

**Report on 5% Sample Checking Survey
of
DISE Data 2008-09**

Submitted to:
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Executive Summary

1. Erstwhile NIEPA (presently NUEPA) developed Educational Management and Information System (EMIS) in the form of District Information System for Education (DISE) for collection and compilation of school level data and software for analysis of data and reporting of the derived statistics.
2. DISE data is now being collected from every recognized school every year in all the states and Union Territories by using Data Capture Format (DCF). The schools submit the information of this DCF online and also fill up the DCF manually and return them to the office of the State Project Director (SPD) of the state for compilation of data.
3. The Ministry of HRD made it mandatory for the states to get the DISE data checked on sample basis by an independent agency before publishing the statistics derived from DISE. In Delhi, the task of conducting post-enumeration sample checking of DISE data was entrusted to the Society for Applied Research in Education and Development (SARED).
4. The main objectives of this study were to verify the accuracy of DISE data of 2008-09 and to identify the gaps/ weaknesses and suggest appropriate remedial measures to enhance the reliability of DISE data.
5. The schools were selected from the West district of Delhi using circular systematic sampling procedure and collected the requisite data with the help of trained field investigators from sampled schools. The data has been analyzed on the basis of which the report has been prepared which shows how the sample checking data compares with DISE data.
6. The difference in DISE and present survey data on certain aspects like status of school building, stage-wise break-up of teachers, etc. was due to conceptual error on the part of respondents.
7. The difference in overall enrolment at both primary and upper primary levels between the two surveys is less than 2% and the percentage of schools in which the DISE figures match exactly with that of present survey is more than 84% in both primary and upper primary levels.
8. The difference in number of teachers in position at primary and upper primary stages is 1.7% and 10.9% respectively. The proportion of schools for which DISE data in respect of teachers in position matches exactly with present survey data is the highest (90%) for male teachers at primary level and the lowest (55%) in the case of female teachers at upper primary level.

9. The difference in total number of classrooms between the two surveys is only 1.4% but it is higher (7.8%) in regard to conditions of classrooms.
10. There is no difference between DISE and survey data in respect of school category, type of school, lowest and highest class in school, management and location of school and year of establishment.
11. DISE data regarding source of drinking water facility matches exactly with present survey data in more than 95% of schools.
12. There is no difference between DISE and present survey data on seating arrangement in classrooms in 97% of schools.
13. In 10% of schools initial reaction of Principals towards the investigation was not satisfactory.
14. The response of Principal/ Head teacher to provide information was quite positive in 67% of schools. In only 4 schools (6.2%) the response was below average.
15. The records were readily available in 64% of schools to provide requisite information to field investigators.
16. The 'school report card' was available in all the sampled schools. Photocopy of filled-in DISE DCF was available in 97% schools. Attendance registers were properly filled up in more than 90% schools.
17. The data regarding enrolment was available in a single register in about 58% of schools.
18. As per investigators observations, teachers come on time in about 98% of the sampled schools.
19. MDM facility was available in 27 of the 64 sampled schools. All the 27 schools had primary sections in them. There was no provision of MDM in Kendriya Vidyalaya as well as private unaided schools although these schools had primary classes in them. The quality of food being served to students under MDM scheme was found to be good in all schools having the facility.
20. More than 82% students in primary classes and 88% students in upper primary classes were present on the day of investigators' visit to school.

Chapter 1

Introduction

1.1 Background

Sarva Shiksha Abhiyan (SSA) was launched in the year 2001 with the main objective to enroll all children in the age-group 6 to 14 years in school and provide them learning conditions to enable them to successfully complete the elementary education in eight years. To achieve the goal of SSA there is a need for correct and authentic data base at all levels of education particularly at primary and upper primary levels for better planning and formulating new education policies. It was felt by the educational planners, policy makers and implementing authorities to have easy access and availability of data in a user friendly manner. For this purpose, Educational Management and Information System (EMIS) for primary education was developed and introduced in the year 1994 to provide reliable and timely data to the implementers of District Primary Education Programme in the country.

The erstwhile NIEPA (presently NUEPA) developed EMIS in the form of District Information System for Education (DISE) for collection and compilation of school level data and software for analysis of data and reporting of the derived statistics. DISE which was initially developed for DPEP was later extended to cover both primary and upper primary education. DISE data is now being collected from every recognized school every year in all the states and Union Territories. For this purpose, the Data Capture Formats (DCF), specially prepared for collection of requisite data from schools, are sent to all concerned schools. The schools submit the information of this DCF online and also fill up the DCF manually and return them to the office of the State Project Director (SPD) of the state where these forms are scrutinized and then the data are compiled. But the Ministry of HRD was concerned about the reliability of data and hence before publishing the statistics derived from DISE, it was made mandatory for the states to get the DISE data checked on sample basis for completeness and correctness by an independent

agency. In Delhi the task of conducting post-enumeration sample checking of DISE data was entrusted to the Society for Applied Research in Education and Development (SARED).

1.2 Objectives of the Study

Following are the two main objectives of this study.

1. To verify the accuracy of DISE data of 2008-09.
2. To identify the gaps/ weaknesses and suggest appropriate remedial measures to enhance the accuracy of DISE data to be collected in coming years.

SARED selected the schools from the West district of Delhi and collected the requisite data with the help of its field investigators from sampled schools. The data has been analyzed on the basis of which this report has been prepared which shows how the DISE data compares with sample checking data. The report contains five chapters along with two appendices.

Chapter 2

Methodology

This chapter deals with the sampling procedure followed for selection of schools, instrument used for data collection, organization of data collection and analysis of data.

2.1 Sampling Procedure

The State Project Director (SPD), Delhi provided SARED a list of 125 schools already selected by them randomly from West district of Delhi. Aided schools were listed first. Next in order were the unaided schools under the jurisdiction of Delhi Department of Education, followed by government schools, MCD schools, MCD aided and MCD unaided schools. This survey was to be conducted in 64 schools. Circular systematic sampling procedure was used for selection of schools to ensure proportional representation for all categories of schools. List of selected schools is given in Appendix 1. Category-wise break of selected schools is given in Table 2.1.

Table 2.1
Selected Schools according to School Category

School category	No. of sampled schools	%
1. Primary only	26	40.6
2. Primary with upper primary	7	10.9
3. Primary with upper primary and secondary or higher secondary	24	37.5
4. Upper primary with secondary or higher secondary	7	10.9
Total	64	100.0

2.2 Instrument used for Data Collection

We were provided with special data collection format (DCF) by the office of the State Project Director, Delhi for collection of requisite data from the selected schools to compare with DISE data already collected for the year 2008-09. A copy of the special DCF for post-enumeration Survey is given in Appendix 2.

2.3 Organization of Data Collection

Five persons were selected as investigators to collect the data from selected schools using the special DCF provided by the SPD. One-day training programme was conducted on 19.8.09 for them to explain the purpose of the survey and to discuss each and every item of DCF with them. The work of data collection started on 22.8.09 and was completed in three weeks.

2.4 Analysis of Data

The filled-in forms were scrutinized for completeness and correctness before handing them over for data entry on computer. After completion of data entry, validation checks were applied for internal consistency of data. Meanwhile, DISE filled-in school formats for the year 2008-09 were obtained from the office of SPD, Delhi. These data were also got entered in computer. Thereafter, required tables were generated and charts were prepared. Percentages were calculated wherever necessary.

Chapter 3

Comparison of DISE Data with Present Survey Data

In this chapter an attempt has been made to compare DISE data with present Survey data on various aspects such as school particulars, availability of facilities in school, teachers in position, enrolment, examination results and attendance of children on the day of survey. These are discussed in detail in the following paragraphs.

3.1 School particulars

Table 3.1 shows that the information on variables regarding school particulars namely school category, management and type of school, lowest and highest class in school, its location and year of establishment has been given in DISE Data Capture Format (DCF) but in a few cases the information does not match with that of present survey. Further, the DISE data on 'school category', 'type of school', 'lowest and highest class in school' and school management matches exactly with the survey data for all the 64 sampled schools. Data collected through DISE format on school location and year of establishment matches with survey data for 97% of schools.

Table 3.1

Comparison of DISE Data with Present Survey Data regarding School particulars

Variable on which information collected	Sample size	Available in DISE data but does not match with survey data		Available in DISE data and matches with survey data	
		No.	%	No.	%
School Category	64	0	0.0	61	100.0
Type of School	64	0	0.0	64	100.0
Lowest Class	64	0	0.0	64	100.0
Highest Class	64	0	0.0	64	100.0
School Management	64	0	0.0	57	100.0
School Location	64	2	3.1	62	96.9
Year of Establishment	64	2	3.1	62	96.9

3.2 Status of School Building

Table 3.2 provides information about difference between DISE and survey data on the status of school building. One school has not given information on this aspect in DISE format. It is evident from the table that there is almost no difference in the case of government buildings. In one private aided school ‘code 4’ is given in DISE data against ‘status of school building’ which is meant for government schools only. A larger difference is found in respect of private and rented buildings. It may be due to the fact that private building can be rented also which may perhaps be the cause of larger difference in the private and rented ownership of buildings. Overall, in 7 (i.e. 11%) schools out of 64 schools the information about the status of school building in DISE format was either not correct or not given. **Detailed definition of status of school building may help in overcoming this problem.**

Table 3.2
Comparison of DISE Data with Present Survey Data regarding
Status of School Building

Status of school building	No. of schools having building		Deviation
	Survey data	DISE data	
Private	26	20	6
Rented	6	11	-5
Government	31	30	1
Rent free	1	2	-1
No building	0	0	0
Not given	0	1	-1

3.3 Type of School Building

It is evident from Table 3.3 that the data collected in the two surveys in respect of ‘type of school building’ matches exactly in all the 64 selected schools. The table further shows that two of the 64 schools were running in kuchcha buildings. In fact it was a temporary arrangement as the buildings of these two schools were under construction on the reference date (30th September 2008) of the survey.

Table 3.3**Comparison of DISE Data with Present Survey Data regarding
Type of School Building**

Type of school building	No. of schools having building		Deviation
	Survey data	DISE data	
Pucca	49	49	0
Partially Pucca	13	13	0
Kuchcha	2	2	0
Tent	0	0	0

3.4 Classrooms

Table 3.4 gives distribution of classrooms according to their condition. Significant difference is found in respect of classrooms that require minor repairs. The number of such rooms is higher in DISE data as compared to that of this survey. As regards information on total number of classrooms, there is a deviation of only 17 (1.4%) rooms between the figures provided in the two surveys.

Table 3.4**Comparison of DISE Data with Present Survey Data regarding
Condition of Classrooms**

Condition of classrooms	No. of classrooms		Deviation	
	Survey data	DISE data	No.	%
Good	1043	994	49	4.7
Needs minor repairs	86	123	-37	43.0
Needs major repairs/ Unfit for use	45	40	5	11.1
Total	1174	1157	17	1.4

3.5 Enrolment in Primary Classes

In this section an attempt has been made to compare enrolment in primary classes in the following two different ways.

1. **Comparison of total enrolment in the sampled schools:** Total enrolment of all the 64 sampled schools in the two surveys has been compared. But this comparison has one limitation. The difference in enrolment in individual schools, if any, between the two surveys is positive in some schools and negative in others. When added over schools, some of the differences would cancel each other.
2. **Comparison of School-wise enrolment:** Schools with primary classes have been divided into two categories namely (i) schools where DISE data does not match with present survey data (ii) schools where DISE data matches exactly with present survey data. It is assumed here that if there is a difference of up to 3% between DISE and present survey in the enrolment of any school that school is considered as showing negligible difference between the two sources of data.

Table 3.5

**Comparison of DISE Data with Present Survey Data regarding
Total Enrolment in Primary Classes**

Category	Boys/ Girls	No. of students in classes 1 to 5		Deviation	
		Survey data	DISE data	No.	%
Overall	Boys	12,932	12,766	166	1.3
	Girls	11,268	11,120	148	1.3
	Total	24,200	23,886	314	1.3
Scheduled Castes	Boys	970	840	130	13.4
	Girls	1,512	1,454	58	3.8
	Total	2,482	2,294	188	7.6
Scheduled Tribes	Boys	55	55	0	0.0
	Girls	40	39	1	2.5
	Total	95	94	1	1.1
Other Backward Classes (OBC)	Boys	650	653	-3	0.5
	Girls	834	737	97	11.6
	Total	1,484	1,390	94	6.3

Table 3.5 gives comparative picture of total enrolment of 64 selected schools. It is evident from the table that the deviation in enrolment in primary classes ranges between

0.0% to 7.6% in respect of all categories of children except SC boys (13.4%) and OBC girls (11.6%). This shows that the overall difference in enrolment in primary classes is not much. In fact a larger difference in enrolment of SC boys is due to non-reporting of SC enrolment in 4 schools in the DISE format. Similarly, in one MCD girls' school, 'nil' enrolment is shown under OBC category in the DISE format while the present survey shows 90 girls under this category. (Also see Figure 3.1).

Figure 3.1
Comparison of DISE Data with Present Survey Data regarding
Overall Enrolment in Primary Classes

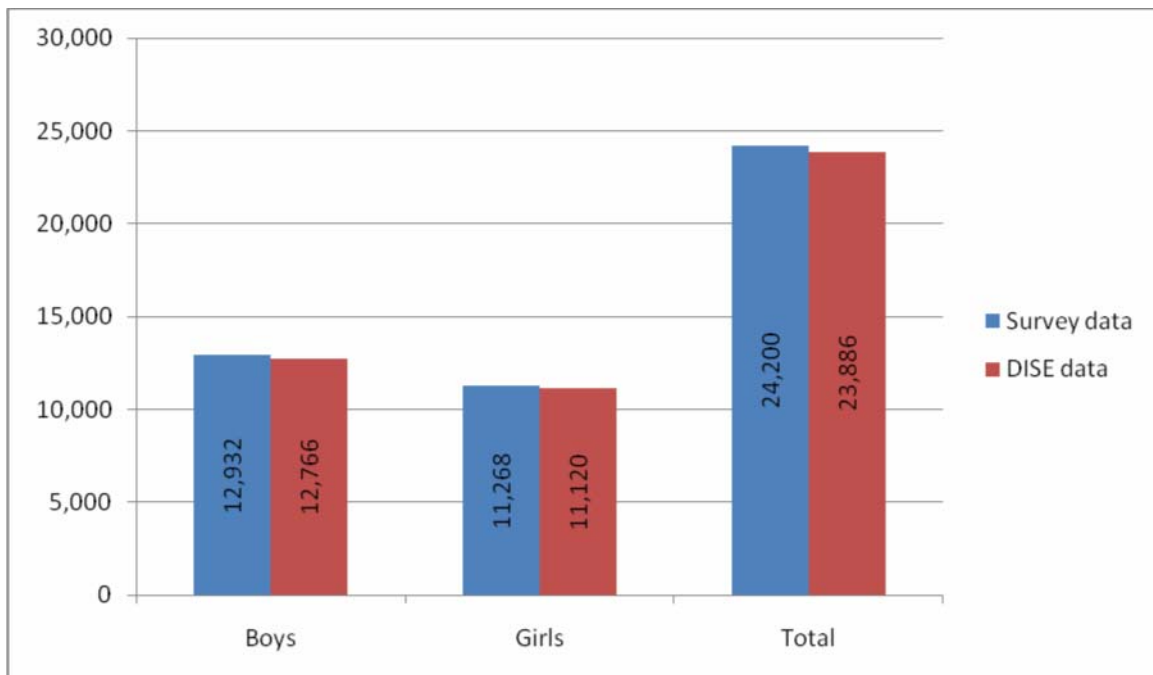
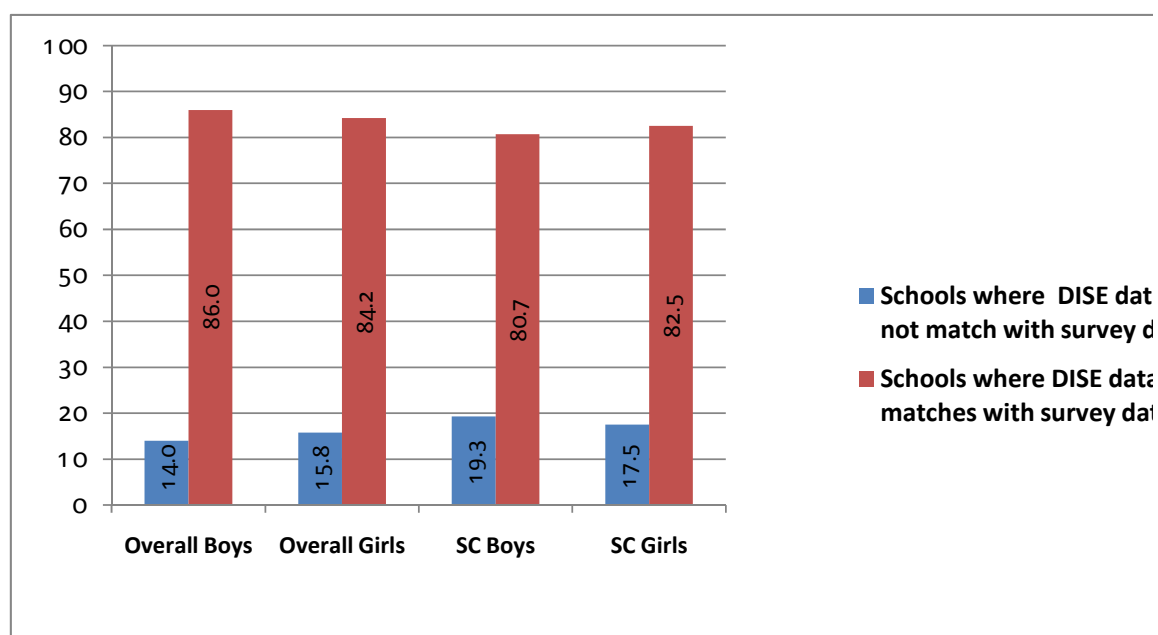


Table 3.6 shows school-wise difference in enrolment in primary classes between the two surveys. It is observed from the table that the percentage of schools in which the figures match exactly is 86% in the case of boys' enrolment and 84% in the case of girls' enrolment. In the case of ST boys and girls and OBC boys this percentage is even higher (over 90%). (Also see Figure 3.2).

Table 3.6
School-wise Comparison of DISE Data with Present Survey Data regarding
Enrolment in Primary Classes

Category	Boys/ Girls	Schools with primary classes	Schools where it does not match with Survey data		Schools where it matches with Survey data	
			No.	%	No.	%
Overall	Boys	57	8	14.0	49	86.0
	Girls	57	9	15.8	48	84.2
Scheduled Castes	Boys	57	11	19.3	46	80.7
	Girls	57	10	17.5	47	82.5
Scheduled Tribes	Boys	57	2	3.5	55	96.5
	Girls	57	1	1.8	56	98.2
Other Backward Classes (OBC)	Boys	57	5	8.8	52	91.2
	Girls	57	8	14.0	49	86.0

Figure 3.2
School-wise Comparison of DISE Data with Present Survey Data regarding
Enrolment in Primary Classes



3.6 Enrolment in Upper Primary Classes

Comparison of enrolment in upper primary classes is also done by number of students enrolled as well as by number of schools showing difference in enrolment as explained in the previous section. Comparison of total enrolment is presented in Table 3.7 while school-wise comparison is given in Table 3.8.

It is observed from Table 3.7 that there is negligible difference in the overall enrolment in upper primary classes between DISE and present survey. The largest difference (5.9%) is found in the case of OBC boys. (Also see Figure 3.3).

Table 3.7
Comparison of DISE Data with Present Survey Data regarding
Total Enrolment in Upper Primary Classes

Category	Boys/ Girls	No. of students in classes 6 to 8		Difference	
		Survey data	DISE data	No.	%
Overall	Boys	9,085	9,063	22	0.2
	Girls	8,269	8,232	37	0.4
	Total	17,354	17,295	59	0.3
Scheduled Castes	Boys	732	715	17	2.3
	Girls	942	916	26	2.8
	Total	1,674	1,631	43	2.6
Scheduled Tribes	Boys	28	27	1	3.6
	Girls	25	25	0	0.0
	Total	53	52	1	1.9
Other Backward Classes (OBC)	Boys	68	64	4	5.9
	Girls	63	61	2	3.2
	Total	131	125	6	4.6

School-wise comparison of difference in enrolment in upper primary classes between the two surveys is given in Table 3.8. The table shows that the percentage of schools in which the enrolment of boys and girls matches exactly in respect of all the categories is 87% or more. (Also see Figure 3.4).

Figure 3.3
Comparison of DISE Data with Present Survey Data regarding
Overall Enrolment in Upper Primary Classes

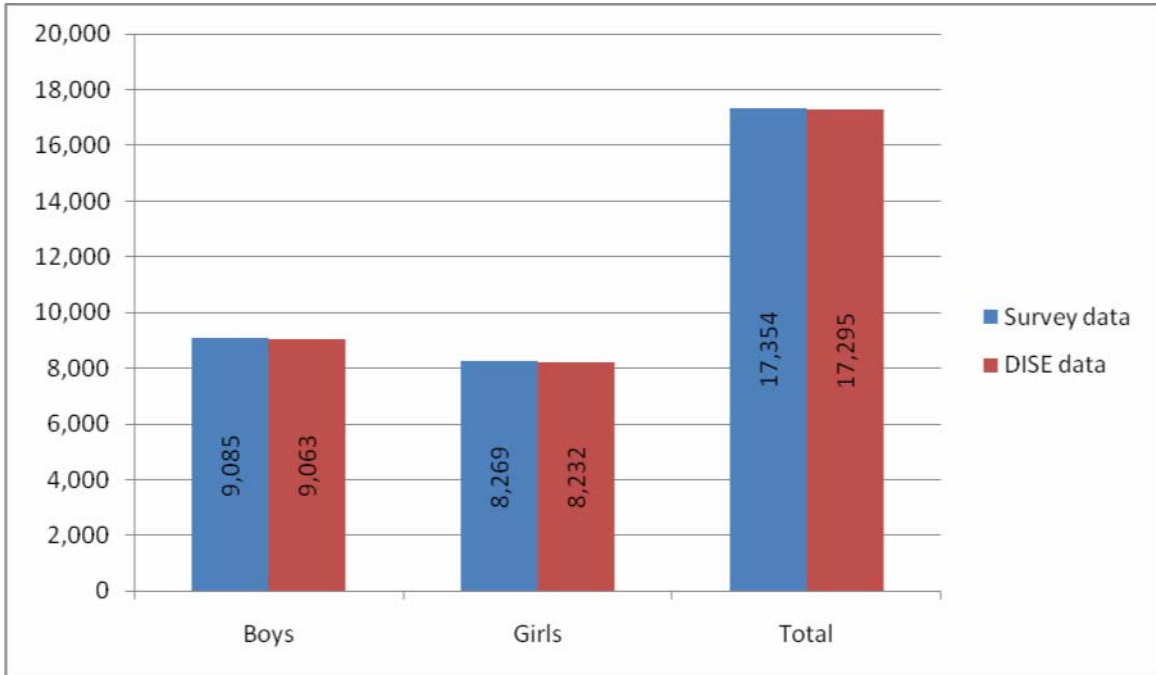


Figure 3.4
School-wise Comparison of DISE Data with Present Survey Data regarding
Enrolment in Upper Primary Classes

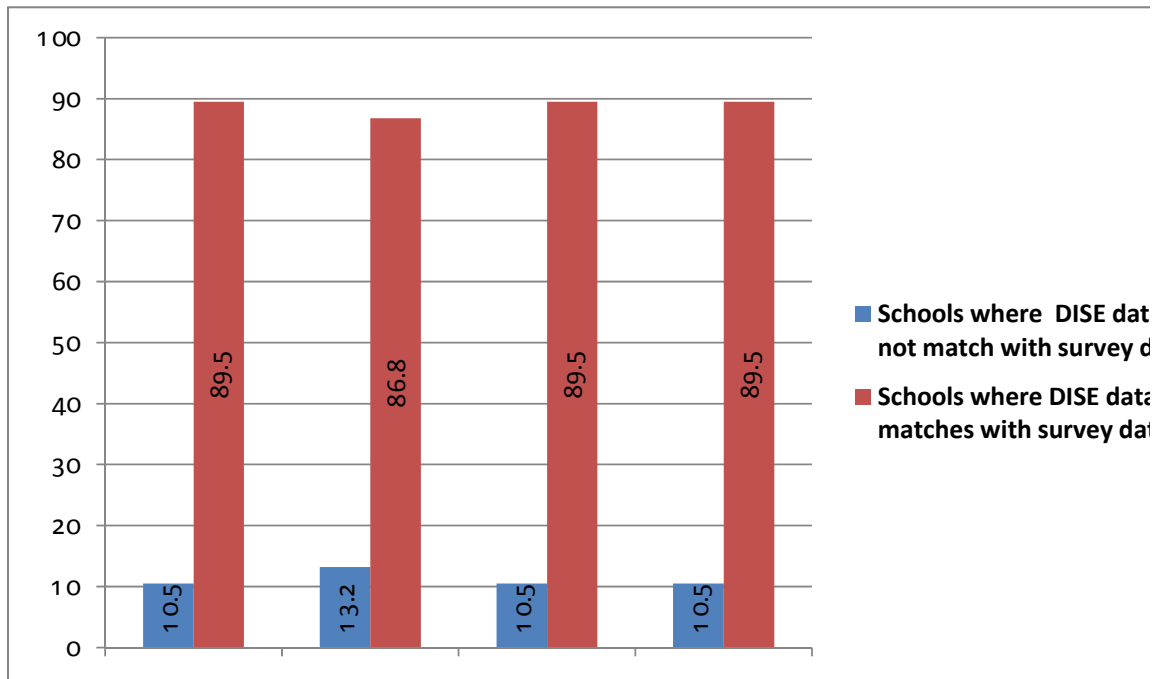


Table 3.8**School-wise Comparison of DISE Data with Present Survey Data regarding Enrolment in Upper Primary Classes**

Category	Boys/ Girls	Schools with upper primary classes	Schools where it does not match with Survey data		Schools where it matches with Survey data	
			No.	%	No.	%
Overall	Boys	38	4	10.5	34	89.5
	Girls	38	5	13.2	33	86.8
Scheduled Castes	Boys	38	4	10.5	34	89.5
	Girls	38	4	10.5	34	89.5
Scheduled Tribes	Boys	38	3	7.9	35	92.1
	Girls	38	3	7.9	35	92.1
Other Backward Classes (OBC)	Boys	38	3	7.9	35	92.1
	Girls	38	4	10.5	34	89.5

3.7 Disabled Students

Table 3.9 gives comparison of disabled children enrolled in selected schools in primary and upper primary classes. It is observed from the table that the deviation in enrolment of disabled children in primary and upper primary classes between the two surveys is 6% or less.

Table 3.9**Comparison of DISE Data with Present Survey Data regarding total number of Disabled Students**

Classes	Boys/ Girls	No. of disabled students		Deviation	
		Survey data	DISE data	No.	%
1 to 5	Boys	39	41	-2	5.1
	Girls	49	52	-3	6.1
	Total	88	93	-5	5.7
6 to 8	Boys	30	31	-1	3.3
	Girls	41	43	-2	4.9
	Total	71	74	-3	4.2

As regards school-wise difference in enrolment of disabled children, it is observed from Table 3.10 that the percentage of schools in which DISE data matches exactly with that of present survey at primary level is 84.2% in the case of boys and 91.2% in the case of girls. The corresponding percentages at upper primary level are 86.8% and 78.9% respectively.

Table 3.10
School-wise Comparison of DISE Data with Present
Survey Data regarding Disabled Students

Category	Boys/ Girls	No. of sampled schools having primary or upper primary classes	Schools where it does not match with Survey data		Schools where it matches with Survey data	
			No.	%	No.	%
Primary	Boys	57	9	15.8	48	84.2
	Girls	57	5	8.8	52	91.2
Upper primary	Boys	38	5	13.2	33	86.8
	Girls	38	8	21.1	30	78.9

3.8 Repeaters

Comparison of repeaters in primary and upper primary classes between DISE and present survey is done by number of repeaters as well as by number of schools showing difference in repeaters.

Table 3.11
Comparison of DISE Data with Present Survey Data
regarding total number of Repeaters

Classes	Boys/ Girls	No. of repeaters		Deviation	
		Survey data	DISE data	Number	%
1 to 5	Boys	310	244	66	21.3
	Girls	528	525	3	0.6
	Total	838	769	69	9.0
6 to 8	Boys	616	216	400	64.9
	Girls	344	171	173	50.3
	Total	960	387	573	59.7

It is evident from Table 3.11 that there is a large difference in the number of repeaters shown in DISE and present survey data in upper primary classes as compared to that of primary classes. The large difference is due to the fact that 5 schools had not given information in respect of repeaters in DISE format whereas there were repeaters in those schools as per the present survey. Further, the number of repeaters given in DISE format of 4 schools was much less as compared to that of present survey.

Table 3.12 shows that the DISE data on repeaters at primary level matches exactly with present survey figures for boys in 79% of schools and for girls in 82.5% of schools. The corresponding figures at upper primary level are 74% and 66% respectively.

Table 3.12
School-wise Comparison of DISE Data with Present
Survey Data regarding Repeaters

Category	Boys/ Girls	No. of sampled schools having primary or upper primary classes	Schools where it does not match with Survey data		Schools where it matches with Survey data	
			No.	%	No.	%
Primary level	Boys	57	12	21.1	45	78.9
	Girls	57	10	17.5	45	82.5
Upper primary level	Boys	38	10	26.3	28	73.7
	Girls	38	13	34.2	25	65.8

3.9 Annual Examination Results

Table 3.13 presents Comparison of data regarding number of students enrolled in selected schools, number of students appeared and passed in the annual examination for classes 5th and 8th for the year 2007-08. It is evident from the table that negligible difference is witnessed in the data collected through DISE format and special DCF used for the present survey in respect of annual examination for both the classes.

Table 3.13
Comparison of DISE Data with Present Survey Data regarding
Annual Examination of total number of Students

Item of information	No. of students as per survey data	No. of students as per DISE data	Difference	
			No.	%
Class 5 Boys				
Enrolled	2435	2428	7	0.3
Appeared	2387	2404	17	0.7
Passed	2374	2386	12	0.5
Class 5 Girls				
Enrolled	2029	2027	2	0.1
Appeared	2009	2009	0	0.0
Passed	2004	2001	3	1.5
Class 8 Boys				
Enrolled	2477	2479	2	0.1
Appeared	2443	2468	25	1.0
Passed	2183	2250	67	3.1
Class 8 Girls				
Enrolled	2271	2284	13	0.6
Appeared	2258	2278	20	0.9
Passed	2134	2139	5	0.2

As regards school-wise comparison of data regarding annual examination it is observed from Table 3.14 that the percentage of schools where the data of the two surveys for class 5th does not match with each other varies from 18.2% for boys enrolled to 25.5% for girls passed in the examination. The corresponding figures for class 8th are 15.8% for children enrolled as well as girls appeared in examination and 28.9% for boys passed in the examination.

Table 3.14
School-wise Comparison of DISE Data with Present
Survey Data regarding Annual Examination

Item of information	No. of sampled schools having primary or upper primary classes	No. of schools not filled in DISE data	Schools where it does not match with Survey data		Schools where it matches with Survey data	
			No.	%	No.	%
Class 5 Boys						
Enrolled	55	0	10	18.2	45	81.8
Appeared	55	0	13	23.6	42	76.4
Passed	55	0	11	20.0	44	80.0
Class 5 Girls						
Enrolled	55	0	11	20.0	44	80.0
Appeared	55	0	13	23.6	42	76.4
Passed	55	0	14	25.5	41	74.5
Class 8 Boys						
Enrolled	38	0	6	15.8	32	84.2
Appeared	38	0	7	18.4	31	81.6
Passed	38	0	11	28.9	27	71.1
Class 8 Girls						
Enrolled	38	0	6	15.8	32	84.2
Appeared	38	0	6	15.8	32	84.2
Passed	38	0	10	26.3	28	73.7

Note: Two schools namely SBV kakrola and SBV No.1 Madipur did not have class V during the session 2007-08.

3.10 Teachers in Position

It is evident from Table 3.15 that the difference in number of teachers in position as on 30th September 2008 at primary and upper primary stages between the two surveys is 1.7% and 10.9% respectively. However, such difference is higher for male and female teachers separately. It appears that at the primary stage some of the male teachers have

been counted as female teachers in the DISE data. That is why the difference in the percentage of total number of teachers between DISE and survey data is much less than the difference in the percentage of male and female teachers. (Also see Figure 3.5).

Table 3.15
Comparison of DISE Data with Present Survey Data regarding
Total number of Teachers in Position

School stage	Male/ Female	No. of teachers as per Survey data	No. of teachers as per DISE data	Deviation	
				No.	%
Primary	Male	70	63	7	10.0
	Female	522	539	-17	3.3
	Total	592	602	-10	1.7
Upper primary	Male	166	141	25	15.1
	Female	479	434	45	9.4
	Total	645	575	70	10.9

Figure 3.5
Comparison of DISE Data with Present Survey Data regarding
Total number of Teachers in Position

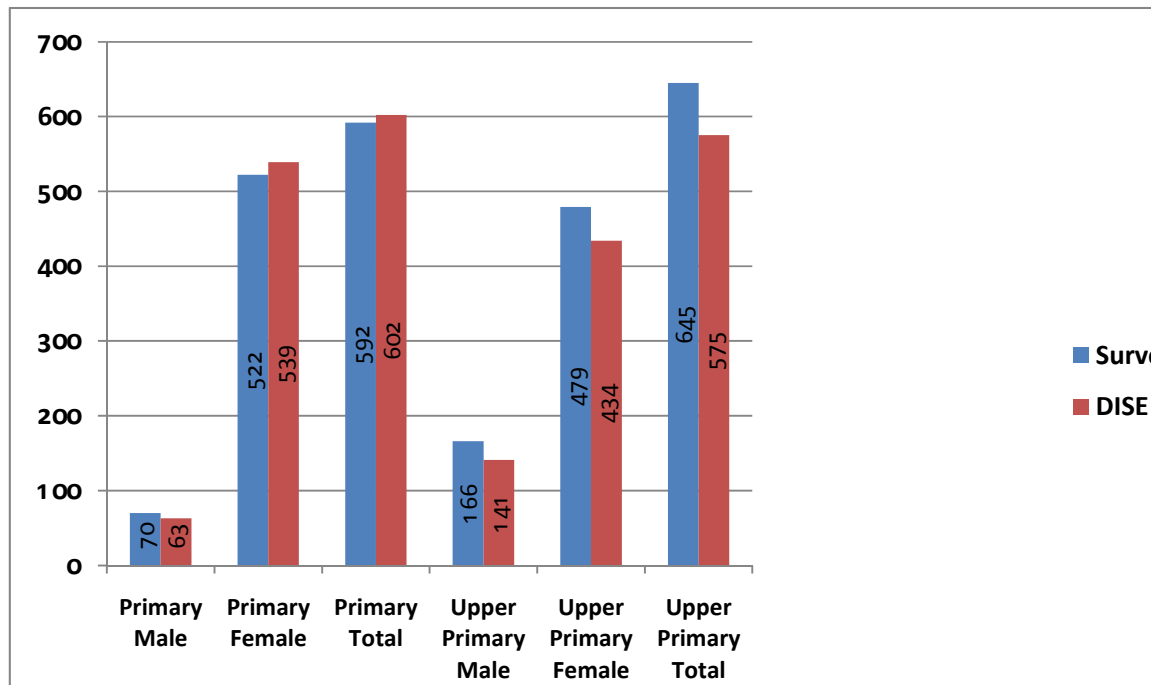
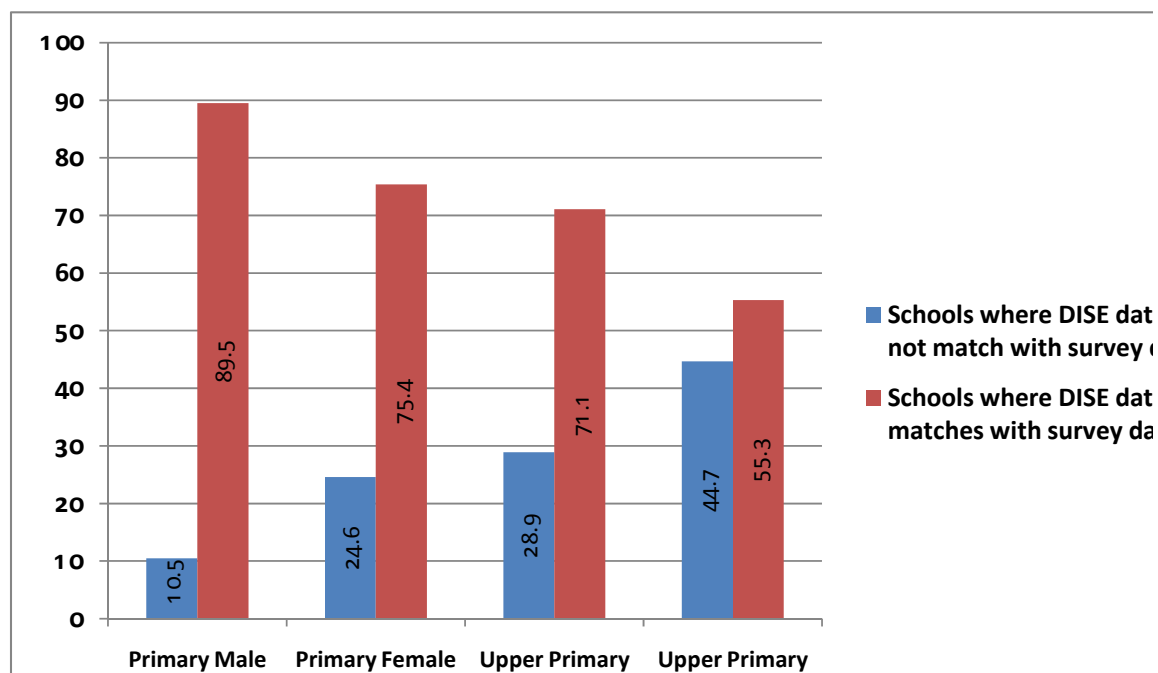


Table 3.16
School-wise Comparison of DISE Data with Present
Survey Data regarding Teachers in Position

School stage	Male/ Female	No. of schools having primary or upper primary classes	Schools where DISE data does not match with Survey data		Schools where DISE data matches with Survey data	
			No.	%	No.	%
Primary	Male	57	6	10.5	51	89.5
	Female	57	14	24.6	43	75.4
Upper primary	Male	38	11	28.9	27	71.1
	Female	38	17	44.7	21	55.3

Figure 3.6
School-wise Comparison of DISE Data with Present
Survey Data regarding Teachers in Position



School-wise deviation in the data regarding teachers in position is presented in Table 3.16. The table shows that the proportion of schools in which DISE data pertaining to teachers in position at primary level matches exactly with survey data is 90% for male

teachers and 75% for female teachers. The corresponding figures at upper primary level are 71% and 55% respectively. (Also see Figure 3.6).

3.11 Availability of Facilities in Schools

Table 3.17 gives comparative picture regarding availability of certain facilities in schools. The table clearly shows that the difference is the lowest (1.6%) in the case of availability of electricity. Next in order comes facility of playground followed by facilities of separate toilet for staff, common toilet and separate toilet for girls.

Table 3.17
Comparison of DISE Data with Present Survey Data regarding
Availability of various Facilities in Schools

Facility in school	No. of schools having facility as per Survey data	No. of schools having facility as per DISE data	Difference	
			No.	%
1. Electricity	64	63	1	1.6
2. Common toilet	32	29	3	9.4
3. Separate toilet for girls	53	60	7	13.2
4. Separate toilet for staff	60	56	4	6.7
5. Playground	57	56	1	1.8

Note: School building of MCD, Tihar No.1 was under construction and no information was given in respect of above facilities in DISE format.

3.12 Availability of Drinking Water Facility in Schools

It is evident from Table 3.18 that there is no school in the district of West Delhi where drinking water facility is not available. The difference in the source of drinking water is found in the case of 3 (4.7%) schools only. These schools have indicated 'other source' in the DISE format while 'Tap water' facility is shown in the special DCF used for the present survey.

Table 3.18**Comparison of DISE Data with Present Survey Data regarding Availability of Drinking Water Facility in Schools**

Source of drinking water	No. of schools having facility as per Survey data	No. of schools having facility as per DISE data	Difference
1. Hand pump	0	0	0
2. Well	1	1	0
3. Tap water	59	56	3
4. Other source	4	7	3
5. No facility	0	0	0

3.13 Seating arrangement for Children

Data regarding seating arrangement for children in classrooms is provided in Table 3.19. The table shows that there is no provision of furniture in two schools as per the DISE DCF and special DCF for the present survey. The difference is found in 2 (3.1%) schools only. In these schools DISE data indicated furniture for all students while our investigators found that some students were also sitting on the floor using tat-patti.

Table 3.19**Comparison of DISE Data with Present Survey Data regarding Seating arrangement for Children**

Seating arrangement	No. of schools having facility as per Survey data	No. of schools having facility as per DISE data	Difference
1. Furniture for all students	54	56	2
2. Furniture for some students	8	6	2
3. No furniture	2	2	0

3.14 Availability of Boundary Wall Facility in Schools

It is evident from Table 3.20 that most of the schools have pucca boundary wall. No difference is found in 59 of the 64 sampled schools regarding condition of boundary wall between the two surveys. Moreover, in one school no response was given in the DISE format. Instead a remark 'the building was under construction' was given while pucca but broken boundary wall was shown in the present survey.

Table 3.20
Comparison of DISE Data with Present Survey Data regarding
Availability of Boundary Wall Facility in Schools

Condition of boundary wall	No. of schools having facility as per Survey data	No. of schools having facility as per DISE data	Difference
1. Pucca	58	61	3
2. Pucca but broken	4	1	3
3. Barbed wire fencing	1	0	1
4. Hedges	0	0	0
5. No boundary wall	1	0	1
6. Other	0	1	1

From the above discussions it can be concluded that the precision of DISE data in respect of school particulars, school building, enrolment in primary and upper primary classes, annual examination results, teachers in position and various facilities in schools is quite satisfactory.

Chapter 4

Investigators' Observations

This chapter discusses about the observations of field investigators regarding certain aspects such as initial reaction of the principal towards the investigation, availability and maintenance of records, punctuality of teachers in coming to school, problem faced by him in getting the required information from the school.

In most of the schools information was collected from the principal/ head teacher of the sampled schools using 'Investigator Feedback Schedule' which was part of the 'Special DCF for Post-enumeration Survey' supplied by the office of the UEE Mission, Delhi. However, in some schools the principal deputed a senior teacher to provide the required information

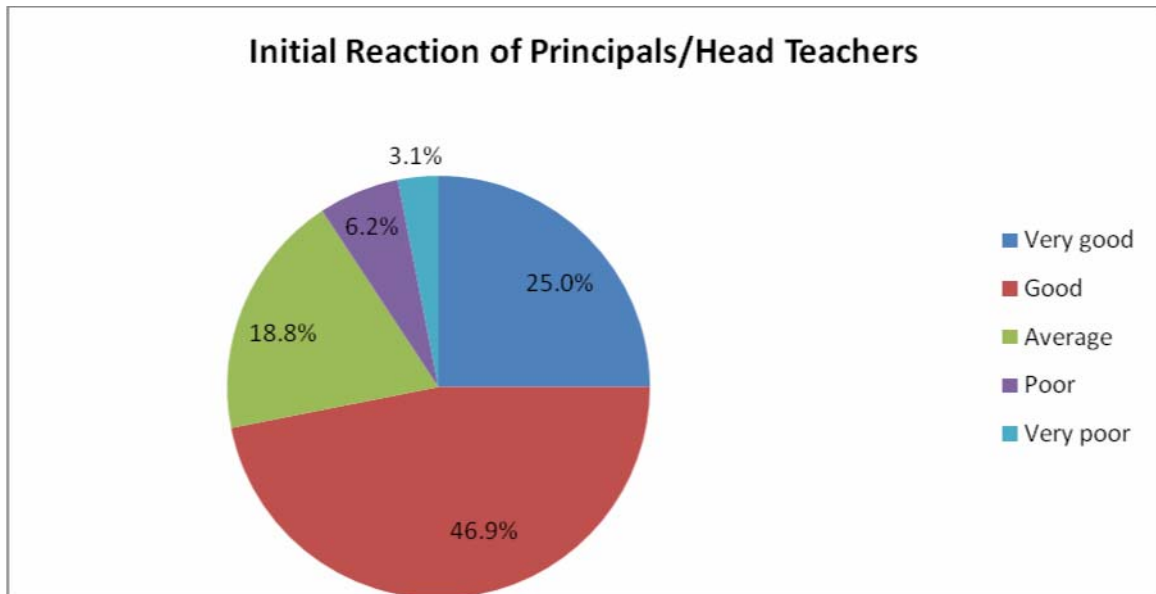
4.1 Initial Reaction of the Principals/ Head teachers towards the Investigation

Table 4.1 shows that in 72% of schools initial reaction of the principals was found to be quite positive. In only 6 of the 64 sampled schools, the reaction of principals towards the investigation was not satisfactory. Also see Figure 4.1.

Table 4.1
Initial Reaction of Principals/ Head teachers

Initial reaction of the Principal	No. of schools	%
Very good	16	25.0
Good	30	46.9
Average	12	18.8
Poor	4	6.2
Very poor	2	3.1
Total	64	100.0

Figure 4.1



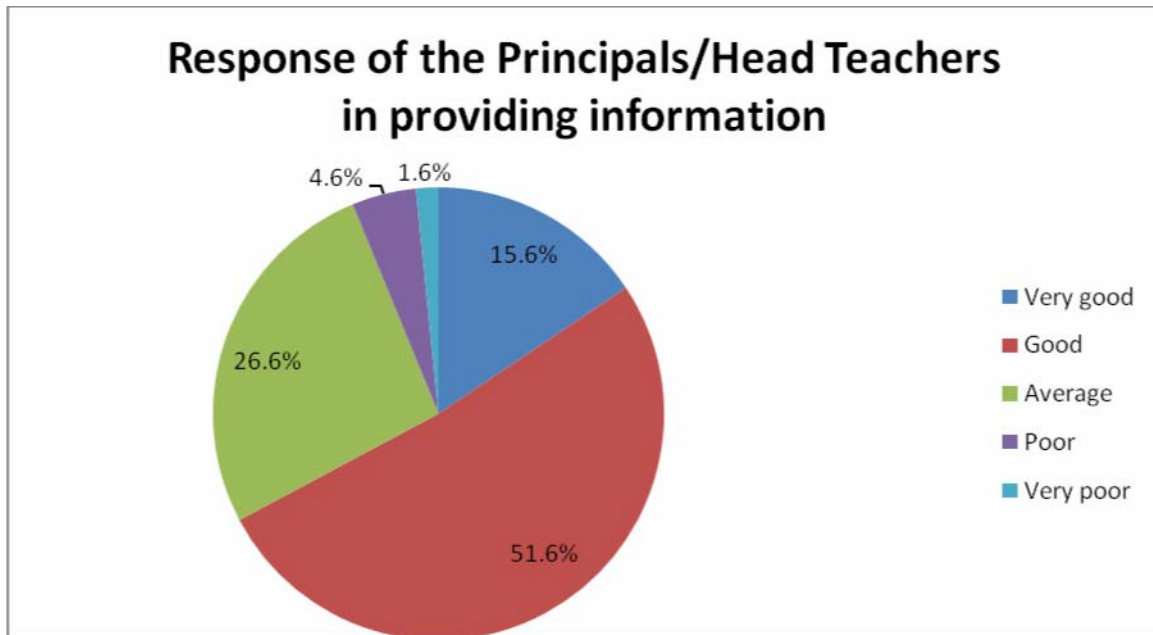
4.2 Response of the Principals/ Head teachers in providing necessary information

The response of majority of schools (67%) in providing necessary information was quite positive. In only 4 schools (6.2%) the response was below average. In the remaining 26.6% of schools the response was average. It shows that most of the principals cooperated and supplied the information readily to the investigators. (Also see Figure 4.2).

Table 4.2
Response of the Principals/ Head teachers in providing information

Category of response	No. of schools	%
Very good	10	15.6
Good	33	51.6
Average	17	26.6
Poor	3	4.6
Very poor	1	1.6
Total	64	100.0

Figure 4.2



4.3 Availability of Records

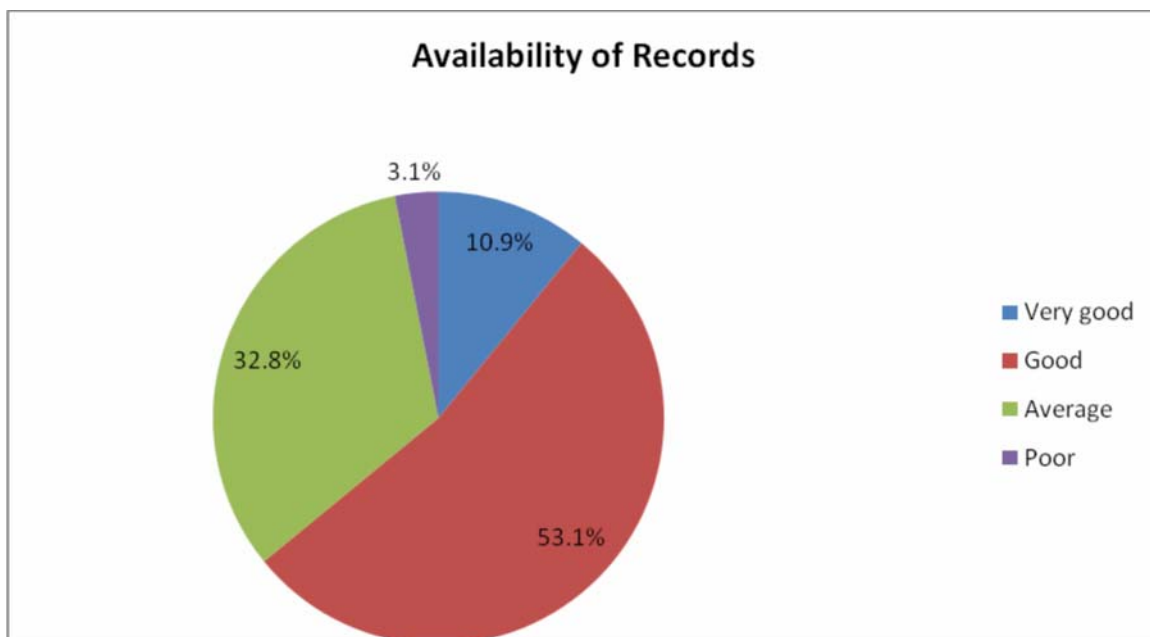
It is evident from Table 4.3 that in 64% of schools the records were readily available to provide requisite information to field investigators. In only two schools the investigators faced problem in getting the information and the schools were visited by them more than once. About one-third of schools took some time in providing the necessary information. Most of the principals did not have any problem in making the records available to the investigators after showing them the letter of the Directorate. (Also see Figure 4.3).

Table 4.3

Availability of Records in Schools

Availability of records	No. of schools	%
Very good	7	10.9
Good	34	53.1
Average	21	32.8
Poor	2	3.1
Very poor	0	0.0
Total	64	100.0

Figure 4.3



4.4 Investigators' Observations

Investigators' observations on various aspects pertaining to school are presented in Table 4.4. It is evident from the table that the 'school report card' was available in all the 64 schools. Next in order comes punctuality of teachers in coming to school (98.4% schools) followed by availability of photocopy of filled-in DISE DCF (96.9% schools), properly fill-up of attendance register (90.6% schools), proper maintenance of attendance register (89.1% schools) and availability of data regarding enrolment and pass percentage (87.5% schools). Further, Display board was available in about 83% schools and up-to-date school records were maintained in 81% schools. The data regarding enrolment in a single register was available in about 58% of schools.

Table 4.4
Investigators' Observations

Aspect	Schools for which observations of investigators were positive	
	No.	%
1. Up-to-date maintenance of school records	52	81.3
2. Availability of data regarding enrolment and pass percentage	56	87.5
3. Availability of data regarding enrolment in a single register	37	57.8
4. Properly fill-up of attendance register	58	90.6
5. Proper maintenance of attendance register	57	89.1
6. Punctuality of teachers in coming to school	63	98.4
7. Availability of school report card	64	100.0
8. Availability of photocopy of filled-in DISE DCF	62	96.9
9. Availability of display board	53	82.8

4.5 Mid-day Meal

Table 4.5 gives information regarding availability of MDM facility in school according to its category and management. It is observed from the table that MDM facility is available in 27 out of 64 sampled schools. All the 27 schools have primary classes in them. Of these, 18 primary schools are managed by Local Body, 8 are government schools and the remaining one is private aided primary school. There is no provision of MDM in Kendriya Vidyalaya as well as in private unaided schools although these schools have primary classes in them.

As reported by the investigators the quality of food being served to students under MDM Scheme was good in all the 27 schools having the facility.

Table 4.5
Availability of Mid-day Meal

School category	Management	No. of sampled schools	No. of schools having MDM facility
Primary only	Government	-	-
	Local Body	18	18
	Private Aided	1	1
	Private Unaided	7	0
Upper primary/ Secondary/ Higher secondary	Government	14	8
	Local Body	-	-
	Private Aided	2	0
	Private Unaided	22	0
Total	Government	14	8
	Local Body	18	18
	Private Aided	3	1
	Private Unaided	29	0

4.6 Presence of Students on the day of Survey

Information regarding enrolment and attendance on the day of survey is presented in Table 4.6 and Table 4.7 for primary and upper primary classes respectively.

It is observed from Table 4.6 that more than 82% students (both boys and girls) in primary classes were present on the day of investigators' visit to school. The presence of both SC and ST students in school was more than 76%

Table 4.6
Enrolment and Attendance in Primary Classes on the day of Survey

Category	Enrolment			Attendance			Presence %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total	12,717	11,256	23,973	10,491	9,303	19,794	82.5	82.6	82.6
SC	929	1,462	2,391	740	1,087	1,827	79.7	74.4	76.4
ST	53	43	96	42	31	73	79.3	72.1	76.0

Figure 4.4
Percentage of Students present in Primary Classes on the day of Survey

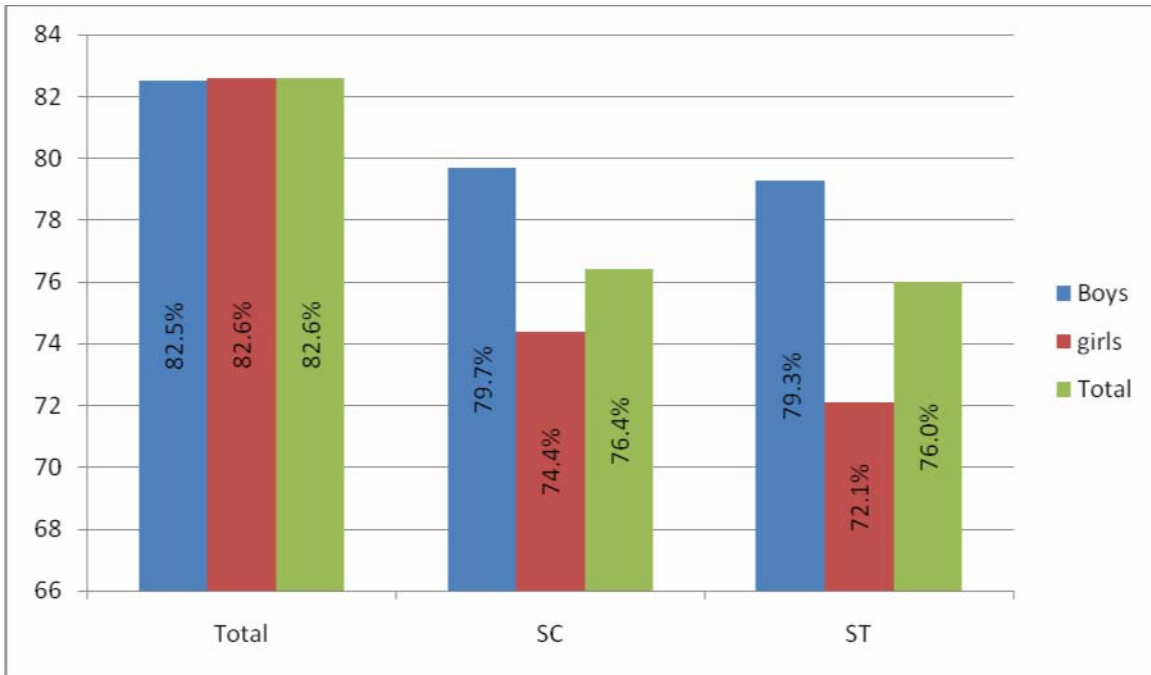


Figure 4.5
Percentage of Students present in Upper Primary Classes on the day of Survey

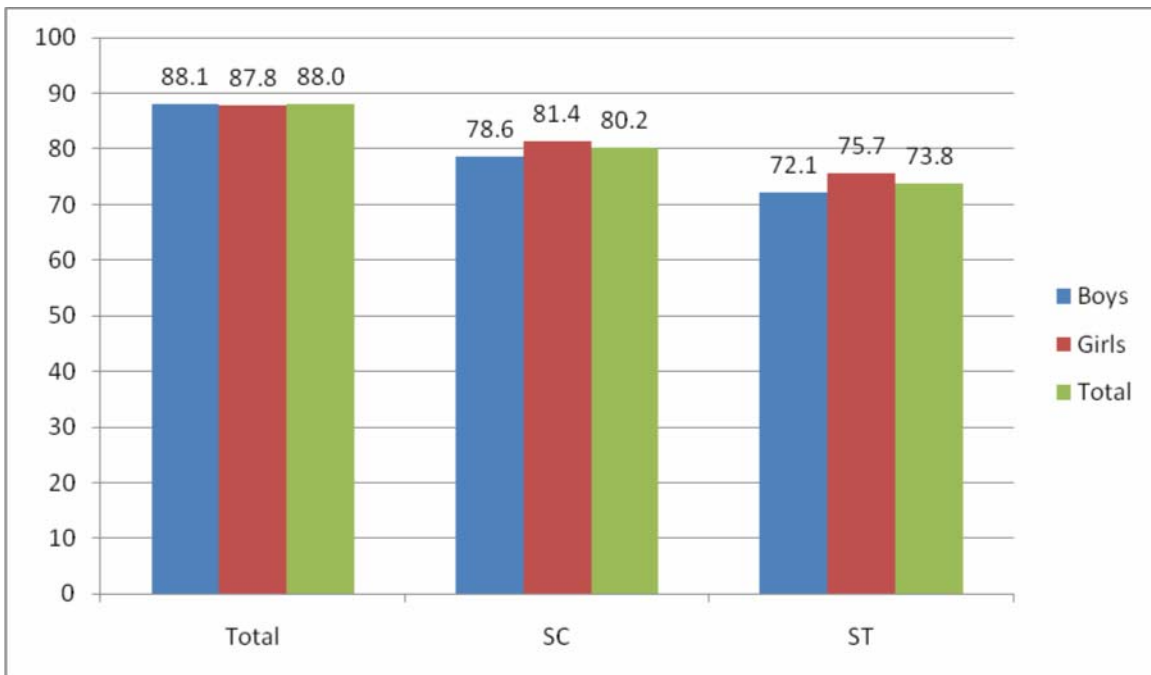


Table 4.7

Enrolment and Attendance in Upper Primary Classes on the day of Survey

Category	Enrolment			Attendance			Presence %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total	9,144	7,358	16,502	8,057	6,458	14,515	88.1	87.8	88.0
SC	585	758	1,343	460	617	1,077	78.6	81.4	80.2
ST	43	37	80	31	28	59	72.1	75.7	73.8

Table 4.7 shows that the percentage of students in upper primary classes who were present on the day of survey was 88%. The corresponding figures for SC and ST students were 80.2% and 73.8% respectively.

Chapter 5

Main Findings and Suggestions

1. It is found that the difference in DISE and present survey data on certain aspects like status of school building, stage-wise break-up of teachers, etc. was due to conceptual error on the part of respondents. These aspects need to be clarified to every school.
2. During data collection it is observed that some Principals did not pay due attention in providing the requisite information to the field investigators.
3. The difference in overall enrolment at both primary and upper primary levels between the two surveys is less than 2% and the percentage of schools in which the DISE figures match exactly with that of present survey is more than 84% in both primary and upper primary levels. This indicates that the precision of overall enrolment collected through DISE format is quite satisfactory.
4. The difference in number of teachers in position at primary and upper primary stages is 1.7% and 10.9% respectively. The proportion of schools for which DISE data pertaining to teachers in position matches exactly with present survey data is the highest (90%) for male teachers at primary level and the lowest (55%) in the case of female teachers at upper primary level.
5. The difference in total number of classrooms between the two surveys is only 1.4% but it is higher (7.8%) in regard to conditions of classrooms.
6. There is no difference between DISE and present survey data in respect of 'school category', 'type of school', 'lowest' and 'highest class' in school, 'school management', 'location of school' and 'year of establishment' .
7. DISE data on type of building matches exactly with that of present survey in respect of all selected schools.
8. In more than 95% schools, DISE data regarding source of drinking water facility matches with present survey data.
9. There is no difference between DISE and present survey data on seating arrangement in classrooms in 97% schools.

10. In 10% of schools initial reaction of Principals towards the investigation was not satisfactory.
11. The response of Principal/ Head teacher to provide information was quite positive in 67% of schools. In only 4 schools (6.2%) the response was below average.
12. In 64% of schools the records were readily available to provide requisite information to field investigators.
13. The 'school report card' was available in all the sampled schools. Photocopy of filled-in DISE DCF was available in 97% schools. Attendance registers were properly filled up in more than 90% schools.
14. The data regarding enrolment in a single register was available in about 58% of schools.
15. As per investigators observations, teachers come on time in about 98% of the sampled schools.
16. MDM facility was available in 27 of the 64 sampled schools. All the 27 schools had primary sections in them. Of these, 18 primary schools were managed by Local Body, 8 were government schools and the remaining one was MCD aided primary school. This facility was not available in any private unaided school as well as in Kendriya Vidyalaya although these schools had primary classes in them. The quality of food being served to students under MDM Scheme was good in all the 27 schools having the facility.
17. More than 82% students in primary classes and 88% students in upper primary classes were present on the day of investigators' visit to school.

Suggestions

1. Definitions of the terms used in the DISE DCF should be given, wherever necessary in order to minimize conceptual errors on the part of respondents.
2. A training programme should be organized for the Principals or their representatives. During the training the participants should be briefed about the importance of DISE data and discussed with them thoroughly the items of the format. This will help in motivating the Principals and subsequently in enhancing the accuracy of DISE data.

3. The schools did not follow the same criteria in deciding whom they should include under SC category. In some schools only those children who produced a certificate from the competent authority as proof were included under this category while in other schools those children who did not produce the certificate were also included. It is suggested that a uniform criteria should be followed in every school in this regard.
4. .During the present survey it was found that in some secondary and higher secondary schools with upper primary classes, all trained graduate teachers were shown as working at upper primary level while some of them devoted more time in secondary classes. It is suggested that level-wise bifurcation of teachers should be done on the basis of more time devoted by them at a particular level.
5. In 'Investigator Feedback Schedule', the investigator is required to answer either 'yes' or 'no' for several items while more than two alternatives are needed to give correct response for these items. It is suggested that more than two alternative responses may be provided in respect of such items.

List of 5% Sampled Schools of West District in 2008-09

Sl. No.	School ID	School's Name & Address	Phone No.	Classes taught
Aided Schools				
1.	1515082	Swami Shivanand Memorial. Sec. School, Punjabi Bagh		6-10
2.	1516079	S. D. Girls Sr. Sec. School, East Patel Nagar		6-12
DOE-Unaided				
3.	1618244	Jain Bharti Public School, RZ-97, New Uttam Nagar, New Delhi -59	25582884	1-8
4.	1617155	Jia Memorial Public School, Sunday Bazar, Chander Vihar, Nilothi Extn., Delhi-41	25945748	1-8
5.	1618211	Goodwill Public School, G-1/163, Uttam nagar, New Delhi -59	25632886	1-8
6.	1618159	Spring Meadows Public School, Dewan Estate, Main Nazafgarh Rd., Opp. Sewak Park, N.D.-59	25353112	1-12
7.	1618200	Sehgal Care Convent School, Sainik Enclave, Vikas Nagar, Hastal, N.D.-59	25353115	1-8
8.	1618240	Indira Ideal Sr. Sec. School, C-3 Block, Plot No. 8, Janakpuri, N.D.-58	25594459	1-12
9.	1618173	Pioneer Kamal Convent, Pioneer Road (Vikas Vihar), Vikas Nagar, N.D.-59	25644380	1-10
10.	1514089	Sumermal Jain Public School, B-2 Block, Janakpuri New Delhi-58	25504223	1-12
11.	1618213	Gian Varsha Public School, 148/149, T Extn. Part II, Uttam Nagar, N.D.-59	55462904	1-8
12.	1618250	Lawrence Public School, C-3 Block, Janakpuri New Delhi-58	25508105	1-12
13.	1618228	High Rise Public School, K-4/36-39, Mohan New Delhi-59	32743812	1-8
14.	1618217	Kamal Convent School, A-Block, Vikaspuri New Delhi-18	25515340	1-10
15.	1515120	Jaswant Lal Public School, 13/77, Punjabi Bagh New Delhi-26	25430914	1-10
16.	1618242	SRS Mission SS School, B-1, Janakpuri New Delhi-58	25517308	1-12
17.	1617207	St. Matthews Public School, A-6, Paschim Vihar New Delhi-63	25266019	1-8
18.	1618241	Oxford Sr. Sec. School, E-Block, Vikaspuri, N.D.-18	25595341	1-12
19.	1617152	Ganga International School, Hiran Kudna, Rohtak Road, N.D.-41	28351123	1-12
20.	1617149	C.R. Saini Public School, E-Block, Laxmi Park. Nangloi, Delhi-41	25947725	1-10

Sl.No.	School ID	School Name & Address	Phone No.	Classes taught
21.	1618181	S.S. Mota Singh Sr. sec. Model School, A- 4.C Block. Janakpuri-58	25590180	1-12
22.	1515116	Shri Sanatan Dharam Saraswati bal Mandir, Road No. 70, West Punjabi Bagh, N.D.-26	25428755	1-12
23.	1617173	St. Sophias Sr. Sec. School, A-2, Paschim Vihar, N.D.-63	25284224	1-12
24.	1617146	S.D.M.Model School, Ranjit Vihar (Nilothi Extention, N.D.41	25944922	1-10

Government Schools

25.	1618064	GGSSS No.2, A-Block, Janakpuri, N.D.-58	25547607 (M)	6-12
26.	1515024	SKV No.2, Madipur (P.S. Punjabi Bagh)	25215980 (M)	1-12
27.	1514017	SKV, Distt. Centre, Vikaspuri, N.D.-18	25996121 (M)	1-12
28.	1514013	SKV No.2, Khyala, (Vishnu Garden Const.), P.S. Tilak Nagar	25983621 (M)	1-12
29.	1514016	SKV No.3, Tilak Nagar, N.D.-18	25469200 (M)	1-12
30.	1514018	GGSSS, Ashok Nagar	28125915 (M)	6-12
31.	1618009	SBV Kakrola	25342809 (E)	1-12
32.	1516142	SKV West Patel Nagar	25880620 (M)	1-12
33.	1618004	GBSSS No.2, Uttam Nagar, N.D.-59	25564223 (M)	6-12
34.	1618058	GBSSS, Hastal, N.D.-59	25588357 (E)	6-12
35.	1515007	SBV No.1, Madipur (P.S. Punjabi Bagh)	25213402 (E)	1-12
36.	1618060	GGSSS, Bindapur, Near DDA Flats (Hastal Const.)	25630917 (M)	6-12
37.	1516003	SV, Mansarovar Garden (Rajouri Garden Const.)	25428776 (M)	1-12
38.	1618262	Kendriya Vidyalaya, C-2, Janakpuri, N.D.-58		1-12

MCD Schools

39.	1556088	MCD, Punjabi Bagh, Road No. 66 – I		1-5
40.	1556095	MCD, Khyala New – I		1-5
41.	1556097	MCD, Khyala Old – I		1-5
42.	1556119	MCD, J.J. Hastal No.1, N.D.-59 – II		1-5
43.	1556104	MCD, Vishnu Garden – I		1-5
44.	1556148	MCD, Karampura No.3		1-5
45.	1556382	MCD, Nangloi Saidan, N.D.-41 – I		1-5
46.	1556089	MCD, Road No. 66, Punjabi Bagh – II		1-5
47.	1556048	MCD, J.J. No.1, Tagore Garden – II		1-5
48.	1556062	MCD, B-Block, Vikaspuri, N.D.-18		1-5
49.	1556083	MCD, Madipur Village No.1 (P.S. Punjabi Bagh) – I		1-5
50.	1556136	MCD, Nawada Main – II		1-5
51.	1556381	MCD, Peera Garhi – II		1-5
52.	1556037	MCD, Tihar No. 1, Block – 6		1-5

Sl.No.	School ID	School Name & Address	Classes Taught
53.	1556038	MCD, Tihar No. 1, Block – 1	1-5
54.	1556115	MCD, Hastal Village No.1, N.D.-59 – II	1-5
55.	1556154	MCD, Ramesh Nagar No.1, Girls	1-5
56.	1556121	MCD, J.J. Hastal No.2, N.D.-59 – II	1-5
MCD_Aided Schools			
57.	1556397	S.D. Lajwanti Model School, Ashok Nagar	1-5
MCD_Unaided Schools			
58.	1556334	Nice Foundation School, Bindapur (Hastal Const.)	1-5
59.	1556332	Meena P/S Q. 52, Vikaspuri Uttam nagar, N.D.-59	1-5
60.	1556302	Favourite P/S, KG-3/ 54-38, Vikaspuri, N.D.-18	1-5
61.	1556310	Laxmi Model School, 12-blk Santoshi Mata Mandir, Tilak Nagar, N.D.-18	1-5
62.	1556309	Viridavan P/S, WZ – 415, Hastal Gaon, N.D.-59	1-5
63.	1556369	Baby Modern School, B-25, Maharani Enclave, Hastal, N.D. – 59	1-5
64.	1556348	Good Luck P/S, F-10-11-12, Bhagwati Garden Vistar, N.D.-59.	1-5

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Five Percent Sample Check: Special DCF for Post Enumeration Survey

Date of visit to School: ----- Academic Year: -----

Name of the Person conducting the survey: -----

Name of the organization conducting the survey: -----

State:

District:

Pin Code:

A. School Location Particulars

1. Village name/ Ward No. : -----
2. Block? Municipal name : -----
3. Rural/ Urban (Indicate Code) :
Rural (1)/ Urban (2)
4. DISE School Code :

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B. School Particulars

1. Name of the School : -----
2. Name of the Principal/ Head Teacher : -----
3. Educational Qualification of the Principal : -----
4. Number of year working as Principal/ Head teacher in the present School :

--	--
5. Total number of year of experience working as Principal/ Head teacher in the schools
(include experience as Principal/ Head teacher from earlier schools) :

--	--	--
6. Year of establishment of school :

--	--	--	--
7. School Category : (Indicate Code*)
* Primary (1)/ Primary with upper primary (2)/ Primary with secondary or Higher Secondary (3)/
Upper Primary only (4)/ Upper Primary with secondary or Higher Secondary (5)
8. Type of school : (Indicate Code**)
** School for Boys only (1)/ School for Girls only (2)/ Co-educational (3).
9. Lowest Class in the school:
10. Highest Class in the school:
11. School Management: (Indicate Code@)
@ Managed by Education Department (1)/ Tribal Welfare Department (2)/ Local Body (3)/
Private Aided (4)/ Private Unaided (5)/ Other (6)/ Unrecognised (8).
12. Residential School (Yes=1/ No=2)
13. If yes: Type (Indicate Code ##)
Ashram (Govt.) (1)/ Non Ashram Type (Govt.) (2)/ Private (3)/ Others (4)/ Not applicable (5).
14. Is the school building used as a part of shift school? (Yes=1/ No=2)

C. Staff Details (Primary and Upper Primary)

Total number Teacher posts sanctioned:

Total number of teachers in Position:

Teacher details	Primary		Upper Primary	
	Male	Female	Male	Female
No. of Teachers (Excluding Principal/ Head teacher)				
Para teacher/ Shiksha karmi/ Guruji/ Community teacher				
Non-teaching staff				
No. of Staff employed for Cooking mid-day Meals				
No. of personnel employed for cleaning Toilets/ Lavatories				
No. of teachers present on the day of Survey				

D. Facilities in School

- Status of School Building: (Enter Code)
Private (1)/ Rented (2)/ Government (3)/ Govt. school in rent free building (4)/ No building (5).
- Type of School Building: (Enter Code)
Pucca (1)/ Partially Pucca (2)/ Kuchcha (3)/ Tent (4)/ No building (5).
- Number of Blocks in School:
- Condition of Classrooms and other rooms available in school: please enter the number of rooms (Classrooms/ Other rooms) with the given condition

Condition	No. of Classrooms	No. of other rooms	Remarks if any
Good Condition			
Need Minor repairs			
Need major repairs			
Unfit for use			

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

E. Student Enrolment

1. Children Enrolled in the Last Academic Year

(Academic year: -----)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeaters																
SC children Enrolled																
ST children Enrolled																
OBC children Enrolled																
Children with disabilities																
No. of children who left the school																

B: Boys; G: Girls

2. Enrolment and Attendance details of Children on the day of the Survey

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

N.B. 'Enrolment' means, the number of children on rolls as entered in the school register. 'Attendance' means, the number of children physically present in the classroom on the day of the survey.

3. Children Enrolled in the Present Academic Year

(Academic year: -----)

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment																
Repeaters																
SC children Enrolled																
ST children Enrolled																
OBC children Enrolled																
Children with disabilities																
No. of children who left the school																

B: Boys; G: Girls

4. Grade-wise examination details for which Annual Examination is conducted for the last Academic year

(Academic Year -----)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination						
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Class V																			
Class VIII																			

5. Grade-wise examination details for which Annual Examination is conducted for the Present Academic year

(Academic Year -----)

Grade	Enrolment at the end of the Academic Year						Appeared for the Examination						Passed in the Examination						
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Class V																			
Class VIII																			

Investigator Feedback Schedule

1. Name of the person conducting the survey: -----
2. DISE School Code:

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3. Date of visit of the school; -----
4. Was the school open on the first day of the visit? (Yes=1/ No=2):
5. If No, when was the school visited second time? (Date): -----
6. Was the school open on the second visit? (Yes=1/ No=2):
7. Number of visits made to the school to get information:
(In case the school was closed on both the days, contact the BRC/CRC Coordinators for replacement of the school to be surveyed. Replacement should be resorted only in exceptional cases.)

Attributes pertaining to the Principal/ head teacher towards the Investigation:

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

1. Was the Principal/ Head teacher able to provide the information pertaining to enrolment and details of pass percentage easily? (Yes=1/ No=2):
2. Was the principal able to give the enrolment and other details from a single register? (Yes=1/ No=2):
3. Do the teachers in the school fill-up the attendance register properly? (Yes=1/ No=2):
4. Does the Principal have the year end summary details of children for all grades available with him? (Yes=1/ No=2):
5. Was the School Report Card available in the School? (Yes=1/ No=2):
6. Are the attendance registers properly maintained and kept in the Almirahs? (Yes=1/ No=2):
7. Do the teachers in the school come on time? (Yes=1/ No=2):
8. Was the school having a photocopy of filled-in DISE DCF? (Yes=1/ No=2):

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

(If yes, briefly mention the kind of problem faced by the Investigator in eliciting the information from the School.)

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

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

12. How is the quality of food being served to the children in the Mid-day Meal Scheme?
(Please write your comments below)

13. What is the seating arrangement made for children in the School?
(Please write your comments below)
