



Post Enumeration Survey of DISE Data

Major Findings: 2008-09

**A Compilation
by
Savita Kaushal**



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FOREWORD

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

The DISE also instituted several mechanisms to check the quality of data at various stages of data collection and processing. As a quality check measure, NUEPA has suggested that all states should carry out Post-Enumeration Survey (PES) through an independent agency with the basic purpose to examine the accuracy of data. Since 2006-07, it is mandatory for all states to carry out PES, as a result of which 23 states have carried out PES in 2006-07 itself. In 2007-08, the PES was conducted by 22 states and in 2008-09, 24 states.

In the present document a brief summary and an overview of the PES survey have been presented by my colleague Dr. Savita Kaushal for which she deserves congratulations. I hope that the efforts made by the NUEPA will help in further improving the quality of DISE data.



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Head of Department
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ACKNOWLEDGEMENTS

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

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

Savita Kaushal
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LIST OF ABBREVIATIONS USED

AWW	Anganwadi Worker
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
DISE	District Information System in Education
DIET	District Institute of Education and Training
DPEP	District Primary Education Project
EMIS	Educational Management Information System
MDM	Mid-Day-Meal
MIS	Management Information System
NGOs	Non Governmental Organizations
NPRC	Nyay Panchayat Resource Centre
PES	Post Enumeration Survey
PTA	Parent Teacher Association
SCERT	State Council of Education Research & Training
SIEMAT	State Institute of Education Management and Training
SDMC	School Development Management Committee
SSA	Sarva Shiksha Abhiyan
TWD	Tribal Welfare Department
VEC	Village Education Committee

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Introduction

The decentralization of planning is very important for the implementation of any development programme. In view of that the District level planning of education for implementation of the SSA programme has been given top priority for achieving the goal of universal elementary education by 2010. The National University of Educational Planning and Administration (NUEPA) has taken an initiative in this direction. It has created a comprehensive database on elementary education in India known as the District Information System for Education (DISE). At present under the DISE, both primary and upper primary schools/sections of all the districts are being covered and this is to be extended to cover the secondary level education too.

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

The DISE has instituted both manual checking of filled in DCFs to check for accuracy and authenticity and software enabled checks for consistency to monitor the quality of data at these stages. The verification and manual checking of filled in DCFs is planned at various stages of transmission of data from lower to higher levels of administration beginning with cluster to state. The CRCCs are expected to thoroughly check all the filled in DCFs for completeness and accuracy of data.

They are also expected to cross-check the filled in DCFs by visiting some schools. Similarly, BRCs and the District MIS co-ordinators are also expected to monitor the quality of the data by checking the filled in DCFs and by visiting five percent of schools. Furthermore, the CRCCs/BRCCs are expected to be physically present there during the entry of data of their respective blocks/clusters so that there is no error at the time of data entry. In addition to these, manual checking of the software also provides several consistency checks to identify discrepancies at various levels. The District and State MIS co-ordinators are expected to run the consistency checks and take corrective steps. The data submitted by the states are subjected to consistency checks and all discrepancies are brought to the notice of state authorities for explanation and corrective steps before merging it into the national data. The measures internal to the data collection process that are discussed above play a crucial role in improving the quality of the data.

In addition to these measures, it was felt that the quality of data should be examined by agencies and researchers external to the data collection mechanism. Accordingly, NUEPA recommended all states to carry out the Post-Enumeration Survey (PES) through an agency external to data collection and the SSA to examine the veracity of data given in DCFs under the DISE. The NUEPA also provided suggestive methodology, protocols to be followed while conducting the PES, DCF for PES, and

preliminary guidelines to analyze the data to help the states carry out the PES. The states were advised to engage external agencies that are not involved in the implementation of the SSA like the SSA monitoring agencies, university departments, ICSSR Research Institutes, etc., to carry out the PES.

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

Table I: Items included in the DCF of PES

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

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

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

Since 2006-07, the NUEPA made it mandatory that the data supplied by states shall be merged into the national data only if it is accompanied by the PES report. In 2006-07, as many as 23 states conducted the PES survey. Most of the surveys were conducted by monitoring institutes (ICSSR funded institutions) identified for the states. However, in a few states, the task was entrusted to private agencies. The list of the States and Organizations that undertook the PES in 2006-07 and those that conducted the PES in 2007-08 is given in Table II and III, respectively, on pages 4 to 6 of this Report.

The guidelines for sample checking of the DISE data, Data Collection Format for five percent random checking of the DISE data and Investigators' Feedback Schedule are included in the Annexure.

The major findings of the PES reports of different States in the year 2008-09 are presented in this Report. In addition to this in Table IV, the reports are summarized in terms of the agency conducting the survey, the number of districts, blocks and schools covered.

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

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

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

Only reports for 3 districts were received by NUEPA

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

Sl. No.	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	Number of Sample Schools	Agency that Conducted the PES
1.	Andhra Pradesh	23	03	Not mentioned in the Report	485	National Institute of Rural Development, Hyderabad
2.	Arunachal Pradesh	16	02	08	45	SSA Monitoring Institute, Rajiv Gandhi University, Itanagar
3.	Assam	27	05	30	391	SCORPION, Guwahati
4.	Chandigarh	01	01	01	20	State Institute of Education, Chandigarh
5.	Chattisgarh	16	02	19	362	State Project Office, Rajiv Gandhi Shiksha Mission, Raipur
6.	Delhi	09	09	All Blocks	234	UEE Mission , Delhi
7.	Gujarat	25	04	33	250	1) Gujarat Council of Primary Education, Gandhi Nagar 2) Centre of Advanced Study in Education, Baroda
8.	Haryana	20	04	23	169	Department of Education, Kurukshetra University
9.	Himachal Pradesh	12	07	27	172	SGI Enterprises, Singrauli, Shimla
10.	Jammu and Kashmir	14	02	Not Mentioned in the Report	106	Directorate of Economics and Statistics, Srinagar
11.	Jharkhand	22	02	09	67	XLRI , Jamshedpur
12.	Karnataka	27	03	17	207	Centre for Multi- Disciplinary Development Research, Dharwad
13.	Mizoram 1	08	01	03	09	Education Department Mizoram University
	Mizoram2		01	03	20	-do-
14.	Manipur	09	02	07	48	Directorate Of Economics & Statistics, Government Of Manipur,
15.	Orissa	30	03	11	370	Centre for Youth and Social Development Bhubaneshwar
16.	Punjab	19	03	33	275	Datamation Research Analyst, Delhi
17.	Sikkim	04	02	Not Mentioned in the Report	30	United Arithang Development Society, Gangtok, Sikkim
18.	Tamil Nadu 1	30	01	10	85	Department of Education, Aligappa University
	Tamil Nadu 2		01	08	75	Bharatiar University, Coimbatore

Sl. No.	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	Number of Sample Schools	Agency that Conducted the PES
19.	Tripura	04	02	06	41	Office of the Nodal Officer, SSA, Tripura University
20.	Uttaranchal	13	13	39	442	Academy of Management Studies, Dehradun
21.	Uttar Pradesh 1	70	03	45	427	Giri Institute of Development Studies, Aliganj
	Uttar Pradesh 2		01	08	92	Govind Balabh Pant Social Science Institute, Jhusi
	Uttar Pradesh 3		02	31	203	Centre of Advanced Development Research, Lucknow
	Uttar Pradesh 4		01	23	193	Govind Balabh Pant Social Science Institute, Jhusi
22.	West Bengal 1	20	01	Not Mentioned in the Report	84	Vishwa Bharati University
	West Bengal 2		01		196	Vishwa Bharati University

Methodology

A study of the Post-Enumeration Survey Reports of the different States indicates that a variety of agencies/organizations were entrusted with the responsibility of carrying out the PES. In some states it was a National Institute (National Institute of Rural Development, Andhra Pradesh), a Private University (Sikkim Manipal University for Meghalaya), a Directorate (Directorate of Economics and Statistics, Jammu and Kashmir), a Research Agency in some other state (Midstream Marketing and Research Private Limited situated at Delhi for Jharkhand), a Private Local Body (SGI Enterprises, Shimla), and an Education Department (Mizoram). The job of carrying out the PES was given to local NGOs in Himachal Pradesh (SGI Enterprises) while in the case of Rajasthan it was entrusted to an NGO outside the State (Datamation Research Analyst, Delhi). In West Bengal it was entrusted to the Vishwa Bharathi University. Similarly in Tamil Nadu, two universities Alagappa University and Bharatiyar University conducted the PES. In case of Gujarat Centre of Advanced Study in Education (CASE) conducted the PES study. The PES in Uttar Pradesh was entrusted to three agencies Giri Institute of Development Studies, Aliganj; Govind Balabh Pant Social Science Institute, Allahabad and Centre of Advanced Development Research, Lucknow.

While selecting the sample blocks, due consideration was given to the present status of educational development in terms of literacy rate, rural/urban areas and proportion of SC and ST population; and within each sample block, a random sample of five percent of the total schools was selected. In majority of the states, random sampling technique was adopted (e.g. Haryana, Jharkhand, Jammu and Kashmir, Punjab, Rajasthan, Mizoram, Tripura, Uttar Pradesh, West Bengal). In Tamil Nadu (study conducted by Alagappa University) and Delhi, the circular systematic sampling procedure was used for selection of schools to ensure proportional representation for all categories of schools. In Manipur, non-probability sampling was adopted by purposively choosing sample districts. Proportional stratified sampling was adopted in Uttaranchal by segregating the complete list of schools in two parts, namely those run by the education/other government departments and those run by private management bodies.

General Observations

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

In Madhya Pradesh variations were observed in the case of number of teaching days, educational supervision, CRC and BRC visits. There was very less variation in the two sets of data regarding primary level enrolment. On the contrary there was very high variation in the case of children repeating at primary level and at upper primary level. In Rajasthan there was high variation in the case of common toilets in many districts. This can be because of wrong code entry or taking the total number of toilets (be it common or separate girls' toilet) in this field and mentioning the separate toilets separately also.

There was variation in maintenance of the school records also. In Arunachal Pradesh the condition of the school records was really poor. While in Tamil Nadu

availability and maintenance of school records was found to be really good by the Aa gappa University.

In Muzaffarnagar, Uttar Pradesh variation of 50 percent among the disabled boys and girls of Class I was noticeable. The agency reported that the high variation emerged due to low number of students.

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

Improvisation of the DISE and PES Format

- The DISE format is lengthy and hence it should be re-designed to keep it short and simple keeping in view of the abilities and time available for the teachers concerned.
- More emphasis should be laid on issues like enrolment, retention, drop out and attendance rate in the data capture format resulting in effective enumeration of vital statistics.
- Keep DISE format short and simple. School particulars, posts-sanctioned, budget release, etc, should be collected from the authorities at block/district level.
- DISE format may also include some qualitative variables concerning problems of students, teachers and parents, effectiveness of teaching, etc.
- Queries about the EMIS unit and its operation at the district level should also be included in the Sample Survey Schedule. In order to ascertain the problems in the computer unit of the EMIS, a separate sheet consisting of the opinions of the computer personnel at the district level, their problems, etc., may be used.
- Some queries about the DISE unit and its operation should be included in the PES schedule in order to assess the overall performance of the units working for acquiring the data on various aspects of education.
- The format of both the DISE survey and PES survey should be the same as it would help in getting proper analysis of the overall report.
- Regular monitoring of data capture format, data sharing and data usage will be helpful in filling the gaps in the implementation of the SSA.

Need for Capacity Building

- Deviation of data is due to certain level of lack of awareness in terms of providing actual data. The variance in terms of the DISE data will be much lesser if there is some extra bit of supervision and capacity-building intervention.
- The training of teachers needs to be organized periodically so that the teachers are also informed about the latest happenings in their field.
- The school complex headmasters, Mandal Education Officers, Officers of District Project, the SSA and the DIET faculty should be given training on collection and utilization of the DISE data and all related software applications for proper planning and implementation of educational activities.

- There is also a need to take up the training on a more serious mode. The help of some professional body, with requisite experience, can also be taken in this regard.
- Training on DISE once in a year is not sufficient. Rigorous and quality training should be organized for Headmasters and teachers involved in data collection.
- In many cases, the single teachers face difficulties in attending the training. Therefore, some arrangement should be made to enable them to attend training.
- The training workshops on EMIS data should be organized frequently at district level. BRC/NPRC coordinators should be imparted computer training regarding the EMIS data.
- As BRCCs and CRCCs are to handle the Data Capture Formats, hence, these functionaries must also be trained regarding the nature and objectives of various types of school data.

Ensuring Better Data

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

Involving the School and Community

- The opinions of SDMC members may also be useful to get feedback about the quality of teaching in the schools.
- VEC and PTA members should be involved in the process of data collection, dissemination and utilization. BRC and CRC Coordinators should visit the schools frequently.

- The sharing of the data with all the stakeholders of the school like VEC members, parents and other local body officials should be encouraged.
- The functioning of VECs should be periodically monitored for effective administration, planning and organization of the schools.
- All the schools covered under DISE have been provided school report cards. The District Project Coordinators should ensure sharing of report cards with the head teachers, CRC and village community.

Strengthening up of Monitoring Mechanism

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

Table IV: Five per cent Random Sample Checking of Data: 2008-09

Sl. No.	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	No. of Sample Schools	Agency that Conducted the PES
1.	Andhra Pradesh	23	03	Not mentioned in the Report	535	National Institute of Rural Development, Hyderabad
2.	Arunachal Pradesh	16	02	10	29	SSA Monitoring Institute, Rajiv Gandhi University, Itanagar
3.	Assam	27	04	26	352	SCORPION, Guwahati
4.	Bihar	37	06	102	644	Chandragupt Institute of Management, Patna
5.	Delhi	09	01	Not mentioned in the Report	64	Society for Applied Research in Education and Development, Delhi Education, Delhi
6.	Gujarat	25	04	36	306	Centre of Advanced Study in Education, Baroda
7.	Himachal Pradesh	12	02	15	106	SGI Enterprises, Singrauli, Shimla
8.	Jammu and Kashmir	14	02	Not mentioned in the Report	149	Directorate of Economics and Statistics, Srinagar
9.	Jharkhand	22	05	14	643	Midstream Marketing and Research Private. Limited (MMR), New Delhi
10.	Lakshadweep	01	01	Not mentioned in the Report	All schools	Lakshadweep Sarva Shiksha Abhiyan State Mission Authority, Kavaratti
11.	Madhya Pradesh	50	04	12	447	Madhya Pradesh Institute of Social Science Research, Ujjain
12.	Manipur	09	02	08	47	Institute of Social Work and Research (ISWAR), Manipur
13	Maharashtra 1	35	01	08	85	Matoshribahuuddeshiya Shikshan Sanstha Amgaon
	Maharashtra 2		01	08	93	DIET, Jalna
	Maharashtra 3		01	03	308	Learning Links, Mumbai
14	Meghalaya	07	07	44	500	Sikkim Manipal University (SMU) Shillong Centre Meghalaya
15.	Mizoram	08	01	03	291	Education Department, Mizoram University
16.	Orissa	30	03	55	401	Nabakrushna Centre for Development Studies, Bhubhneswar
17.	Punjab	20	20	141	1520	M/s Shivom Engineers Associates ,Panchkula

Sl. No.	State/UT	Number of Districts	Number of Sample Districts	Number of Sample Blocks	No. of Sample Schools	Agency that Conducted the PES
18.	Rajasthan	33	33	249	4919	Datamation Research Analyst , Delhi
19.	Sikkim	04	02		30	Wok Gagriti Club United, South Sikkim Society
20.	Tamil Nadu 1	30	01	16	100	Department of Education, Alagappa University
	Tamil Nadu 2		01	22	144	Bharatiar University, Coimbatore
21.	Tripura	04	02	20	79	Department of A&A Economics, Tripura University
22.	Uttar Pradesh 1	70	03	31	479	Giri Institute of Development Studies, Aliganj
	Uttar Pradesh 2		01	36	312	Govind Balabh Pant Social Science Institute, Allahabad
	Uttar Pradesh 3		02	19	216	Centre of Advanced Development Research, Lucknow
23.	Uttaranchal	13	13	39	442	Academy of Management Studies, Dehradun
24.	West Bengal 1	20	01	Not Mentioned in the Report	183	Vishwa Bharati University
	West Bengal 2		01		134	Vishwa Bharati University

SUMMARY OF PES REPORTS

Andhra Pradesh

- 1) **Agency that conducted the Survey:** Centre for Equity and Social Development,
National Institute of Rural Development
Hyderabad
- 2) **Name of Investigator:** T. Vijaya Kumar
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 23
- 6) **Number and name of Districts selected in the sample:** 03, Krishna, Nalgonda,
Rayalseema
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report
- 8) **Sampling Methodology Adopted:** While confining to the five percent sampling, care was taken to emphasize on type of schools as well as management by ensuring the representation of both rural and urban, different types of management of schools namely government, private, aided and recognized, etc. Due consideration was also accorded to the schools located in SC/ST areas. In all, 535 schools were selected as sample of the study. Thus, the study sample consisted of 535 schools with 258 primary schools (48.22%), with upper primary section to schools (32.55%) and 103 upper primary with secondary or higher secondary sections (19.25%).
- 9) **Major Findings/ Analysis:**
 - The scrutiny of DISE data revealed that some of the schools did not provide the proper information. It reflects that headmasters and teachers concerned do not have proper awareness on items of the DISE Format.
 - The overall deviation of DISE data from the PES data, in respect of all comparable of items was 8.49percent , which is within the range of permissible percentage of deviation i.e. 10 percent.
 - Within the available comparable data, a few schools did not provide the information on some of the items.
 - The highest deviation of data was observed in respect of items which were based on respondent's interpretation, i.e. status of school buildings, condition of boundary walls in schools, sources of drinking water in schools and availability of computers, etc.
 - The items like number of blocks in schools, teacher posts sanctioned, teachers in position, disability, repetition rate, availability of computers have not been reported properly, hence, it was difficult to establish the deviation on these important variables.

- As much as 26 percent of schools were not open at the time of survey causing a lot of inconvenience in collecting data for these schools. The investigators visited a second time.
- As much as 55.3 percent of headmasters concerned were not able to provide requisite information pertaining to his/her schools though records were available.
- 33.2 percent of schools were not maintaining the records properly resulting in non capture of data.
- In 26.4 percent of the schools, it was observed that teachers were not on time to school for various reasons.
- 46percent of the schools did not have photocopy of DISE format though requisite instructions were in vogue.
- In as much as 46 percent of schools, display boards were not available.
- Considerable number of schools did not have exclusive toilets for girl children. Enrolment of girls, especially followed by ST community, recorded high frequency when compared with the boys of the same category.
- In the case of OBC girls the enrolment indicates less when compared to boys.

10) Suggestions:

- The DISE format is lengthy and hence it should be re-designed to keep it short and simple keeping in view the abilities and time available among teachers concerned.
- More emphasis should be laid on issues on project performance indicators such as enrolment, retention, and dropout, attendance rate and achievement in the data capture format resulting in effective enumeration of vital statistics.
- Collection of data through the DISE format may be ensured by October of each academic year so that the five percent sample check can be attempted by December of the same academic year so that the results can be appropriately utilized for planning the activities for next academic year.
- The formats designed for Data Capture Format of Post Enumeration Survey and the District Information System of Education (DISE) were quite different in terms of certain variables/aspects. This became an objective for reference.
- The schools complex (cluster resource centres) should be strengthened by providing required number of computers and operators. An operator for collection and maintenance of data at the cluster level should also be made accountable.
- Teachers and headmasters, Mandal Educational Officers, officers of district project, the SSA and DIET faculty should be given training on collection and utilisation of the DISE data and the related software applications for proper planning and implementation of educational activities.
- All the teachers must be given proper orientation and awareness based on this data. The budgetary provisions of schools were to be made, hence, it is mandatory to know all these by the concerned personnel of the schools.

- Scrutiny was under taken by the headmasters of the schools complex. In most of the places it was quite informal. This has to be addressed with focus and effective supervision and monitoring should be ensured at the complex head masters level.
- MIS Units should be strengthened right from the cluster level (school complex) to state level.

- 11) Investigators Observations/Conclusion:** Variance of the DISE data with reference to five percent sample check through the PES survey data was slightly deviant (8.495) from the permissible data variance of 10 percent. Based on the visits to schools and physical verification of DISE formats, it appears that the deviation of data is perhaps due to certain level of lack of awareness in terms of providing actual data. An extra bit of supervision and a small dose of capacity-building intervention, the variance in terms of DISE data would have been much lesser.
- 12) Remarks, if any, and future course of Action:** Not mentioned in the Report

Arunachal Pradesh

- 1) **Agency that conducted the Survey:** Department of Education,
SSA Monitoring Institute,
Rajiv Gandhi University
Rono Hills
Itanagar
- 2) **Name of Investigators:** K. C. Kapoor
T. Lhungdim
P. K. Acharya
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** 14th February 2009
- 5) **Number of Districts in the State:** 16
- 6) **Number and name of Districts selected in the sample:** 02, Upper Sabansari,
Upper Siang
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Upper Sabansari=6, Upper Siang=4, Total=10
- 8) **Sampling Methodology Adopted:** The two sample districts were selected in view of their population, literacy rate and number of elementary schools. The sample of five percent primary/upper primary schools never selected from Upper Subansiri and Upper Siang districts of Arunachal Pradesh by adopting the random sampling technique. It was intended to cover the maximum number of blocks of these selected districts. 29 primary/upper primary schools were selected randomly from these districts. The investigators visited these selected schools from 21st December, 2008 to 11th January 2009, personally. The investigators also had some interaction with the headmasters, teachers and students during their visits. This personal interaction made the investigators well aware of the ground reality. The reference period of DISE data is 30th September 2008. The Post Enumeration work was carried out in December 2008 and also in the beginning of January 2009.
- 9) **Major Findings/Observations:**
Deviation and Precision level by using PES and DISE data:
 - The overall deviation and precision level of DISE data came out to be 1.63 percent and 98.37 percent, respectively. It is a matter of satisfaction that the precision level is quite high. Moreover, this precision level of DISE data (2008-09) is greater than the precision level of last year's DISE data. It means the precision level of DISE is improving year after year.
 - The lowest level of deviation is 0.0 percent and the highest precision level is 100.0percent with the item like-category of sample schools, lowest classes in schools, highest classes in schools, school buildings, etc. On the other hand, the highest level of deviation is 51.91 percent and the lowest level of precision was found 48.81 percent with regard to the item like 'repeaters' which need to be paid enough attention.

- The majority of the items (19 out of 25) came under the least amount of degree of deviation from 0.0 percent to 6.89 percent and those items are category of sample schools, location of schools, type of schools, lowest and highest of classes in schools, management of schools, in position teachers, school building, common toilet, boundary wall, drinking water, play ground, disability of children, etc.
- There are four items out of 25 items which possessed 13.70 percent to 15.38 percent level of deviation and slightly low precision level and those four items are: residential status of schools, shift schools, electricity in schools and examination results. The items also need to be paid some attention for having the reliable and valid data.
- There are two items which were found with highest degree of deviation and lowest amount of precision level. Those two items are; computers and repeaters which need to be taken up seriously.
- Further, there are some of the items like – type of school building, conditions of classrooms, separate toilet that could not be compared because of the non-availability of data either in DISE format or PES format. For the next year, this point needs to be paid some attention and as far as possible the items in the PES format and DISE format should be the same.

10) Suggestions:

- The investigators suggested training programme related to the DISE data for teachers. In fact, this suggestion was incorporated in the PES report of 2007-08 and again the field experience of the investigators indicate that the teachers need to be oriented about the nature of DISE data, filling up the Data Capturing Formats (DCFs) Headmasters, teachers and VEC members must know the utility of this data. As the requirement of any school will depend upon this data.
- Generally the training is given to one teacher from a school, and in case this teacher goes on transfer then no other teacher is there to do this job. Therefore, at least two teachers need to be trained from each school of the district so that the data entries are made by the trained teacher only. It will help in reducing the chance of making wrong entries and the DISE data will be more dependable.
- Every school has its code number, the teachers, headmasters need to be made well aware of it and if need be the code number of the school is to be put on the sign board of the school along with its year of establishment.
- It has been observed that the data entries are being made carelessly as a result the field investigators get some wrong numerical figures. For example, data show that there are three classrooms in a particular primary school but the investigators found five classrooms. There is a problem in getting the information about the number of sanctioned posts of teachers against a particular school. Even the headmaster did not know it. This kind of information need to be communicated to the headmasters.
- Another important point is that Data Capture Format needs to be filled up with utmost care by a teacher whose handwriting is distinct and readable. Secondly, the copy of this DCF must remain in the school, otherwise, different data may be supplied at different occasions.

- Teachers are taking the attendance of students every day but they do not maintain those registers properly. These attendance registers need to be prepared in terms of presence and absence of students, male and female students, ST/SC/OBC general category, repeaters, disabilities, etc. The concerned teachers should be clear about the composition of the class, and secondly, the data about students should be readily available in one register only.
- Schools are to be instructed in maintaining of MPRs and those MPRs are to be kept in one file by putting month wise, year wise, etc.
- There is hardly any school which keeps the summary of school data. The school progress report card needs to be maintained.
- The Post-Enumeration Survey (PES) is being conducted every year by selecting two districts of the state. Therefore, headmasters are to be informed well in advance to keep their records in order and the PES will be carried out immediately after 30th September of the year and Monitoring Institute should also be provided sufficient time for the field work and completion of this report.
- The special Data Capture Formats need to be improved by adding some more items which are available in the DISE Data Capture Formats. Some of the items are not found in special Data Capture Format and as a result those items remain un compared when we go for this exercise. We must cover all the items and compare those items properly.
- The BRCCs and CRCCs need to be provided intensive training on the concept and utility of the DISE data and they must help the schools in filling up the DISE formats. They must instruct the headmaster/head teacher to keep the xeroxed copy of it.

The CRCCs compile the data at cluster level and the BRCCs compile the data at block level. Now it goes to the district and the EMIS unit at district level works for computing the data of all the schools of the district. This process can only be completed if it is started on time.

- For the qualitative improvement, the data of academic achievement needs to be given the importance. Generally, it has been observed from the results that V and VIII grade students are failing in mathematics and language (Hindi/English). These results of the learners need to be viewed seriously.

11) Investigators' Observations/Conclusion:

- The investigators were quite comfortable in collecting the PES data as 97.75 percent of the schools were found in running position on the day of the visit. Only in two/three schools out of the total sample of visited schools there was a need to visit the school for the second time. Therefore, the field work was completed within a short span of time.
- Initial reaction of the principal or head teachers was quite satisfactory as 74.55 percent reacted positively and they were comfortable in providing the required PES data.
- The condition of the school records was really poor which needs to be paid attention for keeping the up to date records and putting those records in one register as the summary of the school.

- The display boards were found (86.21 %) in majority of the schools but hardly any head teacher kept the xeroxed copy of data capture formats for their ready reference. The majority of the schools did not possess the school report card.
- The attendance registers were being maintained by the respective teachers. But, there is need to pay some attention on the regularity and sincerity of the teachers on improving the quality of education at the elementary school stage.
- The Mid Day Meal programme has some problems like non-availability of cooks in providing mid-day meal, delay in the supply of food grains , etc.
- The investigators looked into the result of V and VII grade students for the last year (2008-09) and it was found that the results of the classes were extremely poor, overall and subject-wise. It was observed that the majority of students failed in Mathematics and Hindi. The academic achievement of the learners needs to be taken seriously for having the quantitative and qualitative improvements at the elementary school stage.
- In view of the above mentioned observations and experiences it is concluded that there are some problems but those problems are possible to be eliminated by way of taking some precautionary measures. There are two serious problems, i.e., regularizing of mid-day meal and improving the academic achievement of the elementary school going children. For the qualitative improvement of these two items, some serious and sincere efforts are required.
- The level of deviation is very low in most of the items and their precision level is quite satisfactory. About six items have higher degree of deviation which certainly need to be cared in future. There is overall improvement in the DISE data as indicated in the PES report of this year.

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Assam

- 1) **Agencies that conducted the Survey:** SCORPION
S. C. Goswami Road, Panbazar
Guwahati, Assam
- 2) **Name of Investigator:** Er. Debajit Goswami
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which the report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 27
- 6) **Number and name of districts selected in the sample:** 04, Nalbari, Sibsagar, North Cachar Hills and Cachar
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Nalbari=7, Sibsagar=6, North Cachar Hills=5 and Cachar=8, Total=26
- 8) **Sampling Methodology Adopted:** While selecting the sample blocks, due consideration was given to educational development (literacy rate), rural/urban area and proportion of SC/ST population, etc. Identification of the sample blocks was done on the basis of low literacy rate and high SC/ST population. In each block a complete listing and the five percent sample was chosen through the systematic random sampling technique.

The sample comprised 352 schools. A team of field investigators was selected from each of the five districts. The field investigators were locally drawn from the sample districts. The field staff was given two intensive days' training before the initiation of field work. They personally visited sample schools in each district and collected the data.

Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of DISE mechanism in each school (quality of training, receipt of school summary report, supervision by CRC Coordinator, etc.). The data was collected during the period from 30th October to 20th December 2008.

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

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

9) Major Findings/Observations

- For more than 95 percent of schools, the information filled in the DISE data about various schools was found to be matching with the information provided to us during the sample checking survey.
- As regards the number of disabled boys and girls, in almost 90 percent of the schools, their number at various levels was found to be completely matching with the DISE and PES data.

Training for Proper Implementation of DISE

- Proper training for the headmaster/principal and other senior teachers of the schools has to be arranged well ahead of the data collection work of Sarva Siksha Abhiyan, Assam. It would certainly be more appropriate to outsource the entire DISE training to any well experienced professional agency.

10) Suggestions

- The DISE format for collecting the data is well structured, fulfilling all the features of a good schedule. It consists of simple and straight forward questions/points using very simple language without any ambiguity keeping in view the objectives of the study. The questions/items are lucidly put and arranged in logical order. However, some methodological confusion still exists with the teachers. Therefore, training on DISE data collection format should be long enough to discuss all the issues.
- In many cases, where there is a single teacher in a school, he/she faces difficulties in attending the training. Therefore, some arrangements should be made to enable them to attend the training (for example, provision of the alternative teacher). Filling up of the DISE format requires careful attention; therefore, adequate time needs to be allocated to the head teachers for this purpose.
- The DISE format may also include some qualitative information about the problems of students, teachers and parents, effectiveness of teaching, status of each class room (building). There should be a column for writing remarks of head teachers in the DISE format.
- A separate sheet consisting of the opinions of the computer personnel at the district level, their problems, etc., may be enquired through a schedule structured for the purpose. This will give an idea about the problems in the computer unit of the EMIS, which was not possible to capture anywhere else.
- Some queries about the EMIS unit and its operation at the district level should have been included in the sample survey schedule in order to access the overall performance of the units working for acquiring the data on various aspects of education.
- Schedules of sample survey might have included some questions on infrastructure facilities in the school, which play a crucial role in enhancing the enrolment and overall quality of education.

11) Investigators Observations/Conclusion

- It was found that there was no significant deviation, except in a few cases, between the DISE and Sample Survey Data relating to almost all the indicators of education for the four sample districts. The overall deviation of the DISE data from sample data, taking into consideration all the items for all the four districts, is very much acceptable except in a few cases where the deviation is significant.
- The DISE format requires the schools to make manual computations and give category-wise detailed break up of the enrolment figures in a cross-tabulated form for each Class. In such a process, there is a significant likelihood of committing computation error. If the DISE format is received to collect student-wise information on age, gender and caste for different classes and if the cross-tabulation is done with the help of a computer, the likelihood of this error will get completely eliminated.
- As the system of sample checking is critical for ensuring the accuracy and quality of the DISE data there is a definite need to revisit the data collection format prepared for sample checking. It is to be ensured that its questions and content match with the DISE format.
- Photo copy of DISE DCF should be to be provided to schools.
- Too much of training, seminars, visit to SMO, Districts Office, Block Office, etc., were seen as the factors affecting the system of education, particularly in schools where the number of teacher is less than three.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Bihar

- 1) **Agency that conducted the Survey:** Chandragupt Institute of Management
Patna
- 2) **Name of Investigator (s):** B. L. Mishra
S. Dinda
Mamta Kumar
Diwakar Vats
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 37
- 6) **Number and name of Districts selected in the sample:** 06, Gaya, Jamui, Purbi
Champaran, Saharsa, Saran, Buxar
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Gaya -24, Jamui-10, Purbi Champaran-27, Saharsa-10, Saran-20, Buxar-11, Total=102
- 8) **Sampling Methodology Adopted:** Six districts were identified, two from each region of South Bihar, Central Bihar and North Bihar. The criteria that was followed for selection of districts was as follows:
 - Districts selected for study during 2003-04 and 2006-07 and districts having less than 1,000 schools were excluded.
 - 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.

Each block of the sampled districts has been covered for sample checking of the 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

Five percent additional schools were identified to meet any eventualities. In all, data was collected from 644 schools. The team was given focused training for the data format to be used. Periodic intermediate validations and consistency/accuracy checks of the field data were conducted to ensure that the field data was error free. Discussions were 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.

9) Major Findings/Observations:

- The overall deviation of the DISE DCF data vis-a-vis the PES data with respect to all comparable items is 11.52 percent. It means the precision level is 88.48.
- Variables with 0-5 percent 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 (3.16%), electricity (1.9%), play ground (5%), furniture for students (4.3%).
- Variable with 5.1-10 percent deviation are as follows:
 - Girls enrolment (7.64%), total teaching days (8.5%), blackboard (6.6%), common toilets (8.1%), girls' toilets (8.4%).
- Variable with 10.1-20 percent 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 (16.25%), teacher in position (16.25%), school building (11.58%), building block (12.6%), other rooms (10.4%).
- Variables with above 20 percent deviation are as follows:
 - Boys enrolment – Mahadalit (20.6%), Enrolment of disabled boys (31.64%), Total disabled children (26.3%), Boys repeaters (122.26%), Girl repeaters (136.5%), Total repeaters (128.65%), Total number of academic supervision (33.77%), visits by CRCC (35.04%), visits by BRCC (27.71%), classrooms (94.7%), boundary wall (31.7%), drinking water (23.29%), computer (12.22%), 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 posts and In-position): Record and knowledge about sanctioned posts was not available in majority of the schools. Several new teachers were appointed but schools did not have the record of sanctioned post. In majority of the cases, appointed teachers joined the schools, but schools did 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 assumptions.
 - 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 percent.
- Teachers' absenteeism on the day of visit was found to be high. Overall teacher absence rate was 17.4 percent.
- Only 75.2 percent of the schools had filled in the DISE DCF. 24.8 percent of schools did not have the photocopy of filled-in DISE DCF.
- 11.4percent of the CRCs did not have the photocopy of filled-in DISE DCF.
- Record keeping and its maintenance was poor.
- 36.8percent schools did not have School Summary Report Card of the previous year.
- Only 38.4 percent schools had display boards, out of which only 30.8 percent had displayed key information on their board.
- Health check-up facilities were provided in 15.6percent of the schools only.
- Primary Health Kit was available in only 35.6 percent of the schools.
- Only 39.5 percent of the schools had syllabus with them.
- Only 49.8 percent schools had sport items.
- Map of districts/state was available only in 74 percent of the schools.
- Globe was available in only 68.4 percent cases.
- Head Master/Head teachers received training for DISE DCF in 72.8 percent of the schools only.
- 27.2percent of schools had not received training on the DISE format. 60.1 percent of the schools had received one day training and 18.2 percent received half day training. The training was mostly organized at BRC or CRC level. Respondents' interview revealed that the DISE training was one of the agendas of the meeting held once in a month, and a separate training on the DISE format was not organized. This diluted the seriousness of the DISE System.
- Headmasters/Head teachers are satisfied with the DISE training in 69 percent of the schools only.
- Specific problems faced by Head Masters/Head teachers in filling the 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 were not clear – 42.4percent respondents.

Data was not available readily – 42.8percent respondents

There were problem in understanding of schedule – 60.5percent respondents.

- Major suggestions provided by respondents (HM/HT) were:
 - Comprehensive training at BRC/CRC level by competent trainer in a participatory training mode with improved training methodology in the month of September (89.7percent 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%).
 - Supply of three copies of blank DCF in the month of September itself (78.7% of respondents).

10) Suggestions:

- Comprehensive training of the Headmasters should be organized for facilitating conceptual clarity. This will reduce deviation.
- There should be 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.
- 21 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 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 68.92percent on the date of the visit.
- VSS/CRCC/BRCC should ensure through proper monitoring that the schools remain open regularly. Three percent of the schools were closed on the first date of the visit. 40.6 percent, (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 schools.
- Additional classrooms are required in most of the schools, as average number of classrooms per school is 3.08 only.

- The 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 to BRCC – 1st week of December.

Five percent sample checking study – December to March

Supply of summary report card – April

11) Investigators' Observations/Conclusion:

- 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, had interpreted a different meaning of the same variables/parameters. Comprehensive training of the HMs for conceptual clarity is basic for reducing deviation.
- CRCC/BRCC emerge as the only level at which the quality of data can be checked. CRCC cross checks the data at cluster level, provides training on 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 CRCC's 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 programme, 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 programme 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, sanctioned posts of teachers, calculation of total enrolment and new enrolment and calculation of school leaving certificate, etc.
- CRCC's 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 the headmasters. This will be practical training for the head masters/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-coordination.
- 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. The 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 date of establishment of schools, posts sanctioned, budget released, and change in location of schools are generally not available at school level. The DISE should make these information available to school before the DISE data collection.
 - In order to minimize the deviation in key variables, such as type of schools, category of schools, rural/urban classification, year of establishment and all other variables which seldom change, 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' problem in bifurcating data of SC, ST, OBC, EOBC, Muslim and Mahadalit in areas regarding enrolment, attendance and other facilities. A system of mentioning SC, ST, OBC, EOBC, Muslim and Mahadalit, etc., in brackets after introducing the same in the Attendance Register.
 - Attendance percentage of enrolment on the data of visit was 68.92 percent. 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 a stretch may be due to poor monitoring. Three percent of sampled schools were closed on the first day of visit. 40.6 percent of these three percent schools were closed on the second day of 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 practical at block level, may be continued with inputs of training to make them efficient and effective.
 - In the case of 24.8 percent of sampled schools, copy/photocopy of filled in DCF were not available. Similarly, DCF were not available with 11.4 percent 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. Three copies of printed DCF should be supplied to each school in the month of August. Training should be completed in the month of August-September. The DISE data should be collected in the month of October and completed by November end. The PES survey should be done in the month of November and completed before March.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Delhi

- 1) **Agency that conducted the Survey:** Society for Applied Research in Education and Development, Delhi
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 09
- 6) **Number and name of Districts selected in the sample:** 01, West District
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report
- 8) **Sampling Methodology Adopted:** Circular systematic sampling procedure was used for selection of schools to ensure proportional representation for all categories of schools. The State Project Director (SPD), Delhi provided the sample checking agency with a list of 125 schools selected by them randomly from the West district of Delhi. Aided schools were listed first. Next in order were the unaided schools under the jurisdiction of the Delhi Department of Education, followed by government schools, MCD schools, MCD aided and MCD unaided schools. This survey was conducted in 64 schools. The data was collected with the help of trained field investigators.
- 9) **Major Findings**
 - There was difference in DISE and present survey data on certain aspects like status of school building, stage-wise break-up of teachers, etc. This was due to conceptual error on the part of the respondents. These aspects need to be clarified to every school.
 - During the data collection it is observed that some Principals did not pay due attention to providing the requisite information to the field investigators.
 - The difference in overall enrolment at both primary and upper primary levels between the two surveys was less than two percent and the percentage of schools in which the DISE figures match exactly with that of present survey is more than 84 percent at both primary and upper primary levels. This indicates that the precision of overall enrolment collected through the DISE format is quite satisfactory.
 - The difference in the number of teachers in position at primary and upper primary stages was 1.7 percent and 10.9 percent, respectively. The proportion of schools for which the DISE data pertaining to teachers in position matched exactly with the present survey data was the highest (90%) for male teachers at primary level and the lowest (55%) in the case of female teachers at upper primary level.
 - The difference in total number of classrooms between the two surveys was only 1.4 percent but it was higher (7.8%) in regard to conditions of classrooms.

- There was no difference between the 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’.
- The DISE data on type of building matched exactly with that of present survey in respect of all selected schools.
- In more than 95 percent of schools, the DISE data regarding source of drinking water facility matched with present survey data.
- There was no difference between the DISE and present survey data on seating arrangement in classrooms in 97 percent of schools.
- In 10 percent of schools initial reaction of principals towards the investigation was not satisfactory.
- The response of principal/head teacher to provide information was quite positive in 67 percent of schools. In only 4 schools (6.2%) the response was below average.
- In 64 percent of schools the records were readily available to provide requisite information to field investigators.
- The ‘school report card’ was available in all the sampled schools. Photocopy of filled-in DISE DCF was available in 97 percent of schools. Attendance registers were properly filled up in more than 90 percent of schools.
- The data regarding enrolment in a single register was available in about 58 percent of schools.
- As per investigators’ observations, teachers came on time in about 98 percent of the sampled schools.
- Mid Day Meal (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 the local body, eight 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 Vidyalayas 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.
- More than 82 percent of students in primary classes and 88 percent of students in upper primary classes were present on the day of investigators’ visit to school.

10) Suggestions

- 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.
- A training programme should be organized for the principals or their representatives. During the training the participants should be briefed about the importance of the 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 the DISE data.
- 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. A uniform criteria should be followed in every school in this regard.

- During the 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. Level-wise bifurcation of teachers should be done on the basis of more time devoted by them at a particular level.
- 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.

11) Investigators Observations/Conclusion: Not mentioned in the Report.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Gujarat

- 1) **Agency that conducted the Survey:** Centre of Advanced Study in Education
Maharaja Sayajirao University of Baroda,
Vadodara
- 2) **Name of Investigator:** Dr. R. C. Patel
Prof. S. Kumar
Rugi P. A
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 25
- 6) **Number and name of Districts selected in the sample:** 04, Bhavnagar, Dahod,
Junagadh and Narmada
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Bhavnagar=11, Dahod=07, Junagadh = 14, Narmada = 04, Total=36
- 8) **Sampling Methodology Adopted:** For the present study, four districts, namely Bhavnagar, Dahod, Junagadh and Narmada, were selected by GCPE purposively as they were never included as the sample for similar studies conducted till now. The list of schools in the selected districts was procured. From each block of all the districts, five percent of schools were selected. In cases where percentage of the total schools were less than five, a minimum of five schools were selected from that particular block which resulted into total of 306 schools as the sample for study.
- 9) **Major Findings**

Data Consistency

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

Status of mid day meal

- In most of the schools of all the districts there was a provision of mid day meal in the schools. In Dahod district, 92.1 percent of the schools had the provision of

midday meal, which was better response compared to the other districts. While in Junagadh district there were 33.0 percent of schools did not have mid day meal provision.

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

10) Suggestions

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

11) Investigators' Observations/Conclusion:

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

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Himachal Pradesh

- 1) **Agency that conducted the Survey:** SGI Enterprises
Kumar Bhawan, Below Cemetery Road
Sajauli, Shimla
Himachal Pradesh
- 2) **Name of Investigators:** Not Mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 12
- 6) **Number and name of Districts selected in the sample:** 02, Hamirpur, Sirmaur.
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Hamirpur =05, Sirmaur=10, Total 15
- 8) **Sampling Methodology Adopted: Five** The method for selection of the number of schools for particular block was five schools or five percent of the total schools in a particular block, whichever was more. For selection of schools in a block, the following method/formula was used–
$$= \text{total number of schools in a block} \div 5 \text{ or five percent of the schools (out of total schools in a block) whichever is more.}$$
- 9) **Major Findings/Observations:**
 - Within the available comparable data a few schools did not provide the information on some of the items.
 - Overall deviation is below 16 percent and excludes fields like year of establishment and annual result. However, category wise deviation may be high.
 - Highest deviation of the DISE data with survey data was observed in a few items i.e. school category, type of building, number of class room, year of establishment and annual result of Class V and VIII.
 - In 24 percent of schools 'School Code' is either wrong or not filled by teachers in the DISE format.
 - 10.34 percent of schools were aware about their School Category.
 - 15.09 percent of schools differed in the 'number of class room'. It was observed that in some schools office room is also used for teaching purpose.
 - 16.04 percent deviation occurs in 'Type of school building'. It was found that many schools have both 'kuccha as well as pucca structure'. This is the major cause of deviation in this field.
 - 23.58 percent deviation occurred in 'Year of Establishment'.
 - Overall in 19 percent of schools, the DISE result does not match with the PES result. It was observed that in some schools the DISE Format was not filled

properly. Teachers had specified consolidated result instead of the result of Class V and VIII.

- Initial reaction was not positive in 7 percent of schools, response of head teacher/teacher was not quite positive in 9 percent of schools. In eight percent of schools the record was not easily available. In nine percent of schools the condition of record was bad.
- In 11 percent of schools no training was provided for the head teacher.
- In 71 percent of schools no information or grant displayed on board.
- 74.53 percent of schools had not received the school report card. In 30.2 percent of schools no CRC visited for the last three months. In 41.51 percent of schools no VEC meeting was conducted in the last three months. 100 percent teachers were present only in 56 percent of schools on the day of survey. 80 percent of students of the total enrolled were present on the day of survey.
- 98 percent of students appeared in exam out of the total enrolled and 86 percent of them passed.
- One school was closed twice during the survey.

10) Suggestions:

- The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The principals/head-teachers of the schools must be given orientations on the purpose of DISE data collection.
- During the survey it was observed that major deviations are due to conceptual error made during filling up of the DISE format by the concerned school headmaster/teacher. It is suggested that proper training should be necessary for conceptual clarity.
- In most of the schools we observed that head teachers/principals were not aware of the purpose and importance of the information for which that was provided. So it was strongly recommended that they should be informed about the need, importance and utility of the DISE data which would definitely motivate them to respond precisely and reliably. It would certainly be more appropriate to outsource the entire DISE training to any well-experienced professional agency, rather than the present system.
- During survey of schools it was found that head teachers of 11 percent of schools had not received training for filling up the DISE format. So it is recommended that at least one teacher must be fully trained so that quality of DISE data can be improved.
- During the survey it was found that 75 percent of schools under survey had not obtained the report cards from District Project Office, a lapse on the part of education management. So it is recommended that care should be taken in future.
- In most of the schools it was observed that members of village education committee themselves were not aware of the objects and purpose of such a committee. In some cases it was reported that meetings were conducted only in

papers and later on sent to the members for signature. So it is recommended that members of village education committee must be motivated. In 42 percent of schools no VEC meeting was conducted in the last three months. So it is suggested that at least one meeting must be held during the last three months prior to survey.

- In 30.2 percent of schools no CRC visited in the last three months. So it is suggested that at least one visit must be there during the last three months prior to survey.
- The DISE format should be amended for inclusion of free books of current year. More over in some schools even SC students and girls were not provided with free books whereas in some schools free books were provided to general category boys also.
- The format designed for the five percent sample survey and the District Information System of Education (DISE) was quite difficult in terms of certain aspects. This has resulted in establishing similarities or confirmation of data through five percent check.
- Financial aspect should be covered in five percent sample checking format. It was observed that in some schools even the aid received from the SSA was not utilized.
- The DISE format filled by the teacher in schools further should be properly checked by the concerned CRC so that inconsistency of data can be reduced. It was found that in the DISE DCF some aspects were left blank and the format was counter signed by the concerned authority. So care should be taken in future.
- It was observed that in higher secondary and senior secondary schools the SSA activities are not appreciated and not given much importance by the principal/head teacher.
- 24percent of schools had either not filled or filled wrong 'School Code'. School code is the basic unit of computerization, so that school can be identified uniquely. So it is suggested that teachers should be properly aware about the school code.
- It was found that overall enrolment of schools does not vary too much, but 11 percent variation was found in enrolment of boys and girls separately. So teachers should be instructed to take care while DCF is being filled by them.

11) Investigators Observations / Conclusion: Not Mentioned in the Report.

12) Remarks, if any, and future course of Action: Not Mentioned in the Report.

Jammu & Kashmir

- 1) **Agency that conducted the Survey:** Directorate of Economics and Statistics
Jammu & Kashmir Government,
J&K SDA Colony, Bemina,
Srinagar
- 2) **Name of Investigators:** G. A. Qureshi
- 3) **Year for which PES is conducted:** 2008-9
- 4) **Month in which report was submitted:** 14th July 2009
- 5) **Number of Districts in the State:** 14
- 6) **Number and name of Districts selected in the sample:** Two, Kupwara, Rajouri
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report
- 8) **Sampling Methodology Adopted:** The list of schools imparting education up to the elementary classes in respect of the districts of Kupwara and Rajouri was obtained from the Project Directorate of the SSA. 1,452 schools in Kupwara and 1,404 schools in Rajouri were engaged in imparting education up to the elementary classes. Out of these schools, 76 schools of Kupwara and 73 schools of Rajouri were selected by adopting random sampling. During the sampling it was ensured that the sample had representation of schools from both rural and urban areas. The sample included all types of schools across school management, viz., government, private-aided, unaided, etc. Due consideration was also accorded to the schools predominantly located in SC/ST and minority area. The field operations of the post enumeration survey of the DISE were conducted by well trained staff of the offices of District Statistics and Evaluation Officer, Kupwara/Rajouri in respect of their districts. The field staff was also provided necessary inputs/feedback before the launch of the survey. The supervision of the survey was carried-out by the District Statistics and Evaluation Officers of the respective districts and from the Headquarters senior level officers supervised the field operations in both the districts.
- 9) **Major Findings/Analysis:**
 - Some of the schools had filled in the formats casually with little or no idea of its utility. Some of the entries were not been made which among other things rendered the comparison of such items with the Post Enumeration Survey (PES) impossible. This situation warrants that school Heads should be given necessary orientation training in this regard and they should be made fully aware of the purpose of such data collection. The scrutiny of data must also be arranged at zonal or district level and in case of ambiguities, wrong and in-consistent entries or blank spaces, the formats should be referred back to the concerned schools for rectification.
 - The overall deviation of DISE data from PES data is 7.63 percent and thereby giving a precision level of 92.37 percent for DISE data with relation to PES data.

- The highest deviation of data was seen mostly in those items which involve some degree of interpretation by the respondents like availability of playground, status of school buildings, condition of boundary wall, etc.
- Some other items like number of block in schools, number of students by medium of instruction, type of buildings, and condition of class rooms have been reported blank by some schools under the DISE survey and resultantly such items could not be put to comparison with the information collected under the PES. This situation is a matter of concern and warrants better supervision and putting of a scrutiny system in place to ensure that all the entries are made correctly, consistently and un-ambiguously.

10) Suggestions:

- The purpose and object of the data collection should always be precise and clear not only in the minds of those who plan for these surveys and studies but must be disseminated to the respondent data collectors well before the launch of the study. The headmasters/principals of the schools must be given orientation on the purpose of the DISE data collection. They should be informed about the need for and utility of the DISE data which would definitely motivate them to respond precisely and reliably.
- The DISE format is an exhaustive one and on the basis of previous experience and response of schools, certain deletions and modifications are very much desirable. Most of the information like the year of establishment of schools, teachers sanctioned, teachers in position, incentives, etc., can precisely be had from the ZEO's or CEO's office with much ease and reliability. Obtaining such information from schools on the DISE format is undesirable. Undesirable items from the format is to be excluded so that it contains irreducible minimum items that would pave the way for providing complete information from the respondent schools.
- The items in the DISE format are almost all simple, direct and un-ambiguous and very well indicate the purpose of enquiry. The question/items are brief and arranged in a logical order. However, Part-C of the format indicating appropriate codes below the rows may be misunderstood by the respondents as no directions are provided in the format itself.
- The scrutiny of the DISE formats preferably at the zonal level must be made mandatory to ensure that the information contained in the DISE formats is complete, recorded in prescribed manner and internally consistent. The scrutiny of the DISE formats of sample schools reveal that scrutiny system is non-existent and resultantly a good number of entries are missing which definitely is a major source of error in the reliability of data.
- Whatever problems have been observed in the DISE are almost at the implementation front and as such every possible step must be taken towards improving the implementation system of the DISE data collection process. Supervision by specially trained supervisory staff from ZEO's office would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank not made ambiguous. Supervision would also pave the way for

timely submission of information which always is the essence of data collection, compilation and usage.

- Though it has been provided that concerned CRP's would check all the DISE Formats, ZEO's/ZRP's 20 percent and EMIS Section five percent, before these are punched by the technical personnel of the EMIS unit but the scrutiny of the sample DISE Formats brought this fact to the fore that no checking was taking place. A good number of items were seen kept blank by schools. There were also inconsistencies in data that remained un-noticed. Thorough scrutiny and reference back to concerned schools in case of errors would send a clear signal to schools to remain highly careful and cautious in filling-up the formats. This will ensure the correctness and consistency of data.

11) Investigators Observations/Conclusion: Not mentioned in the Report

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Jharkhand

- 1) **Agency that conducted the Survey:** Midstream Marketing and Research Pvt. Ltd, Neb Sarai, New Delhi
- 2) **Name of Investigator:** Mr. Sanjay Pandey
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** March, 2009
- 5) **Number of Districts in the State:** 22.
- 6) **Number and name of Districts selected in the sample:** 05, East Singhbhum, West Singhbhum, Ranchi, Chatra, Hazaribagh
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** East Singhbhum=09, West Singhbhum=15, Ranchi=20, Chatra= 10, Hazaribagh=02, Total=44
- 8) **Sampling Methodology Adopted:** Stratified random sampling procedure was applied for the selection of schools. Each block of sampled districts was covered for sample checking of the DISE data. Five percent of schools were selected from each block by stratified random sampling method. Firstly, schools of sampled districts were divided into four major category i.e., (a) by rural and urban (b) by types of schools (co-education, girls and boys) (c) types of school by level of education (Primary, Upper Primary, Primary with Upper Primary) and (d) Management of schools (Department of education, private, etc.). Overall 643 Schools were covered from five sampled districts for comparison of the DISE Data with the PES Data.

While sampling schools, rural and urban school, types of schools and management of schools, schools with pre-schooling strata were also considered for sampling.

For the purpose of data collection, a list of identified schools including standby schools was handed over to the study team. The study team made personal visit to all the schools for preliminary interaction with teaching staff and appraising them with physical and academic condition prevailing thereof. Since the data collection was covered in a short span of time and the task was of gigantic proportion, required number of research investigators were identified and trained thoroughly in terms of appropriate data collection methods.

9) **Major Findings/Observations:**

- The overall deviation of the DISE Data from the PES Data, in respect of all comparable items ranges between 1 to 9.7 percentages, which is permissible percentage of deviation.
- Out of nine comparable variables, six variables showed a deviation of less than 10 percent from the PES Data ignoring positive and negative signs. These variables are school category (9.7 %), lowest class in the school (2.9 %), highest class in the school (5.8 %), availability of electricity in the schools (2.8 %),

availability of common toilets in the schools (2.2 %), and availability of separate toilets for the girls (1 %).

- Indicators with more than 10 percent of deviation from the PES Data are school management (11.2%), condition of boundary wall (14.8%) and availability of playground (23 %).
- Precision level of the DISE Data was found to be the highest in indicators like availability of separate toilets for girls (99%), followed by availability of electricity in the schools (98%), lowest class in the schools (97%), highest class in the schools (94%), school category (90%), school management (89%), condition of boundary wall (85%) and availability of playgrounds in the schools (85%).
- Eighty three percent of the sampled schools in the sampled districts were found to be filling up the attendance register properly by the teachers. Teachers attitude towards filling up the attendance register was found highest in West Singhbhum District (97 % schools) followed by East Singhbhum (91% schools), Chatra (84% schools), Hazaribagh (83% schools) and Ranchi (68% schools).
- Availability of year end summary details of children of all the grades with principal/headmaster were found in majority (76%) sampled schools all across the sampled districts.
- Majority of sampled schools (78 %) of the sampled districts had the possession of the report card. District wise status on the availability of report cards in the schools indicate that majority (91 %) of the schools of the West Singhbhum had the report cards followed by Chatra (87%), Hazaribagh (79%), East Singhbhum (74%) and Ranchi (68%).
- In 83 percent of the sampled schools across the sample districts it was found that the maintenance of attendance register was found up to date whereas in 17 percent of schools it was in poor shape. In majority (89%) of schools in East Singhbhum district maintenance of attendance register was in good condition followed by West Singhbhum (87%), Chatra (84%), Hazaribagh (82%) and Ranchi (77 percent).
- In 85 percent sampled schools all across the sampled districts teachers usually come to school in time. District-wise analysis shows that in West Singhbhum, majority (99 %) of school teachers usually came to school in time followed by East Singhbhum and Hazaribagh with 89 percent sampled schools.
- Majority of schools (65%) in the sampled districts did not have filled-in DISE DCF. 68 percent of schools of East Singhbhum district followed by 52 percent of schools of Hazaribagh had the filled-in DISE DCF. Sampled schools of both Chatra and Ranchi district had poor status in terms of availability of filled-in DISE DCF format.
- Only 46 percent of schools of the sampled districts had display boards in position. District wise analysis reflects the highest percentage of schools (49 %) in West and East Singhbhum where provision of display board was found. Lowest percentage of schools was found in Chatra district followed by Ranchi.

10) Suggestions:

- During the survey it was observed that major deviations were due to lack of conceptual clarity among respondents (pertaining to certain variables of the DISE) at the time of filling in of the DCF. So it is suggested that rigorous training at BRC level required for respondents for conceptual clarity.
- There is need to fix the DISE DCF training in third and fourth week of September so that sustainability of skills could be ensured.
- Certain variables like school establishment and post sanctioned are generally not available at school level. Therefore, authorities should make that information available before the DISE Data collection.
- In the process of DISE Data entry, there is need to involve experienced professionals to avoid data inconsistency. It is suggested that the entire work should be carried out in close supervision of the MIS personnel at District level. In order to ensure that MIS infrastructure needs to be adequately strengthened.
- CRP personnel should be entrusted with the responsibilities to thoroughly scrutinise each DCF and give feedback to respective schools to ensure the quality of the DISE Data.
- In order to improve quality of the DISE Data across the District, there is need to adopt a data sharing mechanism at every level, right from the school to district in the presence of state officials.
- Each District should maintain the timeline for the DISE Data collection. The DISE data should be collected in the month of October and completed before December and the PES Survey should be done in the month of December.

11) Investigators Observations/Conclusion: Not mentioned in the Report

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Lakshadweep

- 1) **Agency that conducted the Survey:** Lakshadweep Sarva Shiksha Abhiyan
State Mission Authority
UT of Lakshadweep
Kavaratti
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 01
- 6) **Number and name of Districts selected in the sample:** 01, Lakshadweep
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report
- 8) **Sampling Methodology Adopted:** As per the DISE data (2008-09) there are 39 primary/upper primary schools distributed in 10 inhabited islands. Considering the less number of educational institutions and the non-availability of external agencies in Lakshadweep, the task of five percent sample checking was done by the SSA Mission. The Project Officer visited all schools at Kavaratti without prior intimation to collect the information required for the DISE. The team consisted of project officer, computer programmer and data entry operator. The team physically verified the admission register, consolidated mark register, pupil's attendance register, teacher's attendance register, stock register, etc., and also the infrastructure facilities in the schools. On the basis of this study the report was prepared.
- 9) **Major Findings/Observations:**

Schools

- All Schools in the islands are Government Schools and under the direct control of the Department of Education. These schools are non-residential schools and co-education is provided in all these institutions. English medium and Malayalam classes are running at parallel level in all these schools. Both the curriculum of NCERT and SCERT (Kerala) are followed.

Staff

- Sufficient staff is available in all schools. Single teacher system is followed in Standard I and II. Teachers handle more than three subjects from Standard III onwards. Teacher's attendance is found satisfactory (85%).

Facilities

- All School buildings are government buildings with electricity connections, toilet facilities, drinking water facility, etc. Sufficient furniture is available for teachers and students. Computers are provided in all schools. There is no sufficient toilet/urinal facility available separately for boys and girls in Junior Base School

(E) and Senior Base School. Non-availability of land is the problem for providing additional toilet facilities to these schools. Drinking water facility is available in all these Schools. Only Senior Basic School have play ground facility. Similarly, all Schools except Senior Basic School have boundary wall.

Enrolment

- The above details are prepared on the basis of school records. As per the records there was no drop out during 2007-08. On the basis of analysis of the data it was found that there was deviation with regard to enrolment and transition rate. The matter was discussed with the headmasters. It was reported that this deviation was due to transfer of employees from Kavaratti to other islands and vice versa. Compared to the enrolment of boys the enrolment of girls was more in 2008-09.

Attendance

- Average attendance of each class is more than 95%.

Grade wise examination

- The details of grade wise examination results reveal that the pass percentage in most of the grade is 100 percent. Repeaters are negligible in number.

10) Suggestions: Not mentioned in the Report

11) Investigators Observations / Conclusion: Not mentioned in the Report

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Madhya Pradesh

- 1) **Agency that conducted the Survey:** Madhya Pradesh Institute of Social Science Research,
Bharatpuri Administrative Zone, Ujjain,
Madhya Pradesh
- 2) **Name of Investigator:** Sandeep Joshi
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 50
- 6) **Number and name of Districts selected in the sample:** 04, Shajapur, Hoshangabad, Balaghat and Khargone
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** All blocks, Shajapur = 08, Hoshangabad=07, Balaghat=10, Khargone=07, Total=42
- 8) **Sampling Methodology Adopted:** All blocks of Shajapur, Hoshangabad, Balaghat and Khargone districts were covered and from each block five percent primary/upper primary schools were selected to collect the data for sample checking.

All the upper primary and primary schools of selected districts comprised the universe of study. For a proper coverage all blocks from each district were selected to collect the data for sample checking. While selecting the schools it was ensured that schools located both in rural and urban areas selected and all types of schools across school management were covered. An attempt was made to give due consideration to schools predominantly located in SC, ST and minority areas. From each selected block five percent of schools were chosen for data collection. District-wise number of selected schools was Shajapur (108), Hoshangabad (93), Balaghat (130) Khargone (117). The total number of schools visited in the selected four districts was 447. For a proper coverage all blocks from each district were selected to collect the data for sample checking.

9) Major Findings/Observations:

- None of the four districts made available the filled up DISE DCFs of all the visited schools (sampled schools) to sample survey team even after several requests. In Khargone district the DISE DCFs were made available to sample survey team for only 72.12 percent sampled schools.
- There was very less variation in all the categories relating to the availability of toilets and electricity facilities in schools.
- The two sets of data matches to a great extent with regard to the availability of boundary wall in schools and also with respect to book bank, playground, computers and ramps for CWSN.

- The data in the two sets matches to a great extent regarding the source of potable water in schools.
- The data in the two sets almost match regarding school particulars.
- Variations were observed in the case of number of teaching days, educational supervision, CRC and BRC visits.
- Data relating to school development grant and school maintenance grant match in a large number of schools.
- There was very less variation in the two sets of data regarding primary level enrolment. The variation was very high in the case of children repeating at primary level and at upper primary level.
- Comparative analysis of data regarding annual exam conducted during the last academic year (2007-08) under enrolled, appeared, and passed categories showed variations.
- Initial reaction of the heads of the institutions was positive in a large number of schools.
- Availability of school report cards was better in Hoshangabad district (86.95 percent) as compared to other districts of the sample.
- All the schools visited in four districts were found open on the day of the first visit. In a large number of schools photo copy of filled in DISE DCF was not available. The highest number of such schools was found in Hoshangabad district (76.1 percent).
- Almost all the schools had the provision of mid-day meal in all the four districts. Quality of mid-day meal was found to be good in all the districts except in Shajapur where it was found to be average.
- The seating arrangement for children in the school was found unsatisfactory. In majority of schools, children sat on the mat in all the districts except in Hoshangabad where furniture was available for some children.

10) Suggestions

- It was observed during the field work that teachers consider the DISE information as a routine one and hence do not pay desired attention while filling the DISE DCFs. In such a situation the quality of the DISE data is always at stake. It is, therefore, suggested that Headmaster/Teacher concerned should be made personally responsible for providing correct and accurate data.
- During the field work several BRCs/CRCCs/CACs pointed out that the SSA personnel/officials are not treated at par with the officials of the department by the teachers. Therefore, there is a need to make some arrangement at the grassroots level to empower the SSA officials as well.
- Training should be outsourced to some agency as teachers do not take seriously the training imparted by the CACs. Alternatively, the DIETs can also be given the responsibility of training at the district, block and CRC levels.
- Training relating to DISE should also be imparted in the regular training programmes..

- Coding pattern needs to be made simpler as teachers get confused if the codes are written one after one (in continuation).
- Black boards should be written as chalk boards in DISE DCFs as many teachers get confused on this.
- Private schools don't provide information in most of the cases as they do not have the information/data as required in the DISE format.
- It was observed that in DISE DCFs, in several schools in all the four districts, the darkened/blackened options were filled up with certain figures. The percentage of such occurrences were 23.1(Balaghat), 30.4 (Hoshangabad), 30 (Khargone), and 26.8 (Shajapur) in the case of Part I and J (relating to scholarship) of the DISE DCF. It is, therefore, suggested that in order to remove the confusion among the teachers such fields (which are not applicable in the state) should be removed from the DISE DCFs.
- In order to ensure the correct and consistent data from the schools, the involvement of community/PTA must be ensured in the entire process. It should be made compulsory to obtain the signatures of PTA president and vice president on the duly filled up DISE DCF so that they can also check the correctness of data relating to their school.
- There is a need to educate the teachers, who are the primary data suppliers, about the concepts and definitions of the terms used in the DISE DCFs.

11) Investigators Observations/Conclusion: Not mentioned in the Report.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Manipur

- 1) **Agency that conducted the Survey:** Institute of Social Work and Research (ISWAR), Manipur.
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 09
- 6) **Number and name of Districts selected in the sample:** 02, Bishnupur, Senapati
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Bishnupur= 02, and Senapati=06, Total=08
- 8) **Sampling Methodology Adopted:** Non-probability sampling was adopted by purposively choosing Bishnupur and Senapati Districts. Five percent of schools were then randomly selected from each block of Bishnupur and Senapati districts. There were 890 schools in these two districts. 47 schools, from Bishnupur and Senapati Districts were selected. Out of these 17 schools were from two blocks of Bishnupur and 30 schools from six blocks of Senapati district.
- 9) **Major Findings**
 - No deviation was found in the number of schools (in each category) in districts when the DISE and PES data were compared.
 - No deviation was found in location of schools and type of schools (i.e., boys, girls or co-educational) in both the districts.
 - Deviation in lowest class was found by 23.53 percent in Bishnupur district. No deviation in this regard was found in Senapati district.
 - No enrolment of children in Class I was found in four schools. In the case of higher Class the deviation was found in both the districts. Deviation was found to be 23.54 percent in Bishnupur and 13.33 percent in Senapati districts. There is no student enrolment in the highest class in four schools of each district.
 - No deviation was found in the management of schools in both the districts. but, there was deviation of 5.88 percent in residential status of schools in Bishnupur district since there was upgradation of boarding in private schools recently in the district whereas no deviation in Senapati district. In shift school also there was no deviation in both the districts.
 - While comparing the sanctioned posts and in-position teachers in the sample schools, a deviation of 25.71 percent in Bishnupur and 6.07 percent in Senapati districts, respectively was noticed. The reasons for the deviation can be attributed to the transfer of teachers to sample schools managed by the education department, appointment of new teachers in primary classes by the village education committees (especially in aided schools).

- No deviation was found in location of schools and type of schools (i.e., boys, girls or co-educational) in both the districts.
- No deviation was found in the management of schools in both the districts. But, there was deviation of 5.88 percent in residential status of schools in Bishnupur district since there was upgradation of boarding in private schools recently in the district whereas no such deviation was noticed in Senapati district. In shift school also there was no deviation in both the districts.
- The PES data on the status of school buildings deviates from the DISE data by 16.67percent in the lower primary schools of Senapati district whereas no deviation was found in the Bishnupur district.
- The comparison between the DISE data and PES data regarding the type of school building, brought out a deviation of 47.06 percent was found in Bishnupur and 53.34 percent in Senapati district, respectively.
- Regarding the ‘number of blocks’ in schools there was deviation of 21.28 percent in both the districts (35.29% in Bishnupur and 13.33% in Senapati districts). The deviation in ‘type of school building’ and ‘number of blocks’ in schools was due to the fact that there may be newly constructed schools building and there could be a breakdown due to poor condition of the schools building.
- There was deviation of 60 percent in Bishnupur and 68.7 percent in Senapati district in terms of condition of the classroom.
- A good number of classrooms in good condition were contributed by private schools. The number of classrooms that needed minor repair also showed a high deviation with the DISE data recording a higher number than the PES.
- The PES data showed a higher number of classrooms that needed major repairs. The schools that figured in this category were mostly managed by the Education Department and the Tribal Welfare Department and a few private schools figured in this category. The parts of the building that needed major repairs were mostly roof, wall and floor.
- The deviation of data in terms of ‘electricity in schools’ is 17.02 percent in both the districts (23.52% of deviation in Bishnupur and 13.33% in Senapati districts). The reasons of deviation may be inability to clear outstanding power bills leading to disconnection.
- There was a deviation of 38.30 percent while comparing the schools having and those not having common toilets in both the districts.
- In the “separate toilet available for girls”, comparison between the PES and DISE showed a deviation of 8.51 percent in both the districts. Separate toilets were found in private schools of Bishnupur and two schools of Senapati districts. But majority of the schools were co-education. There was no separate toilets even for teachers.
- Data deviation of 46.81 percent was found while comparing the ‘boundary wall’ of the schools of the two districts (82.35% in Bishnupur and 26.67% in Senapati districts). In 90 percent of schools in Senapati and 76.47 percent in Bishnupur district no boundary wall was found.

- 85.11percent deviation was recorded while comparing the source of drinking water for schools of the two districts. The deviation in Bishnupur was 70.59 percent and 93.33 percent in Senapati districts. 53.33 percent of the sample schools of Senapati district and 88.24 percent of the sample schools of Bishnupur district did not have drinking water facility. There were water tanks in some schools but the condition of the water tanks was not suitable for storing drinking water and there was no source of drinking water.
- There is a marginal deviation in the number of schools with playground and those without playground if the inter-category deviation is ignored.
- The deviation of 'availability of computer' was found to be 6.67 percent in Senapati district and no deviation in Bishnupur district.
- Enrolment in the present academic year 2009 showed a deviation of 17.04 percent deviation in Bishnupur and 101.08 percent of Senapati districts.
- The examination results of Grade V and VIII of the academic year 2008 showed a deviation of 40.90 percent in Bishnupur district and 34.48 percent in Senapati district. It may be noted that some primary schools did not have Class IV and V due to no student enrolment in the schools.
- Some schools were found closed on a working day. Out of the 31 schools open on the first visit, 13 schools did not open on time. Further, as per input from local resources, there is rampant irregularity in opening time for the summer vacation of schools, especially in schools under the Departments of Tribal Welfare and Education. All the private schools were found to be regular as far as school opening time is concerned.
- At the first visit, PES data could not collected from some of the schools due to absence of the headmaster/principal of the school, school being closed, unavailability of the concerned staff to provide the information, etc. The survey team paid a number of revisits as according to the need and circumstances/location of the schools to gather the PES data. The number of visits made to schools, due to absence of competent school authorities to provide data, could be categorized as (a) on the first visit – 65.96 percent (b) on the second visit- 23.46percent and (c) on the 3rd visit – 10.46percent .
- Columns of very good and good in the initial reaction of principal/Head teacher are highly populated with government schools. The columns of average, poor and very poor initial reaction has less in number in comparison to the columns of very good and good. In the initial response of the principal/head teacher to provide information, the columns of average, poor and very poor dominated in a majority of the schools. Regarding the availability of records, the columns of average, poor and very poor were dominated by the government schools that were managed by the Tribal/Social Welfare Department or Education Department, besides this a few schools had maintained only the attendance registers of the students.Only a few schools had parents' association.
- Information pertaining to enrolment and details of pass percentage, could easily be had from 17 schools. In 30 schools such information could not be found easily and absolutely no information could be found in nine schools, since the schools misplaced the records of the previous years. 12 schools provided enrolment and

others details from a single register, 35 schools were unable to provide the information from a single register.

- 29 schools were found to be properly maintaining the attendance registers, 14 schools did not maintain them properly and such registers did not exist in four schools.
- Nine schools maintained the year-end summary details of children for all grades, 31 schools poorly maintained these documents and absolutely no documents were found in seven schools.
- No Report Cards were available in all the schools except in an un-aided private school.
- There was provision for mid-day meal in 39 schools and no such provision was found in eight schools, mostly due to the schools being run under private initiative.
- The quality of the food was average as per the report of the head teachers but the quality of the food could not be ascertained since the mid-day meal provisions were not released during the time of survey. Reports substantiated by the local people indicated that no mid-day meal is provided in some schools and some schools had not received the meals on a regular basis.
- The seating arrangements made for children in the school had been divided into four categories and the findings were; Very Good – 11, Good – 13, Average – 17, and Bad. – 6. Largely, private schools feature in the very good and good categories and Government Schools in the average category. Majority of the schools under the Education Department and Tribal/Social Welfare Department were found lacking in furniture and the deteriorating condition of the school buildings. In the bad category, schools were having only a few students and no proper furniture and no school building.

10) Suggestions

- There is need for updating school category.
- To make the sample checking more effective and to reduce the gap between the DISE and PES data in the five percent sample checking survey in future, the PES questionnaire needed strengthening, by way of deletions and additions to make it comparable with the DISE data. Static questions, the answers to which are unlikely to be changed in a few years, should be omitted, like the year of establishment of schools, qualification of headmasters, etc. Such data can easily be had from the ZEO's office.
- There is urgent need to regularize In-charge Headmaster/Principal for proper functioning of the schools and to fill up the deficiency of teachers in schools. Proper transfer policy is to be adopted.
- Authorities should see to it that construction of school buildings are completed in the stipulated time.
- Priority should be given to construction of toilets in those schools where there are no toilet facilities. Separate toilet for girls in co-educational schools should be made mandatory.

- It is a well-known fact that the absence of separate toilet for girls contributes to the number of dropouts among school-going girls.
- Every school should have boundary fencing.
- Hygienic drinking water facility should be made available in all the schools.
- Playgrounds should be repaired wherever necessary.

11) Investigators Observations/Conclusion

- A very inconsistent deviation ranging from 2.13 to 85.11 percent is the final verdict of the survey. There is 100 percent precision level in 8.51 percent of the comparable items. The comparable items with 100 percent precision level are: category of schools, location of schools, type of schools and management of schools.
- In two items, the DISE data pertaining to ‘type of school building’ and ‘number of blocks’ in school was found missing rendering the two items incomparable with the findings of the PES. Incomplete DISE data pertaining to Sanctioned/In-position Teachers and Examination Results also are reasons for deviation.
- The role of ZEOs (District Project Officers) in making the whole exercise of the DISE data capturing is important and they should be made to take the front seat. Monitoring and supervision of the activities in the schools in their respective jurisdiction should be enhanced in order to provide accurate data. A transparent and pro-active system is needed for effective monitoring and evaluation of the schools, especially those in the interior parts of the state.
- The quality of education has been deteriorating day by day, especially among the schools managed by the Department of Education and Tribal Welfare Department for about two and a half decades. In majority of schools the physical condition of school buildings and furniture was not satisfactory and there was lack of teachers especially in schools of the Education Department and Tribal Welfare Department. The number of students, who could make it through the high and higher secondary examinations, is very disappointing and enrolment in these schools are decreasing, leading to the closing down of some of the schools.
- Parents/guardians, who can afford the exorbitant fees, are more than willing to get their children educated in the mushrooming private schools. Even today education in the private institutions is a preferred form, at least from primary to higher secondary level, courtesy, the pathetic condition of the government schools.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Maharashtra -1

- 1) **Agency that conducted the Survey:** DIET, Jalna
Maharashtra
- 2) **Name of Investigator:** Not mentioned in the Report.
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 35
- 6) **Number and name of Districts selected in the sample:** 01, Jalna
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** 8, Total=8
- 8) **Sampling Methodology Adopted:** Random sampling was adopted for the selection of the sample. All eight blocks within the district were covered. All management types were covered, i.e., the schools managed by Education Department, Tribal Welfare Department, local body/Zilla Parishad, Private Aided, Private Unaided. Five percent of a total of 1,684 recognized schools (Class I to Class VIII) reducing to 85 Schools were selected as the sample of the study. 15 percent of schools were selected from urban and 85 percent from rural areas.
- 9) **Major Findings**

Special D.C.F. for Post Enumeration Survey:

All information about rural/urban, school category, type of school, class, and management matched perfectly with each other.

Teacher in Position:

In this respect, in block-wise survey it was found that–

- In Jalna Block there was one female teacher extra than the record obtained from the schools.
- Regarding the number of teachers also there was variation. In both the Badnapur block and Ambad there was a difference of two teachers each. At Ghansawangi, Mantha and Partur blocks there was a difference of one teacher each. In the Bhokardan block there is a difference of three teachers. There is no difference found in Jafrabad block.
- In all the districts there was a difference of only three teachers when it was compared with block-wise data obtained from schools.

School Facilities:

- There were three extra **pucca** buildings instead of **partial pucca** buildings in Matha Block. There were no differences found in the parameters of type of school buildings. There was one fewer classroom than the block-wise data obtained from school.

All Student enrollment data:

- There were six more boys as per the PES data which is a minor difference. But there is a major difference in girls according to the data. It was found that there were 45 girls more as per the PES data than the DISE data.
- A minor difference of only one percent was found in both the data. In the SC category it was found that there were 12 boys extra and 52 girls less than data obtained from schools.

Last Annual Examination:

- In the parameters regarding the enrollment, appeared and passed, it was found that in Class IV there was a difference of one percent in boys' enrollment; a difference of 1.1 percent in boys and two percent in girls in appearance; and a difference of 2.5 percent in boys and one percent in girls in pass results.

VEC/SEC Composition:

- In block wise observation it was found that in urban private schools, just as VEC in rural areas, SEC (school education committee) is established.
- There is very little place for SC or ST members in VEC and SEC committees. VEC and SEC institutions are very useful for the progress of schools because these institutions discuss about the construction of school, the quality of education and expenditure in their meetings. So they take fruitful decisions.

Attributes Pertaining to the Principal (P)/Head Teacher and Investigator:

- In Ambad district there was 90 percent good response in terms of initial reaction, providing information, availability of records, conditions of maintained records and also updating of records maintained.

Pupil's attendance on the day of survey:

- 96.56 percent of boys and 96.76 percent of girls were present on the day of visit.
- Survey was conducted during the examination period hence there was hike in enrolment.

Miscellaneous Observation

- The checking proved useful to teachers and acquainted them with how to maintain their updated record.
- There is a lack of enough staff for maintaining records in some primary schools.
- In some schools there were more teachers than the strength of students.

10) Suggestions

- The list of VEC and SEC members should be displayed on a display board of the school.
- It is necessary to give training to the members of VEC and SEC to change their attitude to take care of school property.

- There should be a committee of pupils to pay attention towards the cleanliness of premises of the school as well as the surroundings. This would give them a feeling that it is their school.

11) Investigators' Observations/Conclusions

Training of Headmaster:

- Nearly 100 percent headmasters had received the training.

Feedback of School Report Card:

- School report cards were not delivered to schools by district MIS unit. The headmaster and cluster head were not able to understand the report cards as it is printed in English and they were not able to give any feedback. So it is necessary to print the School Report Card in Regional languages.

Display Board:

- The key information was written regularly only in 70 schools out of 85.

Availability of DISE Data:

- The DISE data is available on hard copies at the block level but at school level it is not available in the form of school report card. About 80 to 85 percent people were well aware about the EMIS/DISE data. 100 percent DISE data is used for planning at school, Block and District level.

Data Feeding:

- The training about data feeding is given to all programmers at state level.
- Two days training was given to data entry operator at the Maharashtra Institute of Educational Planning and Administration (MIEPA), Aurangabad, regarding Oracle and DISE Software, EMIS data entry in the DISE Software, Data Export/Import.
- Accurate data feeding is also a major activity in the DISE data collection, as data entry is to be done at Block level through Block Level Data Entry Operator.
- Well trained computer professionals are available at the district MIS unit. Existing DISE data is effective and good so there is no need of making any change in it.
- In Jalna Block, the head of the school was reluctant to give the information. After giving him proper identification of the research team members he was satisfied and provided the information.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Maharashtra -2

- 1) **Agency that conducted the Survey:** Matoshribahuuddeshiya Shikshan Sanstha
Amgaon, Maharashtra.
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 35
- 6) **Number and name of Districts selected in the sample:** 01, Gondia
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** 8, Total =8
- 8) **Sampling Methodology Adopted:** The random sampling was adopted for the survey. All eight blocks within the district were covered. All management types were covered, i.e., schools managed by Education Department, Tribal Welfare Department, local body/Zilla Parishad, private aided, private unaided and Navodaya Vidyalaya. Five percent of the total schools were covered, i.e., a total of 93 schools. Most of the schools were selected from rural areas. All schools were selected according to management type and category of school.
- 9) **Major Findings**

Special DCF for Post Enumeration Survey:

In rural and urban areas the information from schools obtained in the DCF and the PES data were same. But in school category there was little difference due to the change of higher classes. In the parameter 'type of school' and 'management' no difference was found.

Teacher in Position:

In this respect, in block wise survey it was found that there is small difference in the data.

The number of teachers was found to be more in the sample checking done by agency. It may have happened because of adding the number of teachers in high schools and also deputation of teachers made in the session 2008-2009.

School Facilities:

In the PES and DISE data there was a difference in Arjuni Mor and Gondia Blocks. In Arjuni Mor, the DCF from schools found eight pacca and six partially pacca buildings but the DISE data is showing 11 pacca and three partially pacca buildings. No change was found in other Blocks in the district.

In the Status of school buildings, the information regarding Zilla Parishad and Municipal Council and Tribal Welfare schools was accurate both in the DCF and Data from PES. But there was major difference in rented and private schools.

Classrooms:

The classrooms had also increased by 14. The reason could be that some constructions of class rooms might have been completed.

All student enrollment data:

Here the major difference was found in present enrolment as per the data checked by the agency. Enrolment increased by 285 (boys =173 and girls = 112). In every Block the enrolment was slightly different.

Attributes pertaining to the Principal (P)/Head Teacher and Investigator:

Interaction of headmaster with surveyors was found very well. Around 53 headmasters had good interaction with surveyors. In around 41 out of 93 schools, headmasters had given good response for giving the information to surveyors. Only in five percent of schools the headmaster did not give proper response to the surveyors.

Pupil's attendance on the day of survey:

Overall 88.5 percent of boys and 86.7 percent of girls were present on the day of visit.

10) Suggestions

- The list of VEC and SEC members should be displayed on a display board of the school.
- It is necessary to give training to the members of VEC and SEC to change their attitude to take care of school property.
- A committee of pupils should be constituted to pay attention towards the cleanliness of premises of the school as well as surroundings.
- The teachers should be given training about record maintenance so that records are maintained properly.
- There should be playgrounds in all schools.
- Teachers and head teachers should pay more attention to disabled students.
- For the improvement of quality, there should be competitions like debate, elocutions, essay writing, handwriting competitions, etc. This would enable in developing the personality of students.

11) Investigators Observations/Conclusion

Training of Headmaster:

All headmasters had received the training of the DISE at Cluster level organized by the cluster coordinator.

Infrastructure in the district MIS unit:

Taking in to consideration the overload of work there is a need of two extra data entry operators in District MIS unit.

Feedback of School Report Card:

All school report cards are delivered each year by district MIS unit to Block level and from Block to Cluster level. In 70 percent of schools there was school report card. This is useful not only for the schools but also for VEC for taking any progressive step regarding the school.

Key Information Display Board:

Key information is written on Display Boards regularly only in 63 schools out of 93. Good saying, news headlines, day, date is written attractively on the display board for pupils.

Availability of DISE Data:

The DISE data is available in hard copies and on computer at district level. It is available on hard copies at Block level. At school level it is available in the form of school report card. About 70 to 75 percent people are well aware about DISE data and that the DISE data is used for planning. Through cluster reports and schools the investigators got the evidence of DISE data sharing workshops at all levels.

Data Feeding:

The training about data feeding is given to all programmers at state level. As per MPSP Guidelines data feeding of the DISE is done by the operators who are working in the BRC level. They are trained by the programmer and also by a two-day DISE Training at MIEPA, Aurangabad.

General Comments

- This checking proved useful for teachers in terms of maintenance of updated record.
- There is a lack of enough staff for maintaining records in some primary schools.
- In some schools there are more teachers than the strength of students.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Maharashtra -3

- 1) **Agency that conducted the Survey:** Learning Links, Mumbai
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008-09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 35
- 6) **Number and name of Districts selected in the sample:** 01, Mumbai
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** 3, Total=3
- 8) **Sampling Methodology Adopted:** 116 schools were selected from three Blocks. Random sampling was adopted for the selection of the sample. All the three Blocks within the district were covered. Schools of all management types were covered, i.e., managed by Education Department, Tribal Welfare Department, local body/BMC, private-aided and private-unaided. Five percent of the total schools were covered. Schools were selected according to management type and category of school.
- 9) **Major Findings**

Special DCF for Post Enumeration Survey

- In five percent sample checking, all the parameters were checked. The information obtained from the school in DCF and the data obtained by agency is the same. But in school category there was a little difference due to the change of higher class. In the parameter "Type of School" and "Management" no difference was found. Both the data were the same.

Teacher in Position

- Teacher in position data were almost the same.

School Facilities

- The DCF from schools showed 108 pucca and five partially pucca and sample survey findings were also the same. No change was found in other Blocks in the district.

Class rooms

- There was no variation in classroom strength in the DISE DCF and the sample survey.

All Student enrollment data:

- Major difference was found in the current enrolment as per the data checked by the agency. Enrolment increased by 920 (boys = 510 and girls= 410). In every Block the enrolment was slightly different. Instructions were given at the Block level to check the enrolment of those schools which were surveyed by the investigators and class-wise enrolment of all the schools was checked. In some schools there were more teachers than the strength of students.

10) Suggestions

This checking proved useful for teachers regarding maintaining their records updated.

- There was lack of enough staff for maintaining records in some primary schools.
- The list of VEC and SEC members was displayed on the display board of the school.
- It is necessary to give training for the members of VEC and SEC to change their attitude towards the care of school property. There should be a Committee of Pupils which should look after the cleanliness of the school premises and make them feel that it is their school.
- The teachers should be given training about proper maintenance of records.
- Students should be provided all types of playground. There should be playground in such schools.
- Teachers and head teachers should pay attention to the disabled students.
- For the improvement of the quality, there should be competitions like debate, elocutions, essay writing, handwriting competitions so that students will develop their personality.

11) Investigators Observations/Conclusion

Training of Headmaster:

- All the headmasters had received the training of DISE at ward level organized by the ward officer.

Feedback of School Report Card

- All the school report cards are delivered each year by district MIS unit to Block level and from Block to Cluster level. There is presence of school report card in 70 percent of schools. It is useful not only for schools but also for VEC for taking any progressive step regarding the school.

Key Information Display Board

- The key information was written regularly only in 50 percent schools out of 166. News headlines, day, date, etc., were written attractively on the display board for pupil's information. On an average private schools were aggressive on this issue.

Availability of DISE Data

- The DISE data was available in hard copies and on computer at district level. It was available on hard copies at Block level. At school level it was available in the form of school report card.
- About 70 to 75 percent people were well aware of the DISE data. 50 percent of the DISE data was used for planning. Through Cluster reports and school reports there was evidence of sharing of workshops at all levels.
- The training about data feeding is given to all programmers at state level. As per the Maharashtra Prathamik Shiksha Parishad(MPSP) guidelines the data feeding of the DISE is done by the operators who are working at the BRC level. They are trained by the programmer and also a two day DISE training at every ward.

Training of Headmaster

- All the headmasters had received the training of DISE at Cluster level organized by the Cluster coordinator.

Infrastructure in the district MIS unit

- Taking in to consideration the overload of work there is need for two extra data entry operators in District MIS unit.

Data Feeding

- The training about data feeding is given to all programmers at state level. By the MPSP Guidelines data feeding of DISE is done by the operators who are working in the BRC level. They are trained by the programmer and also by Day DISE Training at MIEPA, Aurangabad.

Attributes Pertaining to the Principal/Head Teacher and Investigator:

- Interaction of headmasters with surveyors was found to be very good. Around 54 headmasters had good interaction with surveyors. In around 60 out 116 schools, headmasters had given good response for giving the information to surveyors. Only five percent of headmasters had given poor response to the surveyors.

Pupils attendance on the day of survey:

- Overall 88.5 percent of boys and 86.7 percent of girls were present on the day of visit.

General Comments

- This checking proved useful for teachers as to how to maintain their record updated.
- It was found that there was lack of enough staff for maintaining records in some primary schools.
- In some schools there were more teachers than the strength of students.

12) Remarks, if any, and future course of Action: Not mentioned in the Report

Meghalaya

- 1) **Agency that conducted the Survey:** Sikkim Manipal University (SMU)
Shillong Centre
Meghalaya
- 2) **Name of Investigator:** Udayan Misra
- 3) **Year for which the PES is conducted:** 2006 07
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 07
- 6) **Number and name of Districts selected in the sample:** 07, East Garo, Ri Bhoi, West Khasi Hills, Jaintia Hills, East Garo Hills, West Garo Hills, South Garo Hills
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** East Garo =9, Ri Bhoi=03, West Khasi Hills=08, Jaintia Hills=06, East Garo Hills=05, West Garo Hills=09, South Garo Hills=04. Total=44.
- 8) **Sampling Methodology Adopted:** The sample size of five percent was derived on the basis of a stratified proportional simple random sampling technique. Here all the 39 districts were considered as strata and five percent of total number of schools present in them was taken as the number of schools to be visited from each Block respectively. In this way five percent of all the individual districts were computed and then the grand total for the state was worked out from the sum of number of schools in each block respectively. After that, the reduction of 90 schools was done from the Blocks which were having too many numbers of enlisted villages and thus the schools that are otherwise geographically in close vicinity. This step was taken to restrict any chance of over representation bias. In the individual blocks the stipulated numbers of schools were selected on the basis of simple random sampling with a view to maintain reasonable representation of the rural and urban types of schools. With the help of BRCs and CRCs the stipulated numbers of schools per block were identified.
- 9) **Major Findings**
 - Through analysis of the collected PES data and comparing them to the obtained DISE data subjected to a series of comparison across 23 items with 74 sub-items revealed that the DISE data on an average is 85 percent accurate. Thus it involves about 15 percent inaccuracy.
 - Negligible deviations were seen in the items that were directly visible and do not involve any interpretation and intellectual consideration. These were “category of schools”, “types of schools” and “availability of playground”.
 - The items that show deviation in an acceptable amount of ≤ 10 percent comprise “common toilets”, “location of schools”, “highest classes in schools”, “children enrolment”, “examination results of grade VII”, “examination results of grade IV”, “residential status of schools”, “lowest class in schools” and “source of drinking water”.

- The items that showed significant deviation in the range of 11-28 percent include “year of establishment of schools , “availability of computers , “part of shift school , “management of schools , “sanctioned/in-position teacher , “separate toilet for girls , “condition of boundary walls and “electricity in schools .
- The items that depict maximum deviation crossing over 50 percent comprise “availability of furniture and “condition of classrooms .
- It is also evident that maximum inaccuracy among the DISE data was existing in the primary with secondary or higher secondary school category (26%) followed by upper primary with secondary or higher secondary school category (23%). The schools falling in the category of primary with upper primary (20%) and upper primary only (18%) rank next in this inaccuracy listing with the least inaccuracy registered for the primary schools (13%). This implies that DISE data pertaining to not a single schools category is within the acceptable limit of 10 percent. This is a serious issue of concern and demands immediate action by the Sarva Shiksha Abhiyan State Mission Authority of Meghalaya.

10) Suggestions

- Training and orientation sessions focusing on the need, utility and use of the DISE data together with the process involved in its collection, compilation and ultimate use should be organized for the principals/head teachers of the schools. The maintenance and proper way of documentation and storage of information is also essential. They must also be informed about the provision of such PES visits and the kind of information required therein. This way the school will be well prepared to furnish the required details on demand and the process of PES survey will be much smoother and free from faults. In order to do this they will have to maintain the information correctly. Thus the DISE report will become more accurate. The principals/head teachers should also be informed about the steps the government may take in case of furnishing inaccurate reports so that they may not take it lightly and take it up with necessary responsibility.
- To reduce the workload on the principal/head teacher, the department may call the schools for nominating a qualified senior teacher as the DISE representative of the school. She/he will be entrusted with the responsibility of maintaining all the information pertaining to the DISE.
- The periodic orientation sessions for the principals should be conducted by the BRCs and CRCs and monitored by state level officials. In this way, all the personnel involved can be warranted and the whole departmental machinery can be streamlined.
- On looking at the DISE format, it is revealed that, some information like the year of establishment of the school, teacher posts sanctioned, teachers in position, incentives provided, grants, etc., can be easily and precisely obtained for the Block level and district level officers and that too with much ease and accuracy. Removing these from the DISE DCF will make it even more simple and short. Though the present DCF is also simple but is very exhaustive in nature and thus generates fatigue in the mind of the individual entrusted to fill-in the information. Under such circumstances, casual response, manipulation of data and non-response become natural. Implementing a short and simple DISE DCF definitely minimizes this problem.

- The DISE DCF is also found to have certain inquiries out of the scope of regular records maintained in the school. For instance, the information on the service records of the teachers could not be had from some schools. These records are maintained in the district level offices.
- The scrutiny of the filled in DISE DCFs obtained from the schools should be made mandatory at the district level by providing appropriate mechanism. The scrutiny process has to ensure whether the obtained DISE formats are complete, recorded in the prescribed manner and consistent internally or not. In case they need modification, it can be either done by returning the faulty DCF to the respective school or by calling the principal/headmaster to the District Office.
- A mechanism should be made to ensure and monitor the proper functioning of the Block level and Cluster level coordinators of the department. A few of them, particularly in the remote areas, are found to conduct the responsibility entrusted upon them with utmost negligence. These can only be controlled by a strong vigilant authoritative command centre monitoring the work of BRCs and CRCs, who in turn are warranting the respective schools.
- Though routine visits to the schools by the representative of SSA-SMAM are already in place, huge numbers of errors are identified from the parameters that are superficially visible, like, status of the school building, number of blocks in the schools, etc. To tackle this issue and keep a track of the situation, departmental officials should be sent to schools for routine check-up and visit on a regular basis and a mechanism should be brought in place to ensure that they are really performing their job.
- Department should really enact strict laws and provisions of penalty, thereby warranting the sample schools to furnish factual information.

11) Investigator's Feedback/Conclusions

- The DISE data collected during 2006-07 is 85 percent accurate involving significantly 15 percent inaccuracy in the reporting.
- The negligible deviations are seen in the items that are directly visible and do not involve any interpretation and intellectual consideration. These are: "category of schools", "types of schools" and "availability of playground".
- The items that show deviation in an acceptable amount of ≤ 10 percent comprise "common toilets", "location of schools", "highest classes in schools", children enrolment, "examination results of Grade VII", "examination results of Grade IV", "residential status of schools", "lowest class in schools" and "source of drinking water".
- The items that show significant deviation in the range of 11-28 percent include "year of establishment of schools", "availability of computers", "part of shift school", "management of schools", "sanctioned/in-position teacher", "separate toilet for girls", "condition of boundary walls" and "electricity in schools".
- The items that depict maximum deviation crossing over 50 percent comprise "availability of furniture" and "condition of classrooms".
- It is also evident that maximum inaccuracy in the DISE data exists in the primary with secondary or higher secondary school category (26%) followed by upper

primary with secondary or higher secondary school category (23%). The school falling in the category of primary with upper primary (20%) and upper primary only (18%) rank next in this inaccuracy listing with the least inaccuracy registered for the primary schools (13%). This implies the DISE Data pertaining to not a single school category is within the acceptable limit of 10 percent. This is a serious issue of concern and demands immediate action by the SSA-SMAM.

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

- The main cause of concern for the SSA-SMAM authorities should not be the deviation of whatever magnitude of the DISE data from PES data, but should be the tendency of the schools in withholding information pertaining to various items and sub-items (by keeping them blank) which in most cases renders available information regarding others partially or in extreme cases completely useless.
- For instance, under the DISE format, schools are required to provide information regarding the condition of classrooms under four sub-items of good, need minor repairs, need major repairs, and unfit for use. Naturally, all the classrooms/other rooms should come under these four sub-categories and the total of all four of these sub-items should form the grand total of all the classrooms/other rooms. But most of the sample schools have provided information pertaining to only one room and have unnecessarily withheld information about other rooms.
- Similarly, while reporting the information with respect to the status of the school building, the schools are required to provide information under sub-items of kuccha, partially pucca, pucca and no building. Maximum of the schools amounting to 95 percent have withheld information in the DISE DCF provided by SSA-SMAM.
- The schools are required to furnish information with respect to the number of blocks the schools occupies. Here also schools amounting to 90 percent have provided no information in their DISE DCF. This situation calls for a better supervision to ensure that the formats and the schedules are correctly filled-in and the entries are neither left blank nor made ambiguous. It also demands for arranging a thorough scrutiny system at the district level for screening all the case of ambiguity, incorrect entries and blank responses, followed by returning those faulty response sheets back to the respective schools for rectification.

Mizoram

- 1) **Agency that conducted the Survey:** Education Department
Mizoram University
Mizoram.
- 2) **Name of Investigator:** Lalbiakdiki Hnamte.
- 3) **Year for which PES is conducted:** 2008 09.
- 4) **Month in which report was submitted:** December, 2008.
- 5) **Number of Districts in the State:** 08.
- 6) **Number and name of Districts selected in the sample:** 01-Champhai District.
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** 03: Total= 03.
- 8) **Sampling Methodology Adopted:** There were a total of 291 schools at elementary level in the three blocks selected. Out of these, 20 schools consisting of nine primary schools, four primary with upper primary schools, six upper primary schools and one primary with upper primary and secondary school were selected as sample. The sample was drawn randomly. The collection of data through special DCF was done by a team of investigators led by a member from the monitoring institution. The filled up special data capture format (for DISE) of the sample schools were then handed over to the monitoring institution for scrutiny, tabulation and analysis.
- 9) **Major Findings/Observations**
 - Although it was reported by the schools that this year the DISE was filled up with the CRCC of their Cluster, there were some items left blank by some of the schools in the DCF for DISE. This is considered to be a case of negligence by some of the schools in filling up the formats and also the casual manner in which the schools take the task as a routine work and not giving due importance. This can result in error at the time of compiling the DISE data and can affect planning for the whole state.
 - The overall deviation of the DISE data from the PES data on all comparable items and sub-items was 3.96 percent, thereby giving a precision level as high as 96.04 percent for the DISE data in relation to the PES data.
 - The highest deviation was found in the number of students with disabilities. The deviation is as high as 55.36 percent giving a precision level of only 44.64 percent.
 - There were a large number of items on which information was sought on a yearly basis in the DCF for DISE, but were excluded in the special DCF for PES. This drastically brought down the number of comparable items which in turn affected the deviation and precision level of the DISE in comparison to the PES.

10) Suggestions

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

11) Investigators Observations/Conclusions: Not mentioned in the Report

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Orissa

- 1) **Agency that conducted the Survey:** Nabakrushna Centre for Development Studies, Bhubaneswar, Orissa.
- 2) **Name of Investigator:** P. K. Acharya
Rashmi Mishra
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** March, 2009
- 5) **Number of Districts in the State:** 30
- 6) **Number and name of Districts selected in the sample:** 03, Angul, Mayurbhanj and Rayagada.
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Angul=11 Mayurbhanj=30 and Rayagada=14, Total=55
- 8) **Sampling Methodology Adopted:** The study was confined to three Districts, viz., Angul, Mayurbhanj and Rayagada of Orissa. As per PES guidelines, out of these three sample districts, one district (Mayurbhanj) has the literacy rate below the State literacy rate, one district (Angul) has the literacy rate above the state literacy rate and other district (Rayagada) is one among the special focus districts. For the purpose of the PES, 401 schools were selected randomly covering 217 schools, 91 schools and 93 schools of Mayurbhanj, Angul and Rayagada Districts respectively and the total sample schools of each district represented about five percent of schools belonging to each block which included all types of schools across school management. While selecting schools, due consideration was given to rural and urban category and schools predominantly located in SC, ST and minority areas.
- 9) **Major Findings/Observations:**
 - The findings of comparison between the DISE and PES data in Angul District reveals that the percentage of schools showing difference is 2.20 percent at aggregate level. It varies from 1.10 to 5.49 percent on six school characteristics. Analysis made on nine comparable items shows that the deviation is in the range of 0.36 to 3.70 percent excepting the enrolment of children with disabilities (48.24%). The percentage precision between PES and DISE survey at aggregate level is found to be 99.04 percent.
 - In the case of Rayagada District, the comparison of DISE data with PES data on six school characteristics indicates that the percentage of school showing difference varies from 2.15 to 6.45 percent with 3.58 percent at aggregate level. It varies from 1.10 to 5.49 percent on six school characteristics. Analysis made on nine comparable items shows that the deviation is in the range of 0.36 to 3.70 percent excepting the enrolment of children with disabilities (48.24 %). The percentage precision between the PES and DISE surveys at aggregate level is found to be 99.04 percent.

- In the case of Rayagada District, the comparison of DISE data with PES data on 06 school characteristics indicates that the percentage of schools showing difference varies from 2.15 to 6.45 percent with 3.58 percent at aggregate level. Analysis made on percentage deviation on nine selected comparable items indicates that the percentage deviation ranges from 0.00 to 8.49 percent except in case of examination results (13.42 %), number of repeaters (20.16) and enrolment of children with disabilities (43.80 %). At aggregate level, the percentage deviation is found to be 4.48 percent with 95.52 percent of precision.
- In Mayurbhanj District, it is revealed that the percentage of schools showing difference between the PES and DISE data varies from 0.92 to 6.91 percent, except for the year of establishment (11.06%) in the case of six school characteristics. With regard to nine selected comparable items, it is revealed that the percentage deviation between the DISE and PES data ranges from 0.34 to 9.43 percent except in the case of enrolment of children with disabilities (29.84%) and the number of repeaters (49.12%). At the aggregate level, the percentage deviation is found to be 2.69 percent with 97.31 percent precision.
- Analysis made on six school characteristics between the DISE and PES data taking all the three sample districts together shows that the percentage of school showing difference varies from 1.50 to 7.23 percent with 4.07 percent at aggregate level. The analysis made on nine comparable items indicates that the percentage deviation of the DISE data from PES data ranges from 0.43 to 6.64 percent, except in the case of the number of repeaters (28.70 %) and enrolment of children with disabilities (29.84%). The overall deviation on these selected comparable items is limited to 0.79 percent with 99.21 percent precision.

10) Suggestions:

- In order to make the DISE data collection more effective in terms of both time of operation and quality of data collection, each district should have adequate availability of infrastructure and computer professionals. Besides, the head teachers should be trained adequately on filling up the DISE data and on cooperating with the PES team.
- They should also keep all records relating to both the DISE and PES activities properly updated and stored for immediate use as and when required for both DISE and PES activities. In the post-DISE operation period, each school should have a School Report Card on DISE data and its own copy of the School DCF.
- The compiled data of Cluster, Block and district levels should be available at CRC, BRC and DPO levels especially for reference and use in the preparation of the Annual Work Plan and Budget every year. The DISE data for this purpose should also be shared at all levels for awareness of the people involved in plan preparation as well as implementation. Some of the DISE data are also to be mentioned in the school information/display board for public awareness.

11) Investigators Observations/Conclusion:

The deviation between the DISE and PES data exists in almost all items of comparable data. However, the magnitude of such deviation is found to be higher on items like the number of repeaters and enrolment of children with disabilities in the entire sample districts. At aggregate level the extent of deviation between the DISE and PES data is

found to be highest in Rayagada District followed by Mayurbhanj and Angul Districts. In many cases, due care has not been taken by the head teacher in filling up the DISE data and proper verification has not been made of these data by the CRCCs and BRCCs.

The PES activity was conducted simultaneously by three study teams; one in each of the three sample districts with the support provided by the SPO and the three DPOs. Virtually no problem was faced by the study teams while conducting the PES. The only one problem faced was that the PES formats were not adequately prepared to collect data from high schools with upper primary classes and to classify teachers taking equal number of classes in primary and upper primary sections.

Cooperation of principal/head teacher is a bare necessity in getting correct data for filling up of the DISE DCFs. A positive mindset of principal/head teacher to provide the DISE data is also required to complete the DISE data collection activity in time. It has been reported by some CRCCs and BRCCs that Principals/Head Teachers especially of the private unaided schools and unrecognized schools have shown less/no cooperation in some cases to provide the DISE data and owing to this reason, they have failed to collect the DISE data from some schools.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Punjab

- 1) **Agency that conducted the Survey:** M/s Shivom Engineers Associates
Sector -20, Panchkula
Haryana.
- 2) **Name of Investigators:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 20
- 6) **Number and name of Districts selected in the sample:** 20, Amritsar, Barnala, Bhatinda, Faridkot, Ferozepur, Fatehgarh Sahib, Gurdaspur, Hoshiarpur, Jalandhar, Kapurthala, Ludhiana, Mansa, Moga, Mohali, Muktsar, Nawanshahr, Patiala, Ropar, Sangrur, Tarntaran.
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Amritsar=09, Barnala=03, Bhatinda=08, Faridkot=02, Ferozepur=10, Fatehgarh Sahib=05, Gurdaspur=17, Hoshiarpur=09, Jalandhar=10, Kapurthala=05, Ludhiana=12, Mansa=05, Moga=05, Mohali=03, Muktsar=03, Nawanshahr=05, Patiala=08, Ropar=05, Sangrur=09, Tarntaran=08. Total=141.
- 8) **Sampling Methodology Adopted:** The sample size was fixed as all Blocks per district. Thus, the sample checking exercise was done in 141 blocks in the state, signifying a very high sampling proportion of 100 percent at Block level. Identification of the sample schools in these Blocks was done on random basis. In each sample Block, a complete listing of all the schools was done and a sample of five percent schools was chosen through the random sampling technique. All the 141 sample blocks taken together, a total of 1,520 schools were selected for checking of the DISE data.

Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of the DISE mechanism in the school (quality of training provided, receipt of school summary report, supervision by the CRC Coordinator, etc.). In addition, it also captured the actual attendance of students and teachers on the day of the visit.

9) Major Findings/Analysis:

Verification of DISE Data

- For more than 95 percent of the schools, the information filled in the DISE data about various school particulars has been found to be matching with the information provided during the sample checking survey.
- Approximately, in seven percent of schools enrolment data of the DISE did not match with the survey data or was internally inconsistent in one or more of the following ways:
 - The figure filled in the cell showing total enrolment of boys or girls in a particular Class did not tally with the caste-wise breakup given in the pertinent column.

- Further, it was clearly mentioned in the DISE schedule that the total enrolment figures for boys and girls in various Classes as given in the Table should match with the total enrolment figures given in the Table showing break up of medium wise instruction in the DISE schedule used in this state. In some records, a variation has been found.
- The school-wise analysis shows that in 95 percent of the schools, the enrolment figures given in the DISE were matching exactly with the figures collected through the sample checking survey. The variation observed in the rest was not too high.
- If one excludes these incomplete and inconsistent cases, the variation between the enrolment figures given in the DISE data and those collected during the sample checking survey is within 10 percent.
- The DISE format requires the schools to make manual computation and give category-wise detailed breakup of the enrolment figures in a cross-tabulated form for each Class. In such a process, there is a significant likelihood of committing computation errors. If the DISE format is revised to collect student-wise information on gender, caste and age for various Classes and the cross-tabulation is done by the computer, this error will get completely eliminated.
- As regards the number of disabled boys and girls, in approximately 94 percent of the schools, their number at various levels is found to be completely matching in the DISE and sample survey data.
- As regards 'repeaters', it has been noted that the definition of 'repeaters' given in the DISE format guidelines is different from that given in the sample survey guidelines.
- Although the DISE format requires the number of 'repeaters' to be given under the three sub-heads (failed, absent for a long period and readmissions), it appears that in a sizeable number of schools, the persons filling up the DISE format have clubbed all the three categories into one. As a result, the number of schools having repeaters is found to be matching in approximately 80 percent of the schools covered under the survey.
- Similarly, while the sample checking survey format captures the data regarding distribution of free text books during the current academic year, in the DISE format, the reference period for this data is the previous academic year. As such, the two sets of data are non-comparable.
- As the system of sample checking is crucial for ensuring the accuracy and quality of the DIS data, there is a definite need to re-visit the data collection format mandated for sample checking and ensure that its questions conform to the corresponding questions in the DISE format.
- As far as the data regarding annual examination is concerned, the percentage of students appearing in the examination (out of total enrolled) and the percentage of students passing the examination (out of total appeared) is observed to be quite matching in the two data sets i.e DISE and the sample survey. However, in terms of absolute numbers, in around half of the schools, there is some variation in the DISE and survey data. An exact matching of figures pertaining to a number of students enrolled, appeared and passed in the examination is observed to be 97 percent in all the cases.

- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates matching in case of 96 percent of the schools. In majority of the remaining schools, a variation of +1 has been observed in the overall number of teachers. This variation does not necessarily mean a wrong reporting or wrong entry because neither the DISE nor the sample checking formats specify any particular date for recording the number of teachers and there was a time gap between filling up the DISE formats and the sample checking survey.

Availability and Condition of School Records

- In an overwhelming majority of the schools, full cooperation was given to the sample survey team during the sample checking survey. In more than 95 percent of the schools, the necessary records were made available to the team quite readily and were found being maintained up-to-date.
- In four percent of the schools visited by the team it was found that the records were not up-to-date.

Training for Proper Implementation of DISE

- The training for filling up the DISE format was completed before the sample checking survey. Almost 100 percent of the schools visited during the sample checking survey reported that the Principal/Head-teacher had received the training for proper implementation of DISE.
- In over two-third of the cases, the training was reported to have been conducted by the CRC Coordinators, while in one-fourth cases, it had been given by BRC Coordinators alone. At the state level also a training programme for principal/head teacher was conducted through EDUSAT network.
- As regards the quality of training, most of the participants (90-95 percent) stated that the concept and DISE format was explained quite clearly during the training and all queries were answered completely. However, considering the fact that the training had been provided by their CRC/BRC Coordinators who are supposed to report on their functioning, the statement of principals/head teachers regarding the quality of training needs to be taken seriously.
- Considering the importance of the DISE for proper planning, implementation and monitoring of the Sarva Shiksha Abhiyan, there is a need to emphasize on high quality training of principal/head teachers for filing up the DISE format. It would be more appropriate to outsource the DISE training to any professional agency.

Supervision of Schools

- During the sample survey of schools, the survey members enquired about the number of visits made by the CRC coordinator to the school in the preceding three months. More than 90 percent of the schools reported that their CRC coordinator had visited the school in the preceding three months. There are some private schools which were not visited by the CRC coordinator.

Presence of Teachers and Students on the Day of Survey

- In the category of schools having one or two teachers in-position, all the teachers were present on the day of the survey in two-third of the schools. On the other hand, in the category of schools having more than two teachers, the

corresponding proportion was only one-third. As a matter of fact, in almost half of the schools of this category, two or more teachers were absent on the day of the team visit.

- On an overall basis, the attendance level in the primary classes was found to be very high, above 80 percent. The overall attendance at upper primary level was found to be even higher (87 percent). While the attendance of boys and girls at the primary level was observed to be almost equal, at the upper primary level, the attendance of girls was little higher than boys. Similarly, while at the primary level, there was no significant difference in the attendance of children belonging to different social categories, at the upper primary level, the attendance of children belonging to scheduled castes was observed to be significantly lower than the rest.

10) Suggestions: Not mentioned in the Report

11) Investigators Observations/Conclusions:

- In order to ensure the quality of the DISE data, there is an urgent need to simplify the present DISE format. For instance, it would be much simpler for the schools to provide student-wise information on gender, caste and age for various classes, rather than doing the manual cross-tabulation as required by the present format.
- As the system of sample checking is important for consistency and quality of the DISE data, the sample checking format should also be modified as per the questions conform to the corresponding questions in the DISE format.
- Further, considering the overwhelming importance of the DISE for proper planning, implementation and monitoring of Sarva Shiksha Abhiyan, there is an urgent need to ensure a high quality training of principal/head teachers for filling up the DISE format.
- Two copies of the DISE DCF should be supplied to every school so that one copy can be used to maintain records at school level and another copy should be sent to district/block level for data feeding into computer.
- The school administration was not clear about the lowest and highest classes in the school. It is recommended to have a register in the school having all the general information about the school.
- With regard to the establishment year, it is generally found that the teachers were confused about the establishment year of the school. Therefore, the information related to establishment year should be displayed on the Social Audit Performance Board in the school.
- In schools it was found that the information related to teacher's attendance was not proper. Therefore, the attendance record of teachers should be maintained separately for primary, middle, high and senior sections to get the exact information.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Rajasthan

- 1) **Agency that conducted the Survey:** Datamation Research Analyst
I. P. Extension,
Delhi
- 2) **Name of Investigators:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 33
- 6) **Number and name of Districts selected in the sample:** 33 Ajmer, Alwar, Banswara, Baran, Barmer, Bharatpur, Bhilwada, Bikaner, Bundi, Chittorgarh, Churu, Dausa, Dhaulpur, Dungarpur, Ganganagar, Hanumangarh, Jaipur, Jaisalmer, Jalor, Jhalawar, Jhunjhunun, Jodhpur, Karauli, Kota, Nagaur, Pali, Pratapgarh, Rajsamand, Sawai Madhopur, Sirohi, Sikar, Tonk, Udaipur
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Ajmer=9, Alwar=14, Banswara=9, Baran=7, Barmer=8, Bharatpur=9, Bhilwada=12, Bikaner=7, Bundi=3, Chittorgarh=8, Churu=6, Dausa=5, Dhaulpur=4, Dungarpur=7, Ganganagar=8, Hanumangarh=6, Jaipur=17, Jaisalmer=3, Jalor=7, Jhalawar=6, Jhunjhunun=8, Jodhpur=11, Karauli=5, Kota=6, Nagaur=11, Pali=10, Pratapgarh=3, Rajsamand=5, Sawai Madhopur=5, Sirohi=5, Sikar=8, Tonk=6, Udaipur=11, Total=249.
- 8) **Sampling and Methodology Adopted:** The sample was selected by taking five percent of the total number of schools (4,919) of all the thirty three districts. A sample of 20 schools per Block was drawn for each of the district. 4,919 schools of different categories and levels ranging from primary, upper primary to secondary schools were included in the data. The sample included mix of rural and urban primary schools. Simple Random sampling was adopted for selection of the sample.
- 9) **Major Findings/Analysis School Related Indicators:**
 - School category – Out of the total schools undertaken in the sample i.e. 4919, the variations were recorded in almost all districts except one, namely, Dausa. Kota recorded the maximum variation of 11 percent where as Bundi had variance of one percent only. The state average of variation was five percent.
 - School Type – Out of the total schools undertaken in the sample, i.e., 4,919 in number, the variations were recorded in almost all districts. The average variation of the state was found to be four percent. The maximum variation of nine percent was found to be in the case of two districts, namely, Bundi and Udaipur. The minimum variation of one percent was found in the case of four districts, namely, Baran, Dangarpur, Ganganagar and Karauli.

- Variations in Management – Out of the total schools undertaken in the sample i.e. 4919, the variations were recorded in 29 districts and in three districts there was no variation in the management of school. The state average of variation is 11 percent. The confusion has been more in differentiating state government Education Department schools and schools of the State Tribal Welfare Board run schools.
- The data indicates that in School category it has been reported differently in average five percent of the schools of the state. The maximum error of 11 percent was found in Kota district and minimum errors were in the case of Dausa district. Similarly, in defining the school type there has been a maximum variation of nine percent in the case of Bundi and minimum of nine percent in Kaurali.
- There are discrepancies in defining the school management type also. In Bundi and Dungarpur the variation is as high as 17 percent.
- The variation in type of the school is possible in the case the schools that have been upgraded from primary and the DISE records are still to be updated.

Related to Teacher

- As regards number of posts sanctioned in the schools and number of teachers in place in total schools undertaken in the sample (4,919) , variations have been recorded in almost all the districts. The variation range has been from one percent to 20 percent. The districts showing lowest and highest variations are as follows:
- The state average variation is 8.5 percent in terms of variation in the teacher's sanctioned posts and 7.7 percent in number of teachers in position. The variation is more in case of private schools.
- In some districts the number of posts filled are higher than the number of posts sanctioned. The reason could be the addition of para-teacher and/or even non teaching staffs like cooks for mid-day meal had been added in 'Teachers in place'.

School Infrastructure

- Out of the total schools undertaken in the sample, the variations were recorded in all the 33 districts. The condition of the classroom mentioned to be in good condition varied by +/-10 percent for the state. The classroom defined as needing major repair showed average variation of nine percent.

Availability of Basic Facilities in Schools

- The variations were observed in the availability of general facilities like electricity, drinking water, and availability of separate toilets for girls. Even there is variation in data relating to availability of common toilets. The state average of variations in the availability of playground in the school was 2.9 percent.
- The variations were recorded in the availability of common toilets in the schools. The state average variation in the availability of common toilets was 9.7 percent.
- Regarding the availability of separate toilets for girls in the schools the variations were recorded in 26 districts indicating non-availability of toilets for girls in these districts.

- Major variations were seen in boys and girls toilets – in filling up of the school code by the school for ‘ Yes’ and ‘No’ and numbers in the same formats. The schools committed the mistake while filling the code number.
- The variations in DISE DCF formats data in the availability of drinking water in schools was recorded in almost all the districts. In seven districts the variation was 10-17 percent . In rest of the districts the variation is low.
- The state average variation in the availability of electricity was nearly seven percent. Nil or low variation was found in four districts.
- The positive variation in all the facilities indicates that as per the DCF data the facilities were available in less number of schools than those given in the DISE report.
- The high variation in the case of common toilets in many districts can be because of wrong code entry or taking the total number of toilets (be it common or separate girls’ toilet) in this field and mentioning the separate toilets separately also.

Total Enrollment

- The variation in enrollment is positive indicating that more children are shown as enrolled in the DISE report. The difference could be because of the data collection on DCF formats from enrollment reports and not from class attendance registers. Variation in girls’ enrollment was a bit higher than that of the boys.
- The variations are a bit higher in primary classes than upper primary enrollments. The highest percentage variation was found in enrollment of Class III boys (5.41%)
- Out of the SC, ST, OBC categories covered, the maximum variation was found in the case of SC enrollment data. The maximum variation was found in Jodhpur.

Examination Results

- The state average of variations amongst the children appeared for the examination in Class VIII at the end of academic year amongst boys and girls was 2.72 and 2.57 percent.
- The state average of variations amongst the children passed in the annual examination in Class VIII at the end of academic year amongst boys and girls was 2.74 and 2.59 percent.

10) Suggestions: Not mentioned in the Report.

11) Investigators Observations/Conclusions: Not mentioned in the Report.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Sikkim

- 1) **Agency that conducted the Survey:** Wok Gagriti Club,
South Sikkim.
- 2) **Name of Investigator (s):** Mahendra Pradhan
Dhurba Chettri
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** August, 2009
- 5) **Number of Districts in the State:** 04
- 6) **Number and name of Districts selected in the sample:** 2, West Sikkim (Gaylsing), East Sikkim (Gangtok)
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Gaylsing=11, Gangtok=13, Total =24
- 8) **Sampling Methodology Adopted:** Thirty schools were selected out of 585 schools of East and West districts. The selected schools of different categories and levels covered for East and West districts. Care was taken that the sample included all ranges of schools like primary level to senior secondary level.
- 9) **Major Findings/Observations:**

Staff Analysis

- Shortage of staff: There is shortage of staff in various schools in the West District.
- Excess of staff: There was excess of staff in some schools.
- Attendance of staff: During the survey period it was found that the staff of the schools is mostly 100 percent and in some schools it was 61 percent to 90 percent.
- Mid-day Meal Cook: It is found that there are still in some schools like LP school Barul, PS Jhakri Dhunga, PS Simboley, etc., has no mid-day meal cook but in some schools they have appointed up to four cooks. This may be because of high enrollment of students.
- Non Teaching Staff: There is still shortage and excess of non teaching staff.
- Database unavailability: In some schools the sample survey team members did not get available data since headmasters/principals were out of School Premises during the day of survey.

General Infrastructure

- **Status of buildings:** Almost 97 percent of school buildings are government buildings and some of the school buildings are under construction.
- **Type of school Building:** 53percent of school buildings are pucca, 37 percent of buildings are semi pucca and 10 percent of schools are still kuccha.

- **Condition of Classroom and other rooms available in the school:** Around 76 percent of classrooms were in good condition. 13 percent of the school classrooms were in need of minor repair. The remaining classrooms were fully damaged and required major repairs.
- **Availability of Electricity in the School:** It was found that 63 percent of schools have been fully electrified and 37 percent of the schools are yet to be electrified. Simultaneously, on comparison of the rural and urban schools of the two districts it was found that rural schools are left out for electrification.
- **Toilet available in the School:** During the survey it was found that 17 percent of the schools in both the districts had only common toilets. The condition of the toilets was not good.
- 83percent of the schools had separate toilet for girls.
- 63percent of schools have separate toilet for teachers and 37 percent of the schools have no separate toilet.
- **Condition of boundary walls in the school:** 64 percent of the schools had no boundary wall. 33percent of the schools have barbed wire fencing and 13 percent of schools had pucca but broken boundary walls.
- **Source of Drinking water facility in School:** 100percent of schools had tap water as the source of drinking.
- **School Playground:** 57 percent of the schools had their own playground and 43 percent had no playground.
- **Computer facilities:** 50 percent of the schools had computer facilities (varying from one set of computer to 18 sets of computer).
- **Seating arrangement for children in school:** 96 percent of the schools had good seating arrangement and six percent of schools were lacking in furniture which had either totally broken or damaged.

Presence of students on the day of survey:

- Besides asking about the total number of teachers posted in the school, the number of students (category-wise present) on the day of survey was also observed and recorded. The total enrolled students of the SC, ST, and OBC of the east and west districts were 10,026 and 9,945 respectively. The presence of the students was good as around 93 percent of the students were present during the day of survey.
- The pass percentage of East and West districts was 74.44 percent and 81.10 percent, respectively. It is noted that the pass percentage of Grade-V of West District is much better than that the East but the pass percentage of Grade-VIII is vice versa.

Attributes pertaining to the Principal/Head Teacher towards the Investigation:

- Initially the reaction of the head of the schools was good. In some cases it was noticed that the head of the schools were busy in school co-curricular activities. So in such cases the team faced problem in collecting the data. In some schools

the head of the schools were not present since they were out of station for official jobs.

- No systematic updating and maintenance of records was found in most of the cases. In some schools the records of school like enrollment, pass percentage, highest scorer and staff details were shown in the chart. But in some schools there were no proper maintenance of register too which led to delay in collecting records and data.
- The attendance of the schools was found updated every day. But the total summary of absence, present and leave during the month was not found in some schools. The different information, related to school building structure, its infrastructure, facilities provided to the schools, staff of the schools, enrollment of the students, their attendance and grade wise examination was found by the sample survey members.

10) Suggestions: Not mentioned in the Report.

11) Investigators Observations/Conclusions: Not mentioned in the Report.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Tamil Nadu

- 1) **Agency that conducted the Survey:** Department of Education
Alagappa University
Tamil Nadu
- 2) **Name of Investigator(s):** P. Prema
S. Subbiah
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** 20th March, 2009
- 5) **Number of Districts in the State:** 30
- 6) **Number and name of Districts selected in the sample:** 01, Tiruchirapalli
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** 16, Total=16
- 8) **Sampling Methodology Adopted:** Circular random sampling technique was adopted for selection of five percent schools. The sample comprised primary, middle, high and higher secondary schools in rural and urban areas. The sample consisted of 100 schools. The sample schools were from all categories of management such as government, local body and welfare department, private-aided and private-unaided.
- 9) **Major Findings/Observations:**

School Location

- The details regarding the location of the schools such as village name, ward number, name of the Block/municipality and rural/urban showed that there was no discrepancy between the PES data and DISE data and the PES data are matching with the DISE data.

School Particulars

- The information relating to school particulars such as school category, type, management, year of establishment, etc., were found correct and there was no deviation between the PES and DISE data.

Teachers in position

- As far as the data regarding teachers in position was concerned, the difference between the PES data and DISE data ranges from 0.21 to 0.34.

Enrolment and Students' Attendance

- In all the Classes from I to VIII the percentage of attendance of children exceeded 95 percent, which was an encouraging trend indeed. Children's attendance in Class III is 95 percent and Class II was 96 percent. In Class I, Class IV and Class VI is 97 percent each, and Class VII and VIII it was 98 percent and Class V attendance was 99 percent.

- Attendance rate of children is a crucial index of educational development and the figures of sample survey did not show any deviation from actual enrolment. The attendance rate also reveals gender equity in general and community wise equity in particular.

Examination pass percentage

- In all the schools in Tiruchirapalli district the pass percentage was close to 100 (from Class I to VIII). The pass percentage range was 100. There is no gender or community disparity in the results of annual examination.

Repeaters

- The actual variation between the PES and DISE data was very negligible.

Distribution of Textbooks

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

Disabled Children

- A total number of 90 children were disabled in Tiruchirappalli district. The PES-DISE data discrepancy was very negligible when the actual number of children was considered.

Teachers' Response

- In general the cooperation and the response of the teachers were very good.
- All the teachers and heads of schools had attended the DISE training conducted at Block level.
- The DISE training programmes of one-day duration each were much useful to the teachers in understanding the DCF concept.

Availability of Records

- The PES revealed that the grading for availability of records mostly ranged from 'very good' to 'good' and this is one of the reasons for Tamil Nadu being strong in data base with reference to the SSA. Almost all the schools rendered full co-operation during the sample check survey. Necessary registers/records were made available quite readily and were maintained in good condition with regular updating, much to the delight of the team members.

Classroom Building and Status of Buildings

- There was no significant discrepancy between the PES and DISE data regarding school facilities such as classrooms and status of buildings. All school buildings were pucca in this District. Further, the data regarding the number of classrooms as per PES was more than DISE.

Children Enrolled and Attendance

- This district showed an encouraging trend in the enrolment with the percentage of attendance exceeding 95 percent from Class I to Class VIII. There was not much deviation of PES data from the DISE data. Childrens' attendance in Class III is

95 percent and Class II is 96 percent. In Class I, IV, VI it was 97 percent each and Class VII, VIII it was 98 percent and Class V it was 99 percent.

- There was very negligible deviation in the enrolment particulars of PES and DISE.

Examination Results

- Tiruchirappalli district had a pass percentage of 100. On account of ‘no detention policy’ at the primary level, the percentage of pass was 100. This revealed the hard work done by the teachers in ensuring nearly cent percent pass in all the classes.
- The key indicators of student enrolment, attendance and pass percentage showed encouraging performance after the implementation of Sarva Shiksha Abhiyan.

DISE Training

- All the teachers and heads of schools selected in Tiruchirappalli District had undergone DISE training at Block level. DISE training programmes were of one day duration each. All the teachers and heads had understood the DCF concept which can be inferred from the absence of any major discrepancy between the DISE and PES data.

Data Quality

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

Data Sharing and Usage

- Reports had been generated at CRC, BRC and district levels and shared with offices of various departments for their use.
- An encouraging trend was that the DISE data was also being used for Monitoring and Planning at all levels.

Visit of BRTEs

- All the schools in Tiruchirappalli district have been visited by the BRTEs more than four times in the last three months.

Teacher’s in-service Training

- Nearly 100 percent of the teachers had attended in-service training programmes in Tiruchirappalli district.

10) Suggestions:

DISE training

- It is essential to give DISE training to the heads and teachers of all the government schools, heads and teachers of all the government-aided and unaided schools. In-service training should also be given to these teachers for enhancing the quality of instruction. A complete picture of the educational status of all the primary and upper primary schools can be obtained only with the teamwork of teachers of government-aided and unaided schools.

Data collection and data processing

- It is necessary to encourage the sharing of the data with all the VEC members and others. This sharing of experience will strengthen the various components of the SSA and mutual learning in overcoming problem.
- Regular monitoring of data capture, data sharing and data usage will be helpful in filling the gaps in the implementation of the SSA.

Data quality

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

11) Investigators Observations/Conclusions

Maintenance and Updating of records

- As far as the PES reveals the headmasters of the sample schools are maintaining all the records satisfactorily.

Data sharing and usage

- Data sharing done by way of distribution of reports generated for their requirement. The DISE data are used very much in preparation of AWP and B; however data are not much used for monitoring.
- SPO has created a very good database which may be published in website for public access and for researchers.
- Tamil Nadu is an exemplary state in providing objective and holistic information. This is possible on account of rigorous training given to the functionaries in data capturing, data recording, data monitoring and data updating. Tamil Nadu is a role model in the successful implementation of Education for All scheme due to the commitment of functionaries at all levels. However, there is no justification for any complacency because the ASER and PROBE reports of 2008-2009 point to the need for focus on the quality of classroom instruction.
- The overall findings of the Post Enumerative Survey are that the data captured through the DISE on all the key components and indicators of educational development are of excellent quality without any significant discrepancy. This has enabled Tamil Nadu to develop in all the educational indices of the SSA.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Tamil Nadu

- 1) **Agency that conducted the Survey** Department of Extension Career and Guidance, Bharathiar University, Coimbatore, Tamil Nadu
- 2) **Name of Investigator:** M. Jayakumar
Department of Extension and Career Guidance
Bharathiar University
- 3) **Year for which PES is conducted:** 2008
- 4) **Month in which report was submitted:** 5th May, 2009
- 5) **Number of Districts in the State:** 30
- 6) **Number and name of Districts selected in the sample:** 01, Vellore
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** 22, Total =22
- 8) **Sampling Methodology Adopted:** The sample selection was done with great care and without any bias by using random sample selection method, five percent sample i.e., 144 sample schools, were selected from 3,169 schools from 22 Blocks of Vellore District. During the sample selection, equal importance was given to management category, type of school, location of the school and category of school. Three investigators were given orientation about the Special DCF format for Post Enumeration Survey given by Tamil Nadu State Mission of Education for All, Chennai. Then the data was collected from the selected sample schools. After the collection of required data, it was consolidated, analyzed, compared with the DISE report and the final report was generated.
- 9) **Major Findings/Observations:**

School Location

- The details regarding the location of the schools such as village name/ward number, name of the Block/municipality and rural/urban showed that there are differences between the PES and DISE data for only one school.

School Particulars

- The information relating to school particulars such as school management, year of establishment, etc., was found to be correct and there was no deviation between the PES and DISE data.

Teachers in position

- As far as the data regarding teachers in position was concerned, there was (-) 0.7 percent difference between the PES data and DISE. Private schools had appointed teachers after the preparation of the DISE report in September 2008.

Facilities in Schools

- There was no deviation found in the availability of furniture, sources of drinking water facility and play ground in the selected sample schools. In the case of common toilet, availability of electricity and boundary wall, it is appreciable that there is only slight difference between the PES and DISE format. 56 schools were provided with furniture to all the children. Even though they have furniture but the students are sitting on the floor because they are undergoing the activity based learning (ABL) method for their learning purposes.
- With regard to computers available, PES reported the availability of 157 computers. However, as per the DISE format there were only 144 computers.

Enrolment Details

- A maximum deviation of 1.7 percent was observed at Class VI level in Vellore District and the overall deviation is 0.3 percent. As far as the enrolment of SC children is concerned, the deviation was noted in the range of (-) 0.7 to 2.1 percent. As far as ST children enrolled at primary level, the percentage of deviation was high (12.3%) for Class VI between the PES and DISE format. Separate institutional mechanism had to be created to enroll, retain and provide quality education for ST and Disabled children. The role of NGOs needs to be explored further.

Repeaters and Disabled Children Method:

- There was deviation in disabled children enrolment except in Class III and VIII. With respect to repeaters the variation is found only in Class III, V and VIII (16.6%, -26.6% and -15.7%, respectively).

Class wise Enrolment and Attendance:

- The attendance of the students was found high (above 95 percent) in almost all the classes at primary and upper primary level of education were noted on the day of visit by the investigators.

Examinations Results:

- In Class V, the pass percentage was 98 percent and it was reported that this was due to hard work done by the teachers, learning method adopted and the students' enthusiasm. In Class VIII, the pass percentage was above 97 percent in 2007 08 examinations.

Number of Classrooms

- There was 11 percent deviation in the number of class rooms in good condition in the PES when compared to the DISE. The number of other rooms is lower in DISE (4.8%) when compared to PES; this may be due to misunderstanding by the person in charge for preparation of the DISE format, for example the rooms which were allotted for mid-day meal (cooking and storage room) were not included in the DISE.

Number of Visits made

- All the 144 Schools were open on the day of first visit itself.

Status of Teachers Response

- Poor response of the Head Teacher to provide information and availability of records was found only in three schools out of 144 sample schools in Vellore District. This happened because the head teacher was appointed only a few months or days before the visit in some schools.

Availability of Display Board

- In 31 percent of the schools, they did not have proper display board, because they are coming under the private management both aided and un-aided.

DISE Training

- 85 percent of the teachers had undergone one-day training for DISE DCF format preparation.

Number of Visits Made by CRC Coordinators

- In 23 percent of the schools, the CRC s visit was two and more than two times in three months during 2002-03. In one school, there was no visit by CRC.

Teacher's In-service Training

- 24percent of the teachers had undergone in-service training under DPEP during the year 2002-03. The reason (poor percentage of teachers who had undergone training) behind it was that most of the schools were coming under private management.

10) Suggestions:

DISE Training

- DISE Training should be given to all management category schools like private aided and unaided and secondary and higher secondary schools. DCF Training to the head teachers of the above said category schools is also strongly recommended by the investigators. In addition to the head teacher, two more teachers from each school can be trained in DCF/DISE concept. In the same way the in-service training should also made compulsory for all the category of schools.

Data Collection and Data Processing

- In order to ensure effective participation of VEC members, there is a need to provide adequate training for them. It is observed that only 50-60 percent of these members signed in the minutes note. The SSA scheme should also explore alternatives so that the VEC members “own the scheme.
- It is very essential to encourage sharing of the data with all stakeholders of the schools like VEC members, parents and other local body officials to strengthen the facilities of the schools and to enhance the enrollment in this competitive situation of the private schools. The SSA officials' efforts are commendable in

monitoring and evaluation of data capturing, data sharing and usage and this should be encouraged.

Data Quality

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

Maintenance and Updating of Records

- This Post Enumeration Survey reveals that the head teachers of the sample schools were maintaining all the records satisfactorily.

VECs Functions

- Village Education Committees' efforts are very satisfactory. VEC meeting is conducted once in a month at the school and in most of the schools and the attendance was only 50-60 percent.

11) Investigators Observations/Conclusions:

- The key indicators of student enrolment, attendance and pass percentage show encouraging performance after implementation of the Sarva Shiksha Abhiyan.
- The teachers and district SSA officials' cooperation and their efforts in preparation of the DISE and maintenance of records at the school level is good.
- Even though there is a need for further improvement in verifying the DISE format at the immediate higher level officers like BRTes, Block Supervisors and District Coordinators, care should be taken while feeding the collected DISE data for preparation of school summary card.
- The CEO should also conduct regular reviews by keeping all the records of the SSA. If these efforts at all the levels are continued, the deviation will be very minimal.
- The district SSA details should be available in the Collectorate website of the respective district. The visit by state officials will also increase the motivation level of teachers.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Tripura

- 1) **Agency that conducted the Survey:** Department of A&A Economics
Tripura University
- 2) **Name of Investigator:** Paramita Saha
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 04.
- 6) **Number and name of Districts selected in the sample:** 02. West Tripura, Dhalai
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** West Tripura=16, Dhalai=04, Total=20.
- 8) **Sampling Methodology Adopted:** West Tripura District has a mixed population, but in Dhalai district the tribal population dominates. These special focused districts were selected by the State Implementing Society of SSA. Random selection was followed to ensure inclusion of all types of schools in the sample. A total of 79 schools were surveyed in 20 blocks of the two districts of West Tripura (54 schools) and Dhalai (25 schools) for the data validation exercise.

In order to check the validity, data collected through the special DCF was matched with the school information schedules obtained from the District Education Officer of the respective districts for each school surveyed. Numbers of discrepancies for each school were noted and discrepancy rates were calculated for Blocks, type of schools (primary, upper primary, secondary and higher secondary) and groups of questions.

9) Major Findings/Observations:

A comparison of discrepancy rate between the two districts shows that it is marginally higher in Dhalai District.

The discrepancy rate also differs according to type of schools. In both the districts, the rate is lowest in primary schools. In West Tripura District discrepancy rate was highest in secondary schools and in Dhalai District discrepancy rate is highest in higher secondary schools.

Analysis of item wise discrepancy reveals that there is variation in the validation outcome in the two districts.

Discrepancy in the record of staff details (item C) and student enrolment (item E) is higher in Dhalai District than West Tripura District. In all other items Dhalai has lower discrepancy rate.

10) Suggestions:

The investigator's feedback schedule reveals that only in 53 percent of schools surveyed in West District, the year end summary details of all grades were available with the principal. Twenty percent of all schools could not provide data from a single register.

Seventy one percent of total schools surveyed did not have photocopy of the DCF in the school. In view of the above, it is observed that more training is needed at the school level for the proper maintenance of records.

The queries in the investigators' feedback schedule are to be answered, in most cases, with an 'yes' or 'no'. However, a reformulation of the questions may lead to interesting details. For example, instead of asking whether teachers come regularly to schools, one may ask the number of teachers present in the school on the date of survey. Then an indicator like average attendance rate of teachers may be calculated and comparisons may be made at various levels. Similar modifications or reformulations may be made with respect to many other questions in the Investigator's Feedback Schedule.

Because of time gap between initial data recorded by the school and the sample check exercise, the staff details undergo changes and this is reflected in data discrepancy. In item E queries on enrolment are posed in the form of five Tables. As a result one entry causes multiple discrepancies. Discrepancies are also high regarding facilities in the school. This also appears to be due to the time gap, as many facilities have come up at the time of the sample check, which were recorded as absent initially. A system should be developed so that the data validation exercise is conducted routinely in time.

11) Investigators Observations/Conclusions:

- Comparing the 19 Blocks in the two districts it was observed that the Block with lowest discrepancy rate (2.16), is Ambassa Block in Dhalai District.
- Among the 19 blocks the highest discrepancy (5.5) was observed in Khowai Block in West Tripura District.
- Discrepancy rate was lowest in primary schools in both the districts and all schools taken together.
- Record of Staff details involves highest number of discrepancies in both the districts.
- Discrepancy is also high in record in school facilities and enrolment in various years.
- Regarding school location and school particulars, discrepancies were comparatively lower in both the districts.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Uttar Pradesh-1

- 1) **Agency that conducted the Survey:** Giri Institute of Development Studies, Aliganj, Lucknow
- 2) **Name of Investigator:** B. K. Bajpai
Fahimuddin
R. C. Tyagi
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 70
- 6) **Number and name of Districts selected in the sample:** 3, Basti, Hardoi and Muzaffarnagar.
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Basti=15, Hardoi=10, Muzaffarnagar=06. Total=31
- 8) **Sampling Methodology Adopted:** Five percent schools were chosen through the systematic random sampling technique from the complete list of schools of each Block in the district. The location of Blocks was spread over rural and urban areas in all the three districts. The selection of sample primary and upper primary schools was made according to their existing proportion in a particular Block in each district. These schools were further divided according to the type of schools like schools of education department, private unaided, private aided, run by local body, TWD and others. This division for sample selection was based on proportionate sampling. Apart from collecting the key information for ascertaining the accuracy of DISE school level data, the format also contained a qualitative assessment of the whole system engaged for disseminating the primary education. The data available through the DISE and sample checking format on different aspects was put for comparative analysis in a tabular format.
- 9) **Major Findings/Observations:**

Children Enrolled in Primary Schools

- A nominal variation between surveyed and DISE data was observed in primary schools of Basti district for the academic year 2007-08. The minor negative variation of 1.10 percent in Class V for girls and the maximum variation of 0.78 percent in Class IV for boys were observed. In the case of repeaters, major variation in Class I girls and Class III boys was observed. A maximum negative variation of 2.29 percent was observed in SC girls of Class V. No information was available regarding the ST children enrolled in schools neither in the post enumeration survey nor in DISE.
- The variation between surveyed and DISE data was observed in primary schools of Hardoi district for the academic year 2007-08. The negative variation from 0.91 percent in Class I of boys to a minimum of 0.43 percent of Class V girls was observed. Variation was also observed in the case of repeaters and SC children

enrolled in each class starting with Class I to V. A maximum variation of 0.38 percent among the OBC boys in Class I was observed. In the case of enrolled children with disabilities a negative variation of 0.38 percent among the OBC boys in Class I was found.

- Some variation between surveyed and DISE data was found in children enrolled in primary schools of Muzaffarnagar. There was a maximum positive variation starting from 1.52 percent in Class IV girls to a maximum negative variation of 1.79 percent.

Children Enrolled in Primary Schools

- In Hardoi, the maximum negative variation of 2.69 percent was observed in total enrollment of Class VI boys to a maximum of 0.63 percent in Class VII boys. Variation was also found in the case of repeaters, SC children, OBC children and children with disabilities. Among the repeaters a maximum negative variation of 50 percent of the boys enrolled in Class VII was observed.
- In Muzaffarnagar, the maximum variation of 2.07 percent was observed in total enrollment of Class VI boys to a maximum negative variation of 1.54 percent of Class VII girls. Variation was also observed in repeaters, SC children enrolled, OBC children enrolled and children with disabilities. An identifiable feature of a variation of 50 percent among the disabled boys and girls of Class I was noticeable. High variation emerged due to low number of students.
- In Basti district, a variation in total enrollment from 2.28 percent in Class VI boys to a minimum of 1.05 percent of Class VIII boys was observed. Variation was also found in repeaters, OBC and SC students enrolled in each Class from Class VI to VIII. No information could be obtained regarding the ST enrolled children. Among the children with disabilities, a variation of 50 percent was observed in the boys enrolled in Class VI and VII.

Examination details of the Last Academic Year 2007-08

- A variation was recorded in relation to the examination details of primary schools and upper primary schools of all the three districts. In Hardoi, in the case of primary schools, the maximum variation of 2.22 percent in the case of the enrolled SC girls and the minimum variation of 0.29 percent of the total number of boys enrolled were observed. A maximum variation of 0.15 percent of the total number of the boys was reported.
- A maximum variation of 3.40 percent in the case of SC boys and minimum variation of 0.53 percent of the total number of enrolled boys were observed.

10) Suggestions:

- The EMIS data should be compiled at BRC level for better quality of data.
- A minimum of 10 percent DISE data should be checked by BRC/NRPC coordinators.
- As there were no workshops on EMIS data at the district level, these should be organized frequently at the district level.

- BRC/NRPC Coordinators should be imparted computer training regarding the EMIS data.

11) Investigators Observations/Conclusions:

Information regarding school visits:

- In Basti there were 126 sample schools out of which 121 schools (96.03) were found open on the first day of visit of the team. Remaining 3.97 percent of schools were found open on the second day of the visit. In Hardoi district, there were 202 sample schools, out of which 199 schools (98.51percent) were found open when the research team visited on the first day of its visit to these schools. The remaining three schools were found open on the second day. In district Muzaffarnagar, there were 151 sample schools, out of which 148 schools (98.01percent) were found open when research team visited on the first day of its visit to these schools. Two schools were found open on the second day of the visit of the research team.

Reaction of Principal/Head Teachers towards the Investigators:

- The initial reaction of the principal/head teachers was found to be good in more than 52 percent of the total sample schools in Basti district whereas in more than six percent of the total sample schools it was reported to be very good. In 2 to 4 percent of the total sample schools, principal/head teacher's initial reaction was found to be poor or very poor when the research team visited the sample primary and upper primary schools in Basti district. In Hardoi district, the reaction of principals/head teachers was recorded as very good in around seven percent of the total sample schools while in 46 percent of the sample schools the initial reaction of the principals/head teachers was reported to be good except in those 4 to 6 percent of the schools where the reaction of teachers was found to be very poor as reported by our research team. In Muzaffarnagar, the initial reaction of principal/head teachers was recorded as good in more than 48 percent of the total sampled schools and average in 38.41 percent of the schools.

Response of the Principals/Head teachers in providing the Information:

- The response of principals/head teachers in 44.44 percent of sample schools in Basti district, 37.62 percent in Hardoi district and 37.09 percent in Muzaffarnagar in providing information was recorded as good. Around 30 to 45 percent of the total sample schools of all the three districts reported the response of the teachers in providing the information as poor in the case of a very low percentage of combined sample schools of three districts.

Availability of Records:

- The availability of records was found to be good in 59.52 percent sample schools of Basti district and nearly 51 percent of sample schools of Muzaffarnagar district, availability of the records were found to be good. In the case of Basti district in 21.43 percent of the schools, records were found to be average while in more than 29 percent of the schools in Muzaffarnagar district and 25 percent of the schools in Hardoi district there was average availability of school records.

Enrollment Details:

- It was found that in around 74 percent of the total sample schools of Basti district information relating to enrollment and pass percentage of the students was obtained easily. In more than 89 percent sample schools of Hardoi district and 96.03 percent schools in the Muzaffarnagar district, such information was easily made available. The information relating to enrollment and other details was obtained from a single register in more than 87 percent of the total sample schools of Basti district and 61 percent and 86 percent of the total sample schools in Hardoi and Muzaffarnagar districts, respectively.

Information Regarding Attendance Register:

- 82.54 percent of sample schools in Basti, 79.21 percent of sample schools in Hardoi and 78.81 percent in Muzaffarnagar district attendance register was filled by schools properly. In 73.81 percent of the schools in Basti the attendance registers were kept in almirah. The attendance registers were kept in almirah in 84.16 percent and 96.03 percent of sample schools in the Hardoi and Muzaffarnagar districts, respectively.

Year end Summary and Report Card:

- Out of the total 126 sample schools of Basti district 75.40 percent reported the availability of the year end summary details relating to the enrolled students whereas in Hardoi and Muzaffarnagar districts this information was obtained from 74.26 percent and 82.78 percent of total sample schools. The availability of report cards in the sample schools was found in 80.13 percent, 80.20 percent and 92.72 percent sample schools in the district of Basti, Hardoi and Muzaffarnagar, respectively.

Teachers Presence in the Schools:

- Teachers came to schools well in time in more than 96 percent schools.

Problems Faced by the Investigators:

- Quite a few of the investigators faced problems while getting the information from the respective sample schools. 93.65 percent of the schools in the Basti district, 90.59 percent schools in Hardoi district and 96.03 percent schools in Muzaffarnagar district reported that they were having display boards.

Provision of Mid-day Meal in the Schools:

- Good quality food was being served in about half of the sample schools in each of the three districts. The serving of food was not according to menu and food not containing green vegetables was found to be nominal.

Seating Arrangement for the Children:

- In Basti District around 19 percent of the total schools had benches/stools for the children. In 48.41 percent of the schools, children used bora/bori or made their own arrangement for sitting in the classrooms while in around 28.57 percent of the schools chaukies are available for the students for Class I and II. It was found that in around 24 percent schools students used benches or stools for sitting in

Hardoi district. In 42.08 percent of the schools, children used bora/bori or made their own arrangement for sitting in the classrooms of Class I and II. In the case of district Muzaffarnagar in 27.15 percent of the schools there were benches/stools available for the children while 51.66 percent of them made their own arrangement. In around 21 percent of the total schools in the district, chaukies were available for the students of Class I and II.

EMIS Data Processing, Infrastructure and Training:

- Training is imparted by the EMIS In-charge of each district i.e. Basti, Hardoi and Muzaffarnagar, for filling up of the EMIS format by the head teachers. A batch of 30-40 head teachers is formed to train them through a participatory approach. The problems faced in this regard during the last academic year are exemplified in the course of the training. The trainers make them aware about the weakness of the format and through examples train them to fill format accurately.
- A well-established Educational Management Information System (EMIS) is found in each of the three districts. The system at the district level is found functional with the availability of three computer operators and other related infrastructure.
- More than 80 percent of schools in Basti and Hardoi districts are found to have school report card. In Muzaffarnagar district more than 90 percent of schools are found to have school report card. However, display boards are found in 91 to 96 percent sample schools in the three districts i.e. Basti, Hardoi and Muzaffarnagar.
- After EMIS data feeding at the district level, data is provided at all the three levels, i.e. Block, NRPC and school. This data is used for analyzing student's enrollment for household survey of students in the age groups of 6 to 11 years and 11 to 14 years. This data is also used for the identification of students' dropout and retention. This procedure has been found to be adopted in all the three districts covered in the sample survey.
- The information relating to DISE data is known at all BRC levels. However, only 80 to 90 percent Block Resource Centers (BRC's) were found to have Block report card in all the three districts.
- District Information System for Education (DISE) is used for preparing Annual Work Plan and Budget Plan for the next year in the entire three districts.
- For the awareness of DISE data separate workshops are not organized but training is imparted at the Block level in all the three districts.
- There is a full fledged system and arrangement for DISE data feeding in all the three districts. This task is accomplished with the help of three computer operators and requires software and hardware in all the three districts.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Uttar Pradesh-2

- 1) **Agency that conducted the Survey:** G. B. Pant Social Science Institute
Allahabad.
- 2) **Name of Investigator:** S. K. Pant
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 70
- 6) **Number and name of Districts selected in the sample:** 02, Allahabad and
Maharajganj
- 7) **Number of Blocks selected in each sample district and total number of Blocks
selected:** Allahabad=22, Maharajganj=14, Total= 36
- 8) **Sampling Methodology Adopted:** The sample checking of DISE data was carried
out on the basis of five percent schools randomly selected from Maharajganj and
Allahabad districts. Adequate care was taken to include all types of schools that
were operational, in these two districts in the sample. The universe comprised the
total number of schools that was 6,210 of which about 69 percent were located in
Allahabad district and the remaining about 31 percent were in Maharajganj. The
sample consisted of a total of 312 schools of which 214, accounting to over 68
percent were located in Allahabad district and the remaining 98, accounting to over
31 percent were in Maharajganj district. The sample contained an over-whelming
proportion of primary schools (over 65 percent) followed by upper primary school
(about 27 percent). Together, these two categories accounted for about 92 percent
of the total schools. The remaining about eightpercent were a mix of both types of
schools.
- 9) **Major Findings/Observations:**

The DISE Data

- In the majority of cases the DISE data matched with sample survey data on a
large number of parameters pertaining to school information, nature and pattern
of ownership of buildings, etc.
- However, in the few indicators like the establishment year of the school, number
of class rooms, the variation between DISE and sample survey data was
observed. The variation was not found to be large or significant.

The Enrolment Data

- Though perfect compatibility between DISE and sample survey data could not be
established, it was found that the variation between the two sets of data on
majority of the parameters was quite marginal, both at the primary as well as at
the upper primary levels.

The Data on Disability of Children

- High level of compatibility of DISE data with sample survey data was observed in the case of disabled students both at the primary and upper primary level.
- In a few cases, where variation existed between the two sets of information, it was not found to be very significant.

The Repeaters Data

- High level of consistency and compatibility was observed between DISE and sample survey data on repeaters, both at the primary and upper primary level.
- In the smaller proportion of cases where the variation between the two sets of information was found, the variation was highly insignificant.

The Examination Data

- High level of compatibility was found between DISE and sample survey data on majority of the parameters related to annual examination, both at the primary as well as upper primary level.
- In a smaller number of cases, where the variation existed, it was not found to be significant.

Teacher's in Position

- The compatibility level between the DISE and sample survey data was not observed to be of a high order, at the same time it was also found that the level of variation between the two sets of data was quite marginal.

The Initial Reaction Data

- An overwhelming proportion of principal/head teacher's response was quite positive and the teachers of schools managed by other government departments appreciated most closely followed by the teachers of the schools run by the Education Department.

Records Available Data

- The compatibility level of the DISE and sample survey data on availability of records was observed to be very high.
- The performance of schools managed by other government departments in the matter of availability of records was the best, followed by schools of the Education Department.

The Physical Condition of Records

- The physical condition of the records, in a sizeable proportion of schools, was observed to be good however, in a small proportion of them the condition cannot be stated to be good.
- The performance of the schools managed by the Education Department was the best while the schools managed by other Government Departments performed badly.

The Up to Date Maintenance Data

- The performance of schools in maintaining up to date data was not high. There were quite a sizeable proportion of schools that failed to up date the school records and the performance of Maharajganj schools was particularly worrisome.

The School Summary Report Data

- The overall performance of schools receiving the summary report was very disappointing. There were substantial number of schools which have not received the summary report of the previous year. Only a small proportion of schools managed by the Education Department had received the summary reports while the performance of schools managed by other Government Departments and private schools was very poor.

The Supervision and Monitoring of Data

- The overall level of schools being supervised or monitoring cannot be called to be high, as about one-third of them had remained unsupervised. The schools of Maharajganj appeared to be better placed than the schools of Allahabad.
- The best performance came from the schools managed by the Education Department while those managed by other Government Departments performed very disappointingly.

The Awareness Regarding Composition of VEC

- Cent percent proportion of government school teachers were aware of VEC composition.
- Cent percent of the schools, felt that in the composition of VEC at least one or more member should be a female.
- The frequency of VEC meetings in the schools was high as in about 84 percent of schools, the meeting was either held at least once during the last three months.

The Availability of data on teachers and students on Validation Day

- Quite a sizeable proportion of schools had appropriate number of teachers, however, the functioning suffered on account of incidence of absenteeism.
- The overall level of student presence was not very high as hardly 65 percent of the students were present on the validation day.
- The performance of private schools was better than government schools.
- The overall proportion of schools recording the attendance level of over 75 percent was very few (hardly 35 percent) with the performance of Allahabad schools marginally better than Maharajganj.

10) Suggestions:

Strengthening of the training aspect

- The training of teachers needs to be organized periodically on a more serious mode. The interaction with teachers revealed that so far, the nature of training was of a perfunctory nature which invariably fails to capture the attention of

teachers. Help of some professional body, with requisite experience should be taken to perform the task at least for some initial stages.

Strengthening of the Supervision Monitoring mechanism

- Many of the irregularities, in-consistencies and other related issues could be effectively tackled if the monitoring and supervision aspects are adequately strengthened. The study also shows that the patterns of supervision for different types of schools has not been uniform and the schools managed by other government departments and those managed privately were the least monitored. Hence, efforts need to be made to evolve a policy that gives adequate weightage to the monitoring and supervision of all types of schools. This will go a long way to improve, enhance and make relevant quality DISE data.

Improving the Quality of Reporting

- As a large number of them had not received training for filling the DISE format, it was increasingly realized that without trained personnel, the quality of DISE data cannot be ensured. Hence it was suggested that training of personnel should be rigorously pursued. Many of them also felt that the level of training should not remain confined only up to Principal's/Head teacher's level but should be brought down to cover other teachers of the schools also.
- The coverage of training had so far excluded the principal/head teachers of the sample private schools. The subsequent talks with the concerned parties reported contradictions from both sides and both blaming each other. Hence, there was a need to follow a transparent policy that encourages participation of teachers from all types of schools.
- It was also observed that the DISE format had been too long and a bit complicated which teachers of non-training stature found difficult to follow. Hence it was suggested that there was an urgent need to simplify the present form's format there by making it user friendly.
- The study also brought to the fore that a sizeable proportion of sample schools had not received feedback on the filled in formats submitted by them. This obstructed the exchange of information that spelt well for neither the teachers nor the government. Hence there is a need for strengthening of feedback mechanism which would enhance the quality of DISE data and also help the teachers to identify the weakness and work on them.

11) Investigators Observations/Conclusions:

- There were some schools that had no head teacher and are being run with the help of siksha mitras. This process needs to be stopped because it affects the performance of schools as well as the quality of data. Hence efforts need to be made to appoint the teachers to these schools either through appointments or through re-distribution/re-alignments.
- The schools also suffered on account of under staffing. This loads the teachers with more multiple assignments which ultimately affects their performance and likewise, the quality of data. Many a time, it was also observed that teachers of the schools were attached to BRC and that really accentuated the problem of

shortage of teachers. Hence efforts need to be made to fill up vacant positions in schools on a priority basis.

- It has also been found that the teachers, who have been made the BRC or NRPC, either did not visit the schools or their frequency of visit was quite low because of their pre-occupation with their nascent job responsibilities.
- Some of the teachers, who have been made building officer (bhawan prabhari) could not find time for teaching on account of additional work load. All this affected the quality of teaching.
- It has also been realized that there is an urgent need to simplify the DISE format as it was too long and complicated. Regular training to the teachers will be of great help in overcoming the problem.
- The monitoring and supervision aspect of the schools by NRPC's needs to be strengthened and streamlined. It has been observed that mostly the instructions were given orally and were not properly recorded affecting the quality of data.
- The teachers did not keep record of the data that they provide to the higher ups as a result of which, many a time, inconsistencies crop up when they are asked to provide the same information a second time.
- For assessing the performance of the repeaters, the ministry has categorically classified them in their guidelines. However, the DISE data do not make any such distinction thereby invariably fails to capture genuine cases and this affects the quality of data. It is, therefore, suggested that in filling up the DISE format, due care be taken to identify such cases very clearly.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Uttar Pradesh-3

- 1) **Agency that conducted the Survey:** Centre of Advanced Development Research, Chandganj Garden
Lucknow
- 2) **Name of Investigator:** B. N. Tyagi
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** June 2009
- 5) **Number of Districts in the State:** 70
- 6) **Number and name of Districts selected in the sample:** 02-Lalitpur, Meerut
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Lalitpur=7, Meerut =12, Wards=35 Total=19,
- 8) **Sampling Methodology Adopted:** Out of total number of 4,314 schools in both the districts, about five percent schools (216 in number) from each district were selected by simple random sampling (80 schools in Lalitpur and 136 in Meerut).

Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of various aspects of imparting education in schools such as quality of training provided, receipt of school summary report, supervision by CRC coordinator, etc. The DISE formats were available in respect of all the sampled schools. The data given in these formats have been matched with survey data in respect of following particulars:

- School type, i.e. only for boys, only for girls or co-educational,
- School category, i.e. only primary with upper primary, primary with secondary or higher secondary, upper primary only, upper primary with secondary or higher secondary.
- Lowest class,
- Highest class,
- Year of establishment of School
- School Management, i.e. Education Department, Tribal Welfare Department, local body, private aided, private unaided or other.

9) Major Findings

Type of Schools

- Out of 216 sampled schools in Lalitpur and Meerut districts, there was complete matching in respect of 213 sample schools as regards type of schools was concerned. Even in the case of the remaining three schools of Lalitpur, there appears to be slight negligence on the part of the headmaster, NPRC and BRC officials and even at the BSA level. The head teachers of these schools

categorized one school for boys only and two schools for girls only whereas these were co-educational. Had any official at NRPC and BRC or even at BSA level taken a little more care, such mistakes could have been detected and corrected.

Category of Schools

- The DISE data matched with the survey data in respect of 215 schools out of 216 schools. In respect of the remaining one school, grade of school A, B, C, etc. was recorded instead of category code.

Establishment year

- Establishment year is a little bit more complicated. Some head-teachers had taken it to be the year of starting the lowest class in any building. Some head teachers had understood it to be the year of starting construction of their own building and some had assumed this to be the year when classes started running in their own building and some had assumed this to be the year when classes started running in their own building. This needs clarification and elaboration in the DISE format itself and scrutiny at the NPRC and BRC level.

Enrolment of children

- There is close matching in the enrollment figures given in the DISE format and the ones collected through sample survey.

10) Suggestions

Definition of repeaters:

- Definition of repeaters as given in the DISE format and as given for sample checking is different. In sample checking, only those children who appeared in examination but failed in a class and readmitted in the same class again have been considered as repeaters. In the DISE formats a repeater means.
 - (i) A student appeared in the final examination but failed in a class and re-admitted, or
 - (ii) A student who did not appear in the final examination and remained in the same class next year also or
 - (iii) A student in some other school in the previous year but sought admission in the present school in the same class and was readmitted in the same class.
- In the DISE format, no uniform practice has been followed and the students of both the categories have been taken together as repeaters in some schools and in some other schools only those who appeared in the examinations but failed and re-admitted in the same class were categorised as repeaters. This needs a lot of clarification in the DISE format by providing a self-explanatory note.

Need for sample checking:

- Sample checking has established that the DISE data of schools have matched in a majority of cases with the sample data. This points to the need of undertaking intensive scrutiny of the DISE data at various levels – particularly at NRPC Level.

- Such a checking by an external agency would ensure provision of reliable information to educational planners and administration in future and would ensure that NRPCs/BRCs perform their functions in a better and more efficient way.
- Sample checking of the DISE data should be a regular feature of educational planning.

11) Investigators Observations/Conclusions:

- A large number of teachers had not received training for filling up the DISE format. It was suggested that training should not be restricted to the head teachers/principals alone but should be imparted to all the teachers of the schools as in several cases, the post of headmaster/principal remain vacant and in such cases the teacher is required to fill the DISE format.
- Most of the teachers found the DISE format too large and complicated and most of them emphasized the need for simplifying the present format.
- Blocks provided against various items should be a little bigger so that code number can be written legibly.
- Only original data should be sought through the DISE. All cross tabulation can easily be obtained through computer.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

Uttaranchal

- 1) **Agency that conducted the Survey:** Academy of Management Studies
126 C, Sector III
Defence Colony, Dehradun -248005
- 2) **Name of Investigators:** Not mentioned in the Report
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 13
- 6) **Number and name of Districts selected in the sample:** 13, Dehradun, Champawat, Tehri, Uttarkashi, Nainital, Haridwar, Almora, Pithoragarh, Pauri, Chamoli, Rudraprayag, Udham Singh Nagar, Bageshwar.
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** 3 blocks from each district, Total=39
- 8) **Sampling Methodology Adopted:** For the purpose of five percent sample checking of the DISE data, all 13 districts of the state were chosen as sample districts. In each of the sample districts, three Blocks were selected with due consideration to the geographical representation, type of population and literacy of the Block as far as possible. While selecting three Blocks from each district, care was also taken to see that the three sample Blocks comprised one Block covered during the academic year 2007-08. At Block level, the schools were selected using proportional stratified sampling technique by segregating the complete list of schools in two parts, namely those run by the education/other government departments and those run by private management bodies. Further, from each of these lists five percent schools were selected using systematic random sampling technique. The procedure for selection of school was also discussed with the concerned officials of State Project Offices and finalized after their consent. For the purpose of sample checking, a mandated data collection format was provided by the State Project Office (SSA, Uttarakhand). As this format was in English, for the ease of administering, it was translated into Hindi. The translated version was shared with the SSA officials and it was finalized with their concurrence. Besides collecting the key information for verifying the accuracy of the DISE school level data, the sample checking format also contained a qualitative assessment of the implementation of the DISE mechanism in the school (quality of training provided, receipt of School Summary Report, etc.). In addition, it also captured the actual attendance of students on the day of the visit.

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

- Proportion of schools where in the DISE data, the concerned information was either not at all filled (the field is left blank or marked or zero) or was not available (denoted by code=9).

- Proportion of schools where although the concerned information was filled in the DISE data, but it did not match with the information provided during the sample checking survey.
- Proportion of schools where the concerned information was filled in the DISE data and it matched with the information provided during the sample checking survey.

9) Major Findings/Analysis:

Verification of DISE Data

- Overall for 99 percent of selected sample schools, the data was found available in the DISE CDs.
- The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 96 percent of the schools, except the information relating to year of establishment of the schools where a matching of 92 percent was found between the said two sets of data.
- As regards the type of building, in around 91 percent of the schools, the DISE and the sample survey data were found to be completely matching. However, in respect of the ownership and number of classrooms, a variation of 11 percent and 10 percent, respectively, was observed.
- During cross-verification of the DISE data regarding enrolment, it emerged that in six percent of the schools having primary classes and nine percent of those having upper primary classes, either the data regarding enrolment was completely missing or was internally inconsistent in the DISE CD provided to the sample survey team.
- The school-wise analysis of data relating to enrolment reveals that in around 64 percent of the schools, the sex-wise enrolment figures given in the DISE CD were found to be exactly matching with the data collected by the sample survey team. Similarly, in case of caste-wise (SC and ST) enrolment figures, the data was found to be matching in around 70 percent cases in scheduled caste and around 91 percent in case of scheduled tribe students.
- The micro-level analysis reveals that the data relating to enrolment was found to be matching in more than 92 percent upper primary schools in case of ST students and in more than 62 percent schools in case of SC students. However, the incidence of matching of data in the case of overall (boys) and overall (girls) was observed only in around 60 percent and 65 percent cases, respectively.
- So far as the data relating to repeaters is concerned, it appears that in a sizeable number of schools, the persons filling up the DISE format had clubbed all the three categories into one and consequently, for such cases, the number of repeaters (which denotes only the failed students) found during sample survey did not tally with the DISE data. As a result, the number of repeaters (boys and girls) at primary level was found to be matching in around 72 percent of the primary schools. At upper primary level, the number of repeaters was found to be matching in around 87 percent of the schools in respect of boys and in around 83 percent of the schools in respect of girls.

- During the cross verification of survey data with DISE data, in 57 schools, either the data regarding examinations was totally missing in the DISE CD or was internally inconsistent (number of passed students being more than those shown appeared in the examination, etc. Further, in the case of another two schools, the examination data could not be collected by the sample survey team despite making repeated visits.
- If one excludes the 59 schools, an exact matching of figures pertaining to number of students enrolled, appeared and passed in the examination was observed in around 81 percent of the schools having primary classes and in around 70 percent of those having upper primary classes.
- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in the case of around 65 percent of the schools. In majority of the remaining schools a variation of one was observed in the overall number of teachers.
- The portion of schools where the number of teachers in position was found to be matching in the DISE and sample survey data was much lower (only 41 percent) in the case of private schools as compared to schools run by the Education Department (71 percent).
- The data relating to availability of basic amenities, such as, electricity, toilet, source of drinking water, seating arrangement for children, etc. in the schools reveals that in more than 70 percent of the schools, survey data matched with the departmentally collected data.
- It would be apt to mention here that except the data relating to drinking water facility, where a mismatch of data in 31 percent of the schools was noticed, the data relating to availability of electricity, common toilets, girls' toilets, computers, play ground and availability of furniture for seating of children matches in more than three-fourth of the schools.

Training of School Authorities on DISE

- The DISE data plays an important role in providing the required information on various aspects relating to schools. Hence, it is important that the DISE formats are carefully filled-up to ensure correctness. This necessitates proper and intensive training of the school authorities responsible for filling-up of the DISE formats. The training on filling-up of the DISE formats for the current academic year was provided to 81 percent of the school authorities.

Availability of Office copy of DISE formats

- The DISE Data is so important that every school ought to keep an office copy of the same in the school. The analysis of the data in this regard reveals that overall, 69 percent of the schools had retained the office copy of the DISE data for the current academic year.

10) Suggestions:

Verification and removal of errors in the DISE format:

- Considering the importance of the DISE, the State Project Office developed a system for proper cross-checking and verification of DISE formats at different

levels (CRC, BRC and district). Although, a considerable improvement was observed during the current academic year in comparison to the last academic years, there is still a need for further strengthening the mechanism adopted this year for cross checking the filled in DISE formats at different levels.

Guidelines given with the DISE formats:

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

Amendment in Guidelines Provided for Repeaters

- As regards the term ‘repeaters’, it has been noted that the definition of ‘repeaters’ given in the DISE format guidelines is different from that given in the sample survey guidelines, as shown under:
- Although the DISE format requires the number of ‘repeaters’ to be given under three sub-heads (failed, absent for a long period and re-admissions), it appears that in a sizeable number of schools, the persons filling up the DISE format have clubbed all the three categories into one. As a result, the number of repeaters (boys and girls) at primary level is found to be matching in only 55 percent of the schools and their number at upper primary level in around 65 percent of the schools was covered under the survey.
- Similar to the case of ‘repeaters’, while the sample checking survey format captures the data regarding distribution of free text books for the current academic year, in the DISE format, the reference period for this data is the previous academic year. As such, the two sets of data are non-comparable.

Entry of DISE Data at Block Level

- The BRC being a nodal centre, the data entry of DISE formats should be done at Block level instead of the District Project Office so that the inconsistencies observed in the DISE format, if any, may be removed by calling the concerned CRC coordinators and head teachers of the schools at Block level. This will also be helpful in timely collection and entry of data.

Adherence to Standard DISE Format all over the State

- It was observed that in some districts the codes mentioned in the DISE format, especially in regard to the ongoing construction work, sanctioned work, etc. were different from the other districts. This created problems in analyzing the DISE data. It is, therefore, suggested that the districts should strictly adhere to the DISE format issued by the State Project Office and no modifications should be made in the format.

Timely Distribution of DISE Formats to the Schools

- During the data collection for the sample checking survey, some of the head teachers reported that the DISE formats are not distributed timely. They also mentioned that the time line for filling up of the DISE format is not intimated to

them and they are instructed to submit the data hurriedly. As such, it is suggested that the teachers responsible for filling up of the DISE formats should be given adequate time so that the correct information could be filled in the format after proper checking.

Keeping Data Entry Operator Free During Entry of DISE Data

- The Data Entry Operator should be kept free from other jobs during the entry of the DISE data to ensure judicious and timely entry of the data.
- As the system of sample checking is crucial for ensuring the accuracy and quality of the DISE data, there is a definite need to re-visit the data collection format mandated for sample checking and ensure that its questions conform to the corresponding questions in the DISE format.

11) Investigators Observations/Conclusions: Not mentioned in the Report.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

West Bengal - 1

- 1) **Agency that conducted the Survey:** Rural Extension Centre
Visva Bharati, Sriniketan
West Bengal
- 2) **Name of Investigator:** Rafiqul Islam.
- 3) **Year for which PES is conducted:** 2008 09
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 20.
- 6) **Number and name of Districts selected in the sample:** 01, Murshidabad
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** There are 3,171 primary and 513 upper primary schools in the Murshidabad district. The number of schools chosen for sample survey was 183 (159 primary and 24 upper primary). Random sampling was adopted for selecting the schools. Five percent sample was drawn from the universe. The collected information was carefully studied and appropriate categories were formed and on the basis of objectives of the study, various Tables were prepared for analysis of the data.
- 9) **Major Findings/Observations:**

Teacher Qualification:

- It was found that a majority of the primary school head teachers are below undergraduate (64.78 %) and all of them had JBT Training.
- It was also found that an overwhelming majority of the upper primary school head teachers are post-graduate B.Ed. trained.

Experiences of Head Teacher:

- It was found that in majority of the primary and upper primary schools head teacher had experience of up to 10 years. There were 12.58 percent primary and 12.50 percent upper primary school head teachers had more than 10-year experience.

Year of School Establishment:

- It was found that many of the sample primary and upper primary schools were established after 190s.

School Category:

- It was noticed that the sample primary schools are mainly up to Class IV. The upper primary schools were of mixed category having middle and higher secondary sections.

Type of School:

- It was found that the majority of primary schools were co-education in nature. However, there were one or two schools that were exclusively for boys and girls. From the sample upper primary schools 25 percent and 33.33 percent are exclusively for boys and girls and the remaining 41.67 percent are co-educational.

School Management

- It reveals that the entire sample schools both primary and upper primary were managed by the Education Department of Government of West Bengal.

Nature of Schools:

- It was found that the entire sample primary schools were non-residential in nature.

Use of School Building:

- It was noticed that shift schools were situated mainly in the municipal areas. As many as 42.76 percent primary schools and 37.50 percent upper primary school buildings were used for the purpose. It was noticed that the AWW centres and vocational training centres were running in many schools in the morning shift.

Teacher's positions and Attendance:

- It was found that as many as 576 teachers (M-387, F-189) were in position in 159 primary schools and 511 teachers (M-339 F-172) were in position in 24 upper primary schools on the day of visit.
- It was observed that in the primary schools 88.63 percent male and 82.01 percent female teachers were present on the day of school visit and in upper primary schools 89.68 percent male and 86.63 percent female teachers were present.
- There were 180 para teachers (M-89 F -91) in primary and 162 (M-67 F -95) in upper primary schools.
- There was 1.54 percent discrepancy related to the teachers' position.

Position of Non- Teaching Staff

- There was hardly any non-teaching staff at the primary level. These staff members are mainly placed in the upper primary schools. However, these were SHG members both at primary and upper primary schools for the mid-day meal scheme.
- There were 81 (male-60, female-21) non-teaching staff members in the sample upper primary schools.
- There was no discrepancy found in the DISE data for the primary schools, however, the discrepancy in the upper primary schools was eight percent.

Status of School Building:

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

Types of School Building:

- There was no school without buildings in the district. All the sample schools buildings were pucca in nature.

Number of blocks in the school:

- It was found that all sample schools had up to three blocks except one primary school. 83.33 percent of upper primary schools had up to three blocks. There is no discrepancy in comparison with the DISE data in the primary schools but the discrepancy in the UPSis 100percent (4 and above blocks).

Condition of classrooms and other rooms:

- It was found the sample primary schools have as many as 547 class rooms and 161 other rooms in good condition. The upper primary school had 285 class rooms and 65 other rooms in good condition.
- From the sample primary schools it was found that 66 class rooms and 43 other rooms needed minor repair work. The upper primary schools had class rooms and 28 other rooms requiring minor repair work.
- It reveals that 59 primary school class rooms and 62 other rooms needed major repair work. It was also found that 55 upper primary school class rooms and 21 other rooms needed major repair work.
- It was found that as many as nine primary school class rooms and 11 other rooms were unfit for use. Similarly, two class rooms of upper primary school were unfit for use.
- There were discrepancies in comparison with the DISE data for primary schools were as follows: 26.62 percent for good condition of class rooms, 57.84 percent for other rooms and the discrepancies for minor repair were 10.81 percent for primary school class rooms and 19.44 percent for other rooms and 48.25percent class rooms and 17.33 percent for other rooms requiring major repairs.
- The discrepancies in respect of the upper primary schools were as follows: 44.67 percent for good condition of class rooms and 75.68 percent for other rooms and the discrepancies for minor repair were 21.51 percent for class rooms and 64.17 percent for other rooms and the discrepancies for major repairing work were 36.05percent for class rooms and 34.38 percent for other rooms.

Availability of Electricity & Toilet:

- It was found that 70.44 percent primary schools and 4.17 percent upper primary schools did not have electricity connection.

Boundary Wall:

- It was found that 63.52 percent primary schools and 23.34 percent upper primary schools did not have boundary walls. It was noticed that the schools which had boundary wall were mostly pucca.

Drinking water facilities:

- With regard to the drinking water facilities it was found that majority of the primary schools had provision of drinking water through hand pump (94.97%) and for upper primary school (95.389%). It was also revealed that 2.52 percent of primary schools did not have provision of drinking water.

Seating Arrangement:

- Floor is the common seating arrangement for the students of primary schools. However, it reveals that there are 4.40 percent of primary schools that had furniture for all. It was noticed that many upper primary schools (87.5%) had adequate seating for their students.

Play Ground:

- There were 26.42 percent of primary schools and 54.17 percent of upper primary schools had play ground.

Student Enrolment:

- There were 2,257 students (B-1,772 G-1,085) in the sample primary schools and on the other hand as many as 3,334 (B-1501 G-1833) repeaters in the upper primary schools in 2007-08.
- There were as many as 394 (B-212G -182) physically challenged students in the year 2007-08.
- There were as many as 138 (B-67G -71) physically challenged children in the sample upper primary schools in the year 2007-08.
- The information about repeaters in 2008-09 reveals that there are 2,141 (B-1,158 G-983) students in the sample primary schools and on the other hand as many as 3,065 (B-1,568G -1,497) repeaters in the upper primary schools.
- As many as 381 (B-207 G-174) physically challenged students were there in the sample primary schools in the year 2008-09 and no information was available about school dropouts.
- There were as many as 202 (B-116G -86) physically challenged in the sample upper primary schools in the year 2008-09 and no information available about school dropouts.

Student Attendance on the day of visit:

- On the basis of information collected from the sample (primary) it was found that (B-61.73%, G-65.90%) students of Class II, (B-61.20% G-67.00%) students of Class III and (B-62.47% G-65.45%) students in Class IV were present on the day of school visit.

- The information regarding the student attendance on the day of school visit in the upper primary school was found to be (B-75.72% G-45.75%) students of Class V, (B-70.54% G-50.37%) students of Class VI, (B-74.99 % G-66.99%) students of Class VII and (B-70.69% G-62.62%) students in Class VIII were present on the day of school visit.

Grade wise Examination details:

- On the basis of information collected from the primary schools in the year 2007-08 it was found that 95.78 percent students of Class IV appeared in final exams; out of which 97.38 percent students qualified.
- It was found that 96.39 percent students of Class VIII appeared in final exams, out of which 88.67 percent students qualified in the year 2007-08.
- On the basis of information collected from the primary schools it was found that 92.22 percent students of Class IV appeared in the terminal exams, and all of them qualified in the year 2008 -09 (first terminal).
- It was found that 92.78 percent students of Class VIII appeared in second unit test, out of them 96.96 percent students qualified in 2008-09.

10) Suggestions: Not mentioned in the Report.

11) Investigators' Observations/Conclusions:

- It has been observed that both primary and upper primary schools were opened on the first day of school visit and the information was collected on the single day of visit.
- The initial reaction of head teacher, regarding the availability of records seems to be good.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

West Bengal - 2

- 1) **Agency that conducted the Survey:** Rural Extension Centre
Visva Bharati, Sriniketan
West Bengal.
- 2) **Name of Investigator:** Rafiqul Islam.
- 3) **Year for which the PES is conducted:** 2008 09.
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 20.
- 6) **Number and name of Districts selected in the sample:** 0+ Howrah
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** There were 2,111 primary and 519 upper primary schools in the Howrah District. The number of sample schools chosen was 134 (111 primary and 23 upper primary). Random sampling was adopted for selecting the schools. Five percent sample was drawn from the universe. The pre-structured DISE questionnaire was administered for collection of information from primary and secondary schools. The collected information was carefully studied and appropriate categories were formed and on the basis of objectives of the study, various Tables were prepared for analysis of the data.
- 9) **Major Findings**

Teachers' Qualification:

- It was found that majority of the primary school head teachers were below undergraduate (71.17%) and all of them had JBT training and the sample survey also revealed that overwhelming majority of the upper primary school head teachers were post-graduates with B. Ed. training.

Experiences of Head Teacher:

- Majority of the primary and upper primary school head teachers had experience up to 10 years. There were 5.41 percent of primary and 8.70 percent of upper primary school head teachers with experience between 11 and 20 years.

Year of School Establishment:

- It was noticed that an overwhelming majority of the sample primary schools were established after the Independence. The sample upper primary schools were mostly established before Independence.

School Category:

- The overwhelming majority of the sample primary schools were up to Class IV. The upper primary schools were mixed type and it was found that cent percent of schools were middle schools with secondary section.

Type of School:

- It was noticed that of the 111 sample primary schools, only 2.70 percent were meant for girl students and the remaining were co-education in nature. About 26.09percent sample upper primary schools were co-educational and 56.52 percent were exclusively for girl students.

School Management:

- The entire sample schools, both primary and upper primary, were managed by the Education Department of Government of West Bengal.

Residential School:

- It was found that the entire sample primary schools were non-residential in nature except one each in primary and upper primary school. The upper primary school hostels were managed by the Welfare Department for the SC and ST students and the primary school hostels were managed by other body.

School Building used as shift school:

- There were 55 (49.54%) primary and five (21.745) upper primary school buildings that were in use on shift basis mainly located at municipalities. AWW centers were using some portion of school building for running the activities

Teacher's position and Attendance:

- It was found that as many as 389 teachers (M-241, F-157) were in position in all 111 primary schools and 267 teachers (M-89F -157) were in position in all 23 upper primary schools during the survey period.
- It was noticed that in the primary schools 90.87 percent male and 92.99 percent female teachers were present on the day of school visit and in upper primary schools 93.25percent male and 89.88 percent female teachers were present.
- There were 68 (M-22F -46) para teachers in primary and 57 para teachers (M-15 F-42) in upper primary schools.

Position of Non-Teaching Staff

- There was no provision of non-teaching staff at primary level and it was available only in upper primary schools. There were 16 staff members available in the sample upper primary school. Besides, these days in view of women's empowerment, the cooking of MDM is managed by SHG members both at primary and upper primary schools.

Status of School Building:

- It was found that 111 (9.90%) sample primary schools are private and located in rented accommodation and all the upper primary school buildings are constructed out of Govt. grants.

Type of School Building

- It was noticed that all the upper primary school buildings are pucca. In the primary schools it was found that 95.49 percent of primary school buildings are pucca and 4.50 percent are partly pucca. There is no school in the District without a building.

Number of blocks in the School:

- It was found that majority of the sample primary schools have up to three blocks and one school in rented place. 95.65 percent of upper primary schools has up to three blocks and one school has more than three blocks.

Condition of classrooms and other rooms:

- It was found that the sample primary schools have as many as 363 class rooms and 88 other rooms in good condition. The upper primary school has 288 class rooms and 97 other rooms in good condition.
- From the sample primary schools it was found that 48 class rooms and 729 other rooms needed minor repairing work. Two upper primary school class rooms and 23 other rooms needed minor repairing work.
- 36 primary school class rooms and 13 other rooms needed major repairing work. It was also found that 23 class rooms and five other rooms of upper primary school needed major repairing work.

Availability of Electricity and Toilet

- It was found that 47.74 percent of primary schools and 0.90 percent of upper primary schools did not have electricity connection.
- 7.20percent of primary schools did not have toilet facility. Many of the toilets were being used by the staff of school and they were mostly unclean.

Boundary Wall:

- 55.85percent of primary schools and 21.73 percent of upper primary schools did not have boundary walls. Schools which had boundary walls were mostly pucca.

Drinking water facilities:

- Majority of the primary schools had provision of drinking water through hand pump (84.68%) and for upper primary schools (52.17%) and running tap water (47.82%). It was also revealed that 7.20 percent primary schools still did not have provision of drinking water.

Seating Arrangement

- 30.63 percent of primary schools have furniture for all children and 43.04 percent of schools with some furniture. A sizable number of school students 43.04 percent sat on the floor. All the upper primary schools had furniture for seating arrangement.

Play Ground

- There were 65.76 percent primary schools and 30.43 percent of upper primary schools have playgrounds.

Student Enrolment:

- There were 1,919 (B-614, G-1,005) repeaters in 23 upper primary schools and as many as 831 (B-413, G-418) repeaters in 111 primary schools in 2007-08.
- There were as many as 159 (B-86, G-73) physically challenged children in the sample schools.
- It was found that there are as many as 67 (B-36, G-31) physically challenged dropped out of sample upper primary schools in the year 2007-2008.

Student Attendance on the day of visit

- In the sample primary schools it was found that (B-73.24% G-74.59%) students of Class I, (B-77.58% G-79.25%) students of Class II, (B-78.87% G-78.02%) students of Class III and (B-76.46% G-77.66%) students in Class IV were present on the day of school visit.
- Regarding the student attendance on the day of school visit in the upper primary school it was found that (B-57.04% G-63.6%) students of Class V, (B-56.83%, G-60.82%) students of Class VI, (B-56.98% G-64.29%) students of Class VII and (B-57.62%, G-67.83%) students in Class VIII were present on the day of school visit.

Grade wise Examination details:

- On the basis of information collected from the primary schools for the year 2007-08 it was found that 98.30 percent of students of Class IV appeared in final exams; out of them 97.70 percent of students were qualified.
- It was found that 94.70 percent of students of Class VIII appeared in final exams, out of them 86.40 percent students qualified in 2007-08.
- 93.96 percent boys and 95.17 percent girls of Class IV appeared in first and second term exams of 2008-09.
- From Class VIII of upper primary schools, 97.4 percent of students appeared out of them 99.06 percent of students had qualified.

10) Suggestions: Not mentioned in the Report.

11) Investigator's Feedback/Conclusions:

- It has been observed that both primary and upper primary schools were open on the first day of school visit and all the information was collected on the single day of visit.
- The initial reaction of head teacher, regarding the availability of records seems to be good.
- The data was collected in the month of Feb-March 2008.
- Many of the schools were not able to provide the DISE school code at the time of survey.
- Primary and upper primary schools were open on the first day of visit and the field investigators collected information on a single day of school visit which was selected randomly. But it took a lot of time to get the required information from the schools.

12) Remarks, if any, and future course of Action: Not mentioned in the Report.

ANNEXURE

SAMPLE CHECKING OF DISE DATA: SUGGESTED METHODOLOGY

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

use of DISE data in planning ,evidence of sharing workshops at all levels, data feeding arrangements at the district level, availability of HW and SW and computer professionals for MIS Unit etc. They may also provide their suggestions for improving the quality of DISE data.

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

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Five Percent Sample Check: Special DCF for Post Enumeration Survey

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

Name of the Person conducting the survey:

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

.....

State: _____ **District:** _____ **Pin Code:** _____

A. School Location Particulars

1. Village Name/Ward No. : _____
2. Block/Municipal Name : _____
3. Rural/Urban (Indicate Code[#]) :
#Rural (1)/Urban (2)
4. DISE School Code :

B. School Particulars

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

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

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

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

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

C. Staff Details (Primary and Upper Primary)

Total number of Teacher posts sanctioned:

Total number of Teachers in Position:

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

D. Facilities in School

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

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

3. Number of Blocks in school:

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

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

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

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

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

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

E. Student Enrolment

1. Children Enrolled in the Last Academic Year

(Academic Year:)

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

B: Boys G: Girls

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

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

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

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

3. Children Enrolment in the Present Academic Year

(Academic Year:)

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

B: Boys G: Girls

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

(Academic Year:)

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

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

(Academic Year:)

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

Investigator Feedback Schedule

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

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

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

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

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

