008)

Class	Pre Schooling		Class I		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Boys: B and Girls : G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.New children enrolled from 01.10.07 to 31.3.08																		
From 1.4.08 to 30.9.08																		
2.Total Enrolment																		
3.SC enrolment																		
4. ST enrolment																		
5. OBC enrolment																		
6. Enrolment Muslim																		
7. Children with disable																		
8. Total repeaters																		
9. SC Repeaters																		
10. ST repeaters																		
11. OBC repeaters																		
12.Muslim repeaters																		
13.No. of children left school																		
14.0Mahadalit																		

A2. Enrolment as per age (as on 30th Sep' 08)

Age in years	Pre Schooling		Class I		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	B	G
<5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
<16																		

B1. Facilities-Incentives (for 2007-08 session)
For primary schools (1st to 5th class)

Type of incentive	SC		ST		OBC		General category	
	B	G	B	G	B	G	B	G
Free text book								
Free writing materials								
Mid day meal								
Free dress								
Attendance incentive								

For Upper primary schools (6th to 8th class)

Type of incentive	SC		ST		OBC		General category	
	B	G	B	G	B	G	B	G
Free text book								
Free writing materials								
Mid day meal								
Free dress								
Attendance incentive								

B2. Facilities -Building

S.N.	Types of Building	Building block		Class room		Other rooms	
		Number	Status *	Number	Status *	Number	Status *
1.1	Pucca						
1.2	Partially pucca						
1.3	Kuccha						
1.4	Tent						
1.5	New ACR						

Code for status: 1. Good, 2. Minor reparable, 3. Major reparable, 4. Dilapidated

2. Status of school building 1.Private2. Rented 3.Government, 4. No build ☐ 3. Number of classroom ☐

4. number of classroom with study/activity corner ☐ 5.number of blackboards in the classrooms ☐

6. Number of common toilets ☐ 7.number of separate girls toilet ☐

8. Number of separate toilets for staff ☐ 9.Availibility of Electricity (Yes-1, No.2) ☐

10. School having play ground (Yes-1, No-2) ☐ 11.computers available (Yes-1, No-2) ☐

12. If yes, no of computers available ☐

13. Condition of boundary wall (Pucca-1, Pucca but broken-2, Barded wire fencing-3, Hedges-4,No boundary wall-5) ☐

14. Source of drinking water (Hand Pump-1, well-2, Tap water-3, Other-4, No Facility-5) ☐

15. Seating arrangement for children (Furniture for all-1, Furniture for some-2, No furniture sit on floor-3) ☐

C. Teachers

Total numbers of Teachers post sanctioned :		Total numbers of teachers in position	

Teachers Details	Primary (grade I-V)		Upper Primary (VI-VIII)	
	Male	Female	Male	Female
Head master/ Head Teacher (Educ. Quali……)				
No. of teachers (Excluding Principals/ Head Teacher)				
Prakhand/ Panchayat/ Nagar Teacher				
Community Teacher				
Non- Teaching staff				
Number of staff employed for cleaning Toilets/ Lavatories				
Number of staff employed for cooking mid day meals				
Number of teachers present on the day of visit				

D. Previous academic supervision –

Working days (0-260) (From teachers attendance register) (1st April07-31st March08)	
Teaching days (0-260) (From students attendance register)	
Total numbers of academic supervisions (0-12)	
Number of Visits by CRCCs (0-25)	
Number of Visits by BRCCs (0-25)	
Number of visits by district official	

E. school funds (in the financial year 2007-08)

S.N.	Grants	Income (in Rs.)	Expenditure (in Rs.)
1.	School Development Grant (SDG)		
2.	Repair and Maintenance Grant (R & M Grant)		
3.	Teaching Learning Material Grant (TLM)		
4.	Teaching Learning Equipment Grant (TLE)		
5.	Fund Received from students		
6.	Funds from other sources - 1		
7.	Funds from other sources - 2		
8.	Funds from other sources - 3		
9.	Funds from other sources - 4		

F. Vidyalaya Shiksha Samiti

1. Year and Month of VSS Formation _____,
2. President – SC or ST or Others, Male/ Female, 3. Secretary – SC or ST or Others, Male/Female (Put √ Mark)
4. Total Members ____, SC Male____, .SC Female ____ , ST Male ____ , ST Female _____,T. Male____, T. Female____
5. Number of VSS Meetings held in the previous year(07-08) ____, whether proceedings of these meetings are maintained? Yes/No

G. Annual Examination

Class/Grade for which annual examination is conducted (take w.r.to the latest annual examination held) Year (07-08)

	Class 5		Class 8	
	B	G	B	G
Total Enrolment				
SC Enrolment/ ST Enrolment				
Appeared Total				
Appeared SC/ST				
Passed Total				
Passed SC/ST				
Passed with 60 %- Total				
Passed with 60 % - SC/ST				

H. Enrolment and attendance details on the day of visit

Class	Enrolment on the day of visit						Attendance on the day of visits					
	Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G
Preschool												
Class 1												
Class 2												
Class 3												
Class 4												
Class 5												
Class 6												
Class 7												
Class 8												

I. Children Enrolment in the Last Academic Year (07-08)

Class	Pre School		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
Boys: B and Girls: G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1.Total enrolment																		
2.Repeaters																		
3.SC enrolment																		
4.ST enrolment																		
5.OBC enrolment																		
6.Children with disability																		
7.No. of Children left school																		

Signature of Investigator Signature of HM/HT

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II. SCHOOL OBSERVATION SCHEDULE

School code ☐☐☐☐☐☐☐ District Code ☐

School Name _____Village/Ward Name _____

Cluster Name _____ Block/ Municipal Name _____

Date of visit _____

1. Whether School was open on the day of visit 1. Yes, 2. No. ☐
2. Was the school open on the second visit 1. Yes, 2. No ☐
3. Please indicate number of visits made to the school to get information: _____
4. Whether HM/HT was able to provide the information regarding enrolment and detail of pass percentage easily? 1. Yes, 2. No ☐
5. Was the HM able to give the enrolment and other details from a single register? 1. Yes, 2. No ☐
6. Do the teachers in the school fill up the attendance registry properly? 1. Yes, 2. No ☐
7. Does the HM/HT have the year end summary details of children for all grades available with them? 1. Yes, 2. No ☐
8. Whether attendance register are properly maintained and kept in the Almiras? 1. Yes, 2. No ☐
9. Was school having photocopy of filled in DISE SCF? 1. Yes, 2. No ☐
10. Who is responsible for filling DISE data: 1.HM/HT, 2. Teachers ☐
11. Whether training for filling DISE was organized during this year 1. Yes, 2. No ☐
12. Who got the training on DISE during the year 1.HM/HT, 2. Teachers Write name _____ ☐
13. Where was the training of HTs/HMs organized: 1.CRC, 2.BRC, 3. District, 4.No Training ☐
14. Duration of training: 1.Half Day, 2. One Day, 3. Two Day, 4. More than two days, 5. N.A. ☐
15. Training Conducted by: 1. BRCC, 2. CRCC, 3. District Resources Person, 4. N.A. ☐
16. Whether DCF/concept was explained clearly and fully 1.Yes, 2.No, 3. Partially, 4.N.A. ☐
17. Whether the doubts were fully removed: 1.Yes, 2.No, 3. Partially, 4.N.A. ☐
18. Name of the HM/HT/ Teacher who filled the DISE-DCF of the school with designation

    Name_____ Designation_____

19. Whether the same teacher who obtained training provided the data for the year 2008-09, DISE Data Capturing format for this school 1. Yes, 2. No ☐
20. Did the school receive the school summary report for the year 2008-2009 1. Yes, 2. No ☐
21. If yes, was it shared with Vidyalaya Siksha Samity (VSS) 1. Yes, 2. No ☐
22. Did the school summary report reflect the real situation in the school: 1. Yes, 2. No ☐
23. Please indicate number of visits by CRC coordinator to the school in the last three months: ☐
24. Please indicate number of teachers who received in-service training under SSA in last one year: ☐
25. Did the researchers face any problem in getting the required information from the school: 1. Yes, 2. No ☐

If yes mention the problems

_____

_____

26. Whether schools have display board? 1. Yes, 2. No ☐
27. Whether school has displayed the key Information on the school display board? 1. Yes, 2. No ☐

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

1. Bench + Desk 2. Mat 3.Both 1&2 4.Others

29. Whether of mid day meal is provided in school 1. Yes, 2. No

30. Whether mid day meal was served on the day of visit 1. Yes, 2. No

31. If yes mention quality of Mid Day Meal (Please Test) and service/faculties:

1. Quantity of food 1.Very good 2.Good 3.Average 4.Poor
2. Visual appearance 1.Very good 2.Good 3.Average 4.Poor
3. Taste 1.Very good 2.Good 3.Average 4.Poor
4. Nutrition 1.Very good 2.Good 3.Average 4.Poor
5. Hygiene 1.Very good 2.Good 3.Average 4.Poor
6. Others if any (please indicate)_____

32. Whether health checkup of student done 1. Yes, 2. No

33. Whether syllabus is available in school 1. Yes, 2. No

34. Whether sports article is available in the school 1. Yes, 2. No

35. Whether map of state /country/world available in the school 1. Yes, 2. No

36. Whether globe is available in the school 1. Yes, 2. No

37. Whether primary health kit is available in the school 1. Yes, 2. No

38. Whether Kitchen room/shed is available in the school 1. Yes, 2. No

39. Maintenance of relevant records and registers maintained at school

S.N	Name of register and records	Available (1-Yes, 2- No)	Updated(1-Yes, 2-No)
1	Teachers attendance register		
2	Students attendance register		
3	Admission register		
4	Bal Panji		
5	VSS meeting proceedings		
6	Cash Book		
7	Passbook		
8	Grants related records		
9	Free text book distribution register		
10	Mid day meal register		
11	VSS proceeding register		
12	Others (specify)		

Signature of Investigator: Signature of HM/HT

III. TEACHERS INTERVIEW SCHEDULE

1. On which date you have received training?_____
2. When did you received DISE format 2008-09_____
3. When you have sent DISE information
   2008-09 complete in all respect_____
4. Have you received guidance for filling up DISE format 1. Yes, 2. No ☐
5. If yes, what type of guidance?
   1. Training 1. Yes, 2. No ☐
   2. Individual assistance from CRC/ BRC 1. Yes, 2. No ☐
   3. Others (Please indicate)

_____

6. Please indicate the problems faced by you in filling up DISE format.
   1. Questions not clear 1. Yes, 2. No ☐
   2. Data not readily available 1. Yes, 2. No ☐
   3. Understanding of questionnaire 1. Yes, 2. No ☐
   4. Others (Please indicate)_____
7. From which record register you get the DISE information regarding students.

   _____

   _____

   _____

   Whether you compile and keep it at one place. 1. Yes, 2. No ☐
8. What type of training and facility (point wise) you require in filling up of DISE format.
   1. Training/ workshop 1. Yes, 2. No ☐
   2. Individual help from CRC/BRC 1. Yes, 2. No ☐
   3. Supply of 3 copies of printed format 1. Yes, 2. No ☐
   4. Others (Please indicate)_____
9. Whether VSS have understood the DISE format fully. 1. Yes, 2. No ☐
10. If yes, How VSS use the DISE information.
    1. For planning purpose 1. Yes, 2. No ☐
    2. Generating various reports 1. Yes, 2. No ☐
    3. Monitoring by exceptions 1. Yes, 2. No ☐
    4. Improving facilities 1. Yes, 2. No ☐
    5. Improving attendance 1. Yes, 2. No ☐
    6. Others (Please indicate)_____
11. What are your suggestions to improve the quality of DISE and its use.

    _____

    _____

    _____

    _____

Signature of Investigator: Signature of HM/HT/Teacher

IV. CLUSTER RESOURCE COORDINATOR SCHEDULE

Name of CRC _____ Cluster

Name_____

Block_____ District

_____

1. Role played by cluster resource centre in getting quality/complete data
   (a) no. of school visited during last 3 months
   (b) no. of school visited twice_____, thrice_____ during last 3 months
   (c) Organizing training
   (d) Guiding the school teacher in filling the data
2. What problem you faced in getting the DISE data?

_____

_____

_____

3. What are your suggestions to improve DISE data and its use.

_____

_____

_____

4. Whether DISE data for each school is available with you? 1. Yes, 2. No

5. How are you using this data?

___ 1. For planning purpose 1. Yes, 2. No ☐

2. Generating various reports 1. Yes, 2. No ☐

3. Monitoring by exceptions 1. Yes, 2. No ☐

4. Improving facilities 1. Yes, 2. No ☐

5. Improving attendance 1. Yes, 2. No ☐

6. others (please indicates)

Signature of Investigator: Signature of CRCC

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Name of BRC _____ District _____

Block_____

1. Role played by block resource centre in getting quality/complete data

   (a) no. of school visited during last 3 month

   (b) no. of school visited twice _____, thrice _____ during last 3 months

   (c) Organizing training

   (d) Guiding the school teacher in filling the data

2. What problem you faced in getting the DISE data?

_____
_____
_____
_____
_____
_____

3. What are your suggestions to improve DISE data and its use

_____
_____
_____
_____
_____
_____

4. Whether DISE data for each school is available with you? 1. Yes, 2. No ☐

5. How are you using this data?

___ 1. For planning purpose 1. Yes, 2. No ☐

2. Generating various reports 1. Yes, 2. No ☐

3. Monitoring by exceptions 1. Yes, 2. No ☐

4. Improving facilities 1. Yes, 2. No ☐

5. Improving attendance 1. Yes, 2. No ☐

6. others (please indicates)

Signature of Investigator: Signature of BRCC

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VI. DISTRICT MIS COORDINATOR SCHEDULE

Name of MIS Coordinator _____ District _____

1. Comment on coverage of school in the district
2. Whether you are receiving DISE data on time
3. How many schools have submitted data complete in all respect in time_____%
4. How many schools have not as yet submitted the data complete in all respect_____%
5. Whether DISE data are available at all level? 1. Yes, 2. No ☐

5. How DISE data are used in planning

_____
_____
_____
_____

6. What Infrastructure available in district MIS unit

_____
_____
_____
_____

7. What data feeding arrangements are there at the district level

_____
_____
_____
_____

8. What more infrastructures is required

_____
_____
_____
_____

9. Availability of H/W, S/W and computer professionals for MIS unit

_____
_____
_____
_____

10. Suggestion for improving the quality of DISE data

_____
_____
_____

Signature of Investigator: Signature of MIS Coordinator

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