

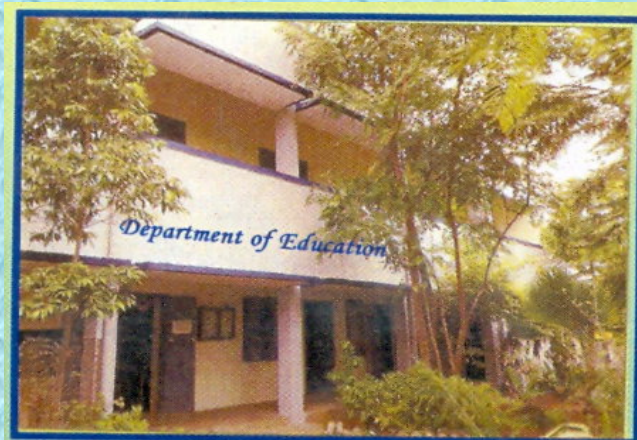


DISE

District Information System for Education

**Report
On
Post Enumeration Survey
(Sample Check on DISE Data)
2008-2009**

**District : TIRUCHIRAPPALLI
State : TAMILNADU**



**ALAGAPPA UNIVERSITY, Karaikudi
(Accredited with 'A' Grade by NAAC)
DEPARTMENT OF EDUCATION**

PREFACE

Dr. Prema, Professor & Head, Department of Education,
Dean, Faculty of Education,
Chair Person, Alagappa School of Education,
Alagappa University,
Karaikudi, Sivagangai District, Tamilnadu.

SSA is the major time bound intervention for Universalization of Elementary Education in India being implemented from 2001 onwards on a mission mode with Central and State Government funding. Since SSA framework stresses the micro level planning and also gives much importance of the quality of data, large child population data base and school data base have been created in Tamilnadu. Since NUPEA has been entrusted to create and update the school database at National level it has initiated PES on DISE data to improve the quality of school database.

The State Project Directorate-SSA Tamilnadu has selected the University to undertake Post Enumeration Survey on 5% data sample check in **Tiruchirapalli District**.

I constituted a team of of 5 field workers to carry out Post - Enumeration Survey on 5% data sample check. The coordinator's team consisting of **Dr.P.Prema and Dr. S.Subbiah, Lecturer, Alagappa University College of Education** went to SSA office at Tiruchirappalli District and obtained block wise data about the different types and numbers of schools.

After the coordinators gave a one day orientation to the field workers' team, the sample check work commenced in the second week of Nov 2008 and it was completed by the end of Feb 2009.

The data entry and preliminary analysis were done by **Mr.S.Subramanian, UGC Guest Faculty, Department of Education, Alagappa University**. The overall review of the report was done by **Mr. R.Ramnath, Lecturer, Department of Education** for which I am thankful to him.

I am thankful to **Thiru M.P.Vijayakumar, I.A.S., former Director SSA** and **Thiru.R.Venkatesan I.A.S., present Director SSA** for their financial support and encouragement for carrying out this survey.

The investigators' team wishes to acknowledge with thanks the excellent support rendered by the **SSA Officials of Tiruchirappalli District**. The heads and the teachers of the schools were cooperative which made this PES a success.

The unparalleled support rendered by **Prof. P.Ramasamy, Vice-Chancellor, Alagappa University, Prof..Dr.E.Ilamathian, Registrar, Alagappa University** is gratefully acknowledged..

I wish to thank **Mrs.J.Meenal, Junior Assistant and Mrs.S.Vidhya** Programme Assistant, UGC Innovative Course, **Mrs.R.Amutha Sundari** typist, and **Mrs. S. Vasanthi**, Office Assistant from the Department of Education for preparing the draft report.

This survey report consists of six chapters. The first chapter deals with the "Outline of the PES". The PES highlights are presented in the second chapter. The investigators' feed back, objectives, findings of the survey and suggestions and recommendations are also presented in the III, IV, V, and VI chapters respectively.

I hope this comprehensive report will be useful to maintain the high quality of DISE data for future planning and monitoring.

Date : 20.3.2009

Place : KARAIKUDI.

(Dr S. SUBBIAH)

(Dr. PREMA)

Assistant Project Coordinator

Project Coordinator

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

Sub Heading No.	Title	Page No.
1.1	Introduction	1
1.2.1	Post Enumeration Survey	4
1.2.2	Formation of Team and Training to Team members	5
1.2.3	Sample Technique	5
1.2.4	Selection of Sample Schools	6
1.2.5	Data Collection	7
1.2.6	Verification of Records	8
1.2.7	Data Processing	8
1.2.8	Report Generation	8

CHAPTER II

PES & DISE HIGHLIGHTS

Sub Heading No.	Title	Page No.
2.1	Introduction	9
2.2.1	Location of the School	9
2.2.2	School particulars	10
2.3.1	Enrolment	10
2.3.2	Enrolment by class	12
2.3.3	Repeaters	13
2.3.4	Students given free textbooks	14
2.3.5	Children with disabilities	15
2.4	Teachers in position	16
2.5.1	School Facilities	16
2.5.2	No. of Class rooms	17

CHAPTER III

INVESTIGATOR FEEDBACK HIGHLIGHTS

Sub Heading No.	Title	Page No.
3.1	Introduction	18
3.2	School Visit	18
3.3	Teachers' response	18
3.4.1	Availability of School Records	19
3.4.2	Condition of records	19
3.5.1	Children Enrolled & Attendance	20
3.5.2	Examination Results	21

CHAPTER IV

INVESTIGATORS' SCHOOL OBSERVATION – HIGHLIGHTS

Sub Heading No.	Title	Page No.
4.1	Introduction	22
4.2.1	DISE Training	22
4.2.2	Teachers who attended DISE training	23
4.2.3	DCF/Concept	23
4.3.1	School visit by BRTE	24
4.4	Teachers' in-service training	24

CHAPTER V
FINDINGS OF THE SURVEY

Sub Heading No.	Title	Page No.
5.1	Introduction	25
5.2.1	School Location	25
5.2.2	School Particulars	25
5.3	Teachers in Position	25
5.4.1	Enrolment and Student Attendance	25
5.4.2	Examination Pass Percentage	26
5.4.3	Repeaters	26
5.4.4	Distribution of Textbooks	26
5.45.5	Disabled Children	26
5.5	Teachers' Response	27
5.6	Availability of Records	27
5.7	Schools Facilities	27
5.8.1	Children Enrolled and Attendance	27
5.8.2	Examination Results	28
5.9	DISE Training	28
5.10.1	Data Quality	28
5.10.2	Data Sharing	29
5.10.3	Usage of Data	29
5.11	Visit of BRTes	29
5.12	Teachers in-service Training	29
5.13	General	29

CHAPTER VI

SUGGESTIONS AND RECOMMENDATIONS

Sub Heading No.	Title	Page No.
6.1	Introduction	30
6.2.1	DISE Training	30
6.2.2	Data collection and data processing	30
6.2.3	Data quality	30
6.2.4	Maintenance and updation of records.	31
6.2.5	Data sharing	31
6.2.6	Data usage – monitoring	31
6.2.7	Any other	31
6.2.8	General Observations	31

LIST OF TABLES

S.No.	Table No.	Title	P.No.
1.	Table 1.1	Selection of Sample Schools	6
2.	Table 1.2	List of Enumerators for data Collection	8
3.	Table 2.1	School Location Particulars - Deviation as per PES	9
4.	Table 2.2	School Identification Particulars - Deviation as per PES	10
5.	Table 2.3	Enrolment Deviation as per PES	10
6.	Table 2.4	Enrolment by Class as per PES & DISE	12
7.	Table 2.5	Repeaters by Class - Deviation as per PES	13
8.	Table 2.6	Class wise No. of Children Given Free Text books	14
9.	Table 2.7	Children with Disabilities - Deviation as per PES	15
10.	Table 2.8	Teachers in Position - Deviation as per PES	16
11.	Table 2.9	Deviation in School Building Type	16
12.	Table.2.10	Deviation in No. of Classrooms	17
13.	Table 3.1	Status of Teachers Response	18
14.	Table 3.2	Status of Availability of School Records	19
15.	Table 3.3	Status of updation of School Records	19
16.	Table 3.4	Children Enrolled/attending School on the date of visit	20
17.	Table 3.5	Annual Examination Results	21
18.	Table 4.1	Centre wise Teachers' attendance of DISE Training	22
19.	Table 4.2	Teachers Attendance by No. of Training Days	23
20.	Table 4.3	No. of Teachers who understood DCF & Concepts	23
21.	Table 4.4	BRTE's School Visits	24
22.	Table 4.5	No. of Teachers who attended in-service Training	24

CHAPTER I

OUTLINE OF THE SURVEY

1.1 Introduction

Alagappa University – A Profile

Alagappa University, named after Dr. Alagappa Chettiar, the munificent and multifaceted personality (late) was established in the year 1985 at Karaikudi in Sivagangai District in Tamilnadu. It has as its motto “Excellence in Action” and keeps before it the vision of excellence in all spheres of education. It is a happy coincidence that the Birth centenary of this great visionary falls this year.

Alagappa University established with 4 Departments and 2 Constituent Colleges in 1985, has grown in stature through committed service to the learner society. Now, the University has 15 schools of learning, comprising 20 Departments, 9 Centres and 2 Constituent Colleges. Besides it has 4 Evening Colleges and 26 affiliated Colleges / Institutions. The University is also in collaboration with private professional institutes offering over 40 career oriented programs. The Directorate of Distance Education of the University is very popular all over the nation and abroad as well offering over 60 programs. The University is accredited with ‘A’ grade by the National Assessment and Accreditation Council of the country in 2005. The University’s student strength, from all modes (regular, part-time, collaborative and distance) is reaching 150,000. The University has over 180 competent and qualified teachers.

The faculties of the university have published over 80 books and more than 2000 research papers in the reputed national and international journals and have won awards and honours in recognition of their exemplary service in teaching and research. Many faculty members in Science and Management disciplines are invited by foreign universities to utilize their teaching and research expertise. The Department of Education has received funds from The Netherlands for carrying out research in child care, in addition to research grants from ICSSR, UGC, MHRD, NCERT, IGNOU, DST and other agencies.

The University Grants Commission identified the potential of Alagappa University and sanctioned grants through many special schemes.

- Adult, Continuing Education and Extension
- Higher Education Persons with Special Needs [HEPSN]
- Centre for Women's studies
- Promotion of Ethics and Human Values
- Establishment of Special Cell for SC/ST
- Special Assistance Programme [SAP]
- Fund for Improvement of Science and Technology [FIST]
- Teacher Preparation in Special Education [TEPSE]
- General Development Assistance
- Umayal Day Care Centre

Programmes of Study

The University with 29 academic Departments/Centres of study and research is offering courses in varied areas like Bio-technology, Animal Husbandry, Nanotechnology, Bioinformatics, Bioelectronics, Biosensors, Oceanography and Coastal Area Studies, Physics and Crystal Research, Industrial Chemistry, Mathematics, Computer Science and Engineering, Library and Information Science, Business Administration and e-commerce, Corporate Secretary ship, Bank Management, Management, Tamil, English, Women's Studies, Education and Physical Education at P.G., M.Phil and Ph.D. levels.

Central Library

The University Library has a very rich collection of 85,000 carefully culled volumes and 132 periodicals including 28 international journals. E-journals numbering 200 are accessed through UGC-INFONET, which is very much used by the research scholars and faculty members. Air conditioned internet browsing centre with 30 systems is functioning from 8.00 am to 8.00 pm. On an average, 400 users are using this facility. The library has been

using the SOUL an Integrated Library Management software package with all the modules for the library housekeeping operations. Online Public Access Catalogue (OPAC) available in the library is very much useful to the users to search library online catalogue by Author, Title, Subject and Keywords. Also users can know the latest additions of periodicals and books and the status of a document. The Talking Book Library is catering to the requirements of visually impaired in this area.

Distance Education Programmes

There is a giant leap in the enrolment for Distance Education in the Alagappa University with the cumulative admissions crossing the 1.75 lakhs mark during the current academic year (2008-09). The University has a vast Network of 189 Study Centres throughout the country and abroad in Singapore, Malaysia, Sri Lanka, Dubai, Kingdom of Bahrain, Qatar to provide services to the student community.

There are seven new courses that are introduced in the DDE mode and they are:

- (i) M.Sc. Physics
- (ii) M.Sc. Chemistry
- (iii) M.Sc. (Botany with Specialisation on Plant Biotechnology)
- (iv) M.B.A. (Human Resource Management
- (v) P.G. Diploma in Human Resource Management
- (vi) P.G. Diploma in Library and Networking
- (vii) Certificate course in Library and Information Science

Collaborative Programmes

Under the stream of Collaborative mode, need based and socially relevant academic programmes are being offered in collaboration with some of the private institutions. As of now, 54 programmes under different levels in the specialization of Hotel Management, Textile Designing, Paramedical Sciences, Nautical and Aeronautical Sciences are being offered through collaborative

mode. During the year 2007-08, the University has collaborated with Seven Institutions to offer B.Sc.(Catering and Hotel Administration) Programme. M.Sc.(Biotechnology) has been introduced in collaboration with M/s Medic lone Biotech (P) ltd., Chennai.

- . Postgraduate Diploma in Dialysis Technology
- . Postgraduate Diploma in Perfusion Technology
- . Diploma in Medical Records Technology
- . Postgraduate Diploma in Games Programming
- . Diploma in Animation
- . Certificate in 3D Animation
- . Certificate in Web Design
- . The Directorate of collaborative Programmes is going to launch Diploma course in Catering and Hotel Administration from the Year 2008 – 2009.

It is a matter of immense elation that **Alagappa University is the only institution in Tamil Nadu which has been chosen by the MHRD for monitoring and evaluating the SSA programme from 2002-2008.**

1.2.1 Post Enumeration Survey

The State Project Director of the Tamil Nadu State Mission of Education for All selected Alagappa University for Post Enumeration Survey on 5% DISE Data Sample Checking in Tiruchirappalli District, in Tamilnadu. Since the university has all infrastructure facilities and experienced faculties to conduct studies and sample surveys, it undertook the job after executing an MoU.

1.2.2 Formation of Team and Training to Team members

Dr. Prema, Professor & Head, Department of Education accepted the responsibility and formed teams at the rate of Five research scholars for data collection in the sample schools from the above districts. Dr.S.Subbiah, Reader, DDE, Alagappa University was the Co-Supervisor for the project.

The team members were given one day training in selection of schools, data collection, concepts and definitions, data source, verification of registers etc. in detail.

1.2.3 Sample Technique

Circular Random Sampling Technique was adopted for selection of 5% of Primary, Middle, High and Hr. Sec. Schools in Rural and Urban area and in all categories of Management such as Govt., Local Body and Welfare Department, Private aided and Private Unaided in the sample district.

LIST OF BLOCKS AND TOTAL NUMBER OF SCHOOLS IN TIRUCHIRAPPALLI DISTRICT

S.No	Name of the Block	Total No. of Schools
1.	Marungapuri	157
2.	Manapparai	133
3.	Manikandam	117
4.	Musiri	89
5.	T.Pet(Thathayangar pettai)	86
6.	Thottiyam	125
7.	Manachanallur	158
8.	Vaiyampatti	84
9.	Pullampadi	84
10.	Andhanallur	114
11.	Lalgudi	138
12.	Tiruchirappalli West	86
13.	Thriuvarambur	164
14.	Uppiliayapuram	91
15.	Thuraiyur	131
16 .	Tiruchirappalli (Urban)	142
Total		1899

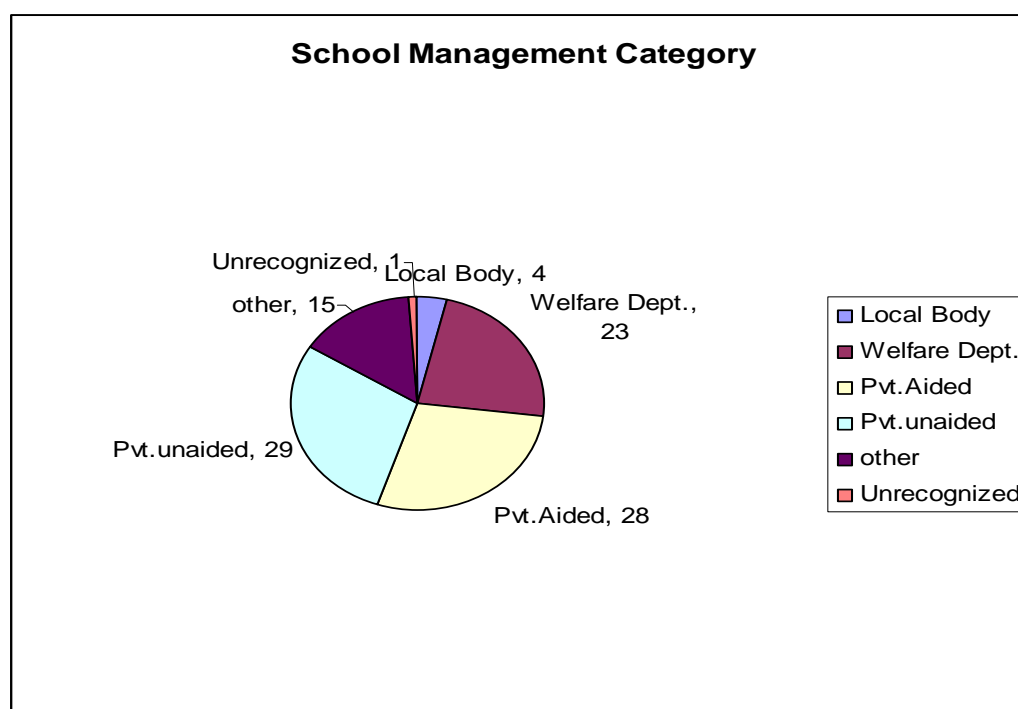
1.2.4 Selection of Sample Schools

The number of sample schools in the selected districts for Post Enumeration Survey is presented in the table below.

Table 1.1

Selection of Sample Schools - Tiruchirappalli District

S.No	No. of Blocks	School Management Category	No. of Schools		Sample Schools						Grand Total	% of sample school
			Pri	Mid HS HSS	Rural		urban		Total			
1		Local Body	3	1	3	1	-	-	3	1	4	4
2		Welfare Dept.	2	21	2	18	-	3	2	21	23	23
3		Pvt.Aided	13	15	14	11	-	3	14	14	28	28
4		Pvt.unaided	13	16	10	12	3	4	13	16	29	29
5		other	6	9	5	2	1	7	6	9	15	15
6		Unrecognized	1	-	1	-	-	-	1	-	1	1
		Total	38	62	35	44	4	17	39	61	100	5



List of Blocks

S.No	Name of the Block
1.	Marungapuri
2.	Manapparai
3.	Manikandam
4.	Musiri
5.	T.Pet(Thathayangar pettai)
6.	Thottiyam
7.	Manachanallur
8.	Vaiyampatti
9.	Pullampadi
10.	Andhanallur
11.	Lalgudi
12.	Tiruchirappalli West
13.	Thriuvarambur
14.	Uppiliayapuram
15.	Thuraiyur
16.	Tiruchirappalli (Urban)

Tiruchirappalli District

In the selected district all the blocks were selected and 5% of schools in every category and in all management in all blocks were chosen for data collection/enumeration. In Tiruchirappalli district 100 number of schools were selected of which, 39 were primary schools and 61 were upper primary schools.

1.2.5 Data Collection

Under the supervision of Dr. Prema, and Dr.S. Subbiah, the following team members were assigned data collection work from the sample schools in the districts.

Table 1.2

List of Enumerators for data collection

Tiruchirappalli (District)

1. K. Mahalingam
2. S. Anandha Murugan
3. R. Alagar Samy
4. M. Anbarasan
5. R. Albertraj

The team personally visited the schools and gathered data in the special data collection format without any bias. The team collected data from the sample schools during the period, December 2008 in the selected districts as per the schedule fixed.

1.2.6 Verification of Records

The State Project Director had already instructed the District Programme Co-ordinators in the selected district to inform the field staff and teachers to provide the relevant records and registers to the team members when they visited the schools for data collection and verification. Therefore, the team members got easy access to records and collected data.

1.2.7 Data Processing

The filled in formats were properly scrutinized by the team trained. The PES data DISE data of the sample schools were entered into the computers and validation reports were generated.

1.2.8 Report Generation

After complete validation, reports were generated . Based on the reports and enumerators' feed back a comparative analysis has been presented in the following chapters.

.....

CHAPTER II

PES & DISE HIGHLIGHT

2.1 Introduction

The objectives of DISE are to create and update the school Database every year for educational planning and management. DISE data and Reports are also used as Monitoring tools for enhancing effectiveness of schools in achieving the objectives of SSA. Therefore it is felt that data quality must be ensured at all levels. To ensure data quality, post enumeration survey on 5% DISE data sample check is resorted. As such the team was adequately oriented to collect the data and also to furnish feed back. In this chapter the PES and DISE data related to school location, enrolment, teachers, VEC Composition, school facilities, classrooms, repeaters, children given free textbooks, children with disabilities are compared and highlighted.

2.2.1 Location of the School

For Post Enumeration Survey, 100 schools out of 1914 schools from Tiruchirappalli district, were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled-in-formats, showed that there is no deviation in the list of schools thus ensuring that data were compiled perfectly.

Table 2.1

School Location Particulars : Deviation as per PES

No. of Sample Schools	School Location		% of deviation
	Correct	Not correct	
100	100	-	-

2.2.2 School particulars

The details given in the table below in respect of year of establishment, category, type and management category of the sample schools were also found to be the same when compared with DISE filled in forms revealing that the school identification particulars are maintained properly.

Table 2.2

School Identification Particulars – Deviation as per PES

No of Sample Schools	No of schools – Particulars correct/not correct as per PES								
	Year of Establishment			Type of school			Management		
	Correct	Not Correct	%	Correct	Not Correct	%	Correct	Not Correct	%
100	100	-	-	100	-	-	100	-	

2.3.1 Enrolment

Since enrolment data are felt very important, the team members were given clear instructions to peruse the relevant registers such as admission registers, promotion registers, attendance registers etc. and furnish the Data in Special DCF (Data Capturing format).

District wise enrolment in the sample schools as per PES and DISE is presented in the table below.

Table 2.3

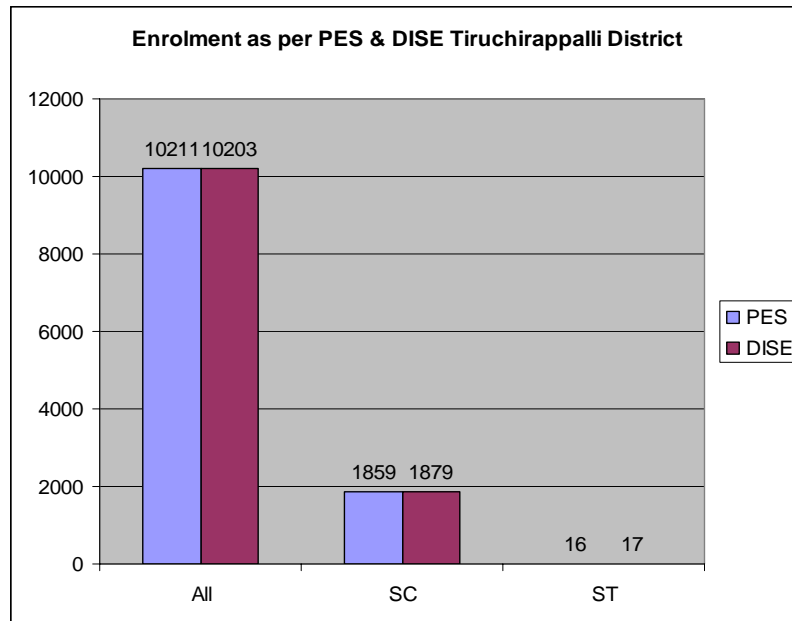
Enrolment deviation as per PES

Serial No	Category	Primary Class			Upper Primary Class		
		PES	DISE	Deviation %	PES	DISE	Deviation %
1	All	10211	10203	0.07	15115	15090	0.16
2	SC	1859	1879	1.06	3292	3307	0.45
3.	ST	16	17	5.88	7	8	12.5

Enrolment Deviation as per PES & DISE

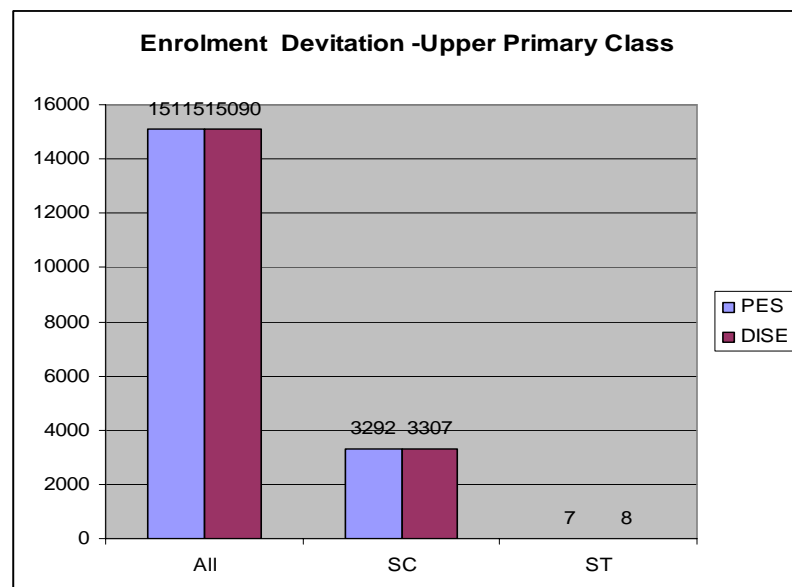
Primary Class

The deviation between PES data and DISE data with regard to enrolment is + 0.07% only for all the categories and is negligible. For ST category it is + 5.8% at primary level But actual number as per DISE is 17 and PES is 16. For SC category it is 1.06 at primary level.



Upper Primary Class

In the upper primary classes the deviation in the enrolment for all the categories combined is 0.16 % and for ST it is 12.5% but the actual number in DISE is 8 and PES is 7 hence it is negligible. For SC it is 0.45%.



A comparative account of enrolment data in Primary classes (Std. I-V) and in upper primary classes (Std. VI-VIII) showed that they are almost same as per PES and DISE in the district; however the deviation is little high in ST candidates of Upper Primary classes in Tiruchirappalli district. It is ascertained that BRTes are themselves collecting the filled-in-DISE formats from the schools in their cluster and compare the data with the registers then and there.

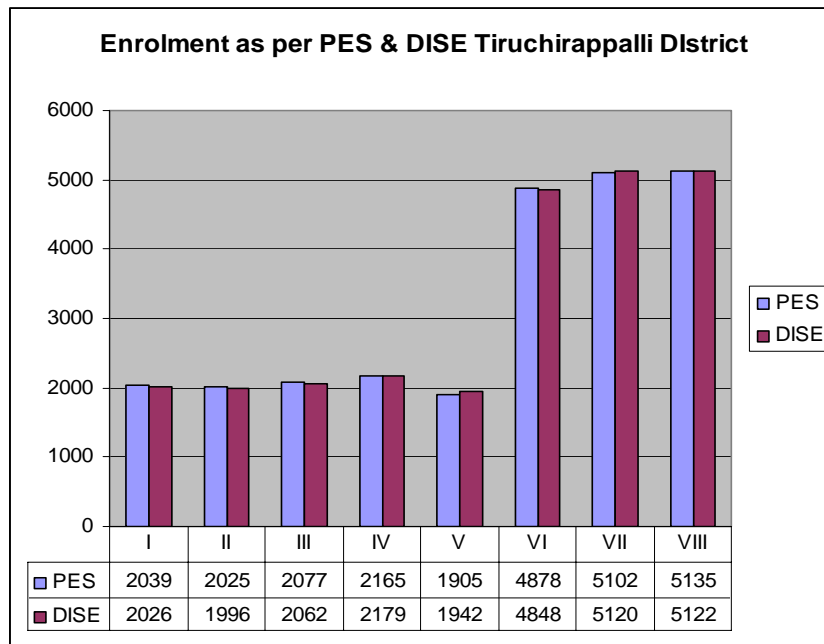
2.3.2 Enrolment by class

Class wise enrolment in the sample schools as per PES and DISE are presented for all the three districts in the table below.

Table 2.4

Enrolment by class as per PES & DISE

S.No	Class	Children Enrolled			SC Children Enrolled			ST Children Enrolled		
		PES	DISE	% Deviation	PES	DISE	% Deviation	PES	DISE	% Deviation
1	I	2039	2026	0.64	418	411	1.7	3	3	-
2	II	2025	1996	1.4	361	359	0.5	7	7	-
3	III	2077	2062	0.7	351	366	6.8	1	1	-
4	IV	2165	2179	0.64	396	401	1.2	4	5	20
5	V	1905	1942	1.8	333	342	2.6	1	1	-
6	Sub Total	10211	10203	0.07	1859	1879	1.06	16	17	5.8
7	VI	4878	4848	0.61	1092	1093	0.09	1	1	-
8	VII	5102	5120	0.35	1150	1147	0.2	1	1	-
9	VIII	5135	5122	0.25	1050	1067	1.5	5	6	16
10	Sub Total	15115	15090	0.16	3292	3307	0.45	7	8	12.5
11	Total	25326	25293	0.13	5151	5186	0.6	23	25	8



Regarding class wise enrolment of children at the primary and upper primary levels in Tiruchirappalli District, a maximum deviation of + 1.8 was observed at the V standard level and 1.4 at II standard level and the overall deviation is less than 1%. As for the enrolment of SC children, the maximum deviation of (+)6.8% was found at III standard class. There is maximum deviation of 20% was found in IV standard and 16% was found in VIII standard for the ST children enrolled in the Tiruchirappalli District. This deviation is a cause for concern and in further extra care should be taken while doing enumeration.

2.3.3 Repeaters

Class wise repeaters in the sample schools as per PES and DISE in the selected districts are presented in the table below.

Table 2.5

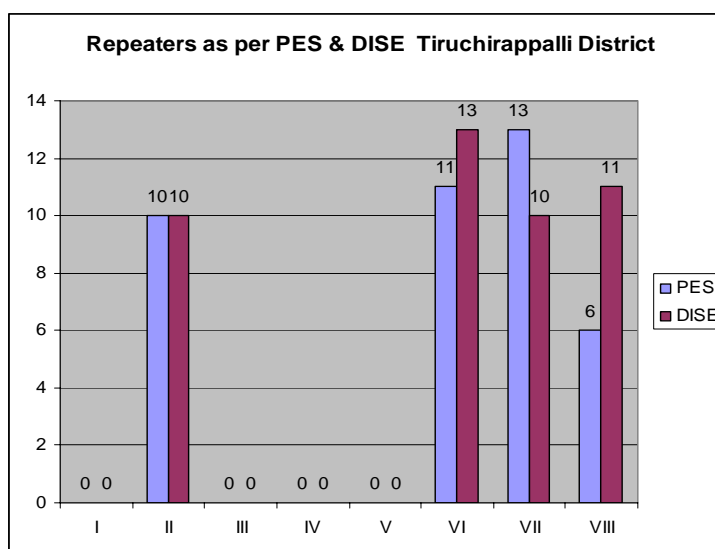
Repeaters by Class - Deviation as per PES

Total Repeaters by class as per PES								Total Repeaters by class as per DISE							
I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
-	10	-	-	-	11	13	6	-	10	-	-	-	13	10	11

Table 2.5 (Contd...)

% of Deviation as per PES

Total Repeaters by class as per PES							
I	II	III	IV	V	VI	VII	VIII
-	-	-	-	-	15.38	30	45



It is observed that a deviation of 15.38% at the VI standard level. In fact the actual variation is only two, that is, as per the PES data, the number is 11 whereas as per DISE data, it is 13. The Deviation observed in VIII Standard is 45% but the actual number as per DISE is 11 and PES is 6 and VII standard is 30%. However, considering the total number of repeaters in the District, this is negligible.

2.3.4 Students given free textbooks

Class wise number of children given free textbooks is presented in the table below.

Table 2.6

Class wise No. of children given free text books

I	II	III	IV	V	VI	VII	VIII
2039	2025	2077	2165	1905	4878	5102	5135

All the children in Government, Local Body, Private Aided schools were given free textbooks. However the children enrolled in private schools are not given free textbooks. Therefore the question of deviation does not arise.

2.3.5 Children with disabilities

Class wise number of children with disabilities as per PES and DISE in the selected sample schools are presented in the table below.

Table 2.7

Children with Disabilities – Deviation as per PES

Children with disabilities as per PES								Children with disabilities as per DISE							
I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
7	6	7	11	12	24	16	11	7	5	7	10	11	24	15	11

Table 2.7 (Contd...)

% of Deviation for children with disabilities

Children with disabilities							
I	II	III	IV	V	VI	VII	VIII
-	20	-	10	9	-	6.6	-

The percentage of deviation is highest which is (+) 20% in II std, (+) 10% in IV std, (+) 9% in V std, and 6.6% in VII std. However the children with disabilities are actually less in number.

2.4 Teachers in position

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers. The number of posts sanctioned for the schools are not known by the HMs in a few schools. However all the primary schools selected in the sample district are having at least two teachers but due to vacancy position, one teacher is continuing and another teacher is appointed on deputation basis from other schools with more than two teachers.

The number of teachers in position in the sample schools as per DISE and PES are given below.

Table 2.8

Teachers in position - Deviation as per PES

No. Sample Schools	No.Teachers as per PES						No.Teachers as per DISE						Deviation	
	Primary			Upper Primary			Primary			Upper Primary			Pri	Upp. Pri.
	M	F	T	M	F	T	M	F	T	M	F	T		
100	46	240	286	149	311	460	46	240	286	149	311	460	-	-

There is no deviation of the primary and upper primary level as per DISE & PES data.

2.5.1 School Facilities

The details of the type of buildings in which the selected sample schools are functioning is given in the table.

Table 2.9

Deviation in School Building Type

No. of schools by type of Buildings										%	
As per PES					As per DISE						devi
Pucca	Partially Pucca	Kucha	Tent	No Builg.	Pucca	Partially Pucca	Kucha	Tent	No Builg.		
100	-	-	-	-	100	-	-	-	-	-	

All the schools surveyed in the Tiruchirappalli district are functioning in 100% pucca buildings. There is no deviation from DISE data. It is also revealed that all the PES sample Government and Local Body schools are functioning in Government buildings only.

2.5.2. No. of Class rooms

The number of class rooms available in the selected sample schools are given in the table below. The number of classrooms is found more in PES than DISE. The deviation is 11%.

Table 2.10

Deviation in No. of classrooms

No. of Class rooms		% deviation
As per PES	AS per DISE	
1043	934	11.67

CHAPTER III

INVESTIGATOR FEEDBACK HIGHLIGHTS

3.1 Introduction

The team members were asked to collect data in the investigator's feedback schedules. All the team members furnished the data almost accurately. The information were computerized and the reports were also generated to highlight the real situation.

This chapter presents a report of data on frequency of visits done by the team in Tiruchirappalli District, teachers' response, availability and condition of records, children enrolled and those actually present on the day of the visit by the team and examination results.

3.2 School Visit

100 Schools in Tiruchirappalli District were visited once and no school remained closed on the day of the visit.

3.3 Teachers' response

Table 3.1

Status of Teachers' Response

Teacher Response				
Very Good	Good	Average	Poor	Very Poor
59	41	-	-	-

Head teacher / teacher was available at the time of visit. In all the schools in the District majority of the responses of the teachers ranged from Very Good to Good.

3.4.1 Availability of School Records

Table 3.2

Status of Availability of School Records

Availability of School Records				
Very Good	Good	Average	Poor	Very Poor
54	46	-	-	-

As far as the availability of records in the District, in 100 schools they are good and very good. The teachers of the selected sample schools produced relevant registers for verification and the registers were found to be updated properly.

3.4.2 Condition of records

Table 3.3

Status of updation of School Records

updation & condition of School Records	
Yes	No
100	-

Again it is seen from the table that the condition of the records and updating of records are highly satisfying to the investigators.

3.5.1 Children Enrolled & Attendance

Table 3.4

Class	As per PES Enrolment (as per record)						Attendance at the time of visit						Over all % of attendance
	Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	
I	997	1042	210	208	3	-	969	1010	182	202	1	-	97%
II	1003	1022	186	175	3	4	943	998	182	168	3	4	96%
III	1050	1027	185	166	1	-	1013	974	185	161	1	-	95%
IV	1010	1155	214	182	2	2	1029	1077	185	164	2	2	97%
V	908	997	171	162	1	-	905	978	178	155	1	-	99%
VI	2412	2466	620	472	1	1	2662	2075	580	433	1	1	97%
VII	2966	2136	672	478	1	1	2905	2110	551	433	1	1	98%
VIII	2953	2182	597	453	3	2	2890	2140	621	429	3	2	98%

The table tacitly shows in Tiruchirappalli District and for all the classes right from I standard to VIII standard the percentage of attendance of children exceeds 95% which is encouraging indeed. Thanks to the sincere efforts of SSA functionaries at all levels. Children's attendance in III standard is 95% and II standard is 96%. In I, IV, VI standard is 97% each and VII, VIII standard is 98% and V standard is 99%. But for the attempts by teachers, CRC coordinators, BRC supervisors and other functionaries such a high percentage of attendance is not possible.

When the report of the MI was discussed with the Secretary, MHRD while finalizing the SSA grant for Tamil Nadu state during Feb 2008 secretary explicitly expressed his happiness about the percentage of attendance. To quote him “ Tamil Nadu is a child- friendly state. Listening to the performance of Tamil Nadu was a treat officials to the ears”. This statement speaks volumes about the commitment of SSA.

The data obtained by the monitoring and evaluating team, the one as revealed by the PES record are very close to each other without much deviation. This crucial index of educational development is a matter of high elation for every one of us.

3.5.2 Examination Results

Table 3.5

Annual Examination Results

S.No	District	Class	Enrolled		Appeared		Passed		% of pass		
			B	G	B	G	B	G	B	G	T
1.	Tiruchirappalli	I	997	1042	997	1042	997	1042	100	100	100
		II	1003	1022	1003	1022	1003	1022	100	100	100
		III	1050	1027	1050	1027	1050	1027	100	100	100
		IV	1010	1155	1010	1155	1010	1155	100	100	100
		V	908	997	908	997	908	997	100	100	100
		VI	2412	2466	2412	2466	2412	2466	100	100	100
		VII	2966	2136	2966	2136	2966	2136	100	100	100
		VIII	2953	2182	2953	2182	2953	2182	100	100	100

In the Tiruchirappalli District the percentage of pass is 100. This reveals the hard work done by the teachers in ensuring one hundred-pass percentage in all the classes.

The key indicators of student enrolment, attendance and pass percentage show encouraging performance after the implementation of Sarva Shiksha Abhiyan.

CHAPTER IV

INVESTIGATORS SCHOOL OBSERVATION – HIGHLIGHTS

4.1 Introduction

All the team members were also trained to interview the teachers and to collect information through observation. The teams furnished information such as in-service training given to school teachers and heads in capturing data, using DISE format, details of duration of the training programmes organized, kind of resource persons who conducted such training courses, frequency of visits by BRTE in the last three months and number of teachers who attended in-service training programmes etc. in the observation schedules. The highlights are presented in this chapter.

4.2.1 DISE Training

One-day training was conducted for all school HM/teachers in charge of filling-up of DISE forms.

The table below shows that more than 100% of the teachers and heads had attended the DISE training organized at Block level.

Table 4.1

Centre wise Teachers' attendance in DISE training

No. of Sample Schools	No. of School teacher/HM attended DISE training at				
	Cluster	Block	%	District	Not attended training
100	-	16	100	Tiruchirappalli	-

4.2.2 Teachers who attended DISE training

Table 4.2

Teachers' attendance by No. of Training Days

(These teachers are in charge of filling up of DCF)

No. of Sample Schools	Training attended			
	One day	Two days	More than two days	Training conducted by BRTE& SO /Resource Persons/Both
100	20	37	43	

4.2.3 DCF/Concept

The Table below reveals that all the teachers / heads in this District who have undergone the training course have understood the DCF concept and it is seen that the concept and DISE format was explained quite clearly during the training.

Since DISE training is being conducted every year the HM and the teacher in-charge of filling-up-of forms are familiar with the concept and definitions.

Table 4.3

No. of Teachers who have understood the DCF & Concepts

No. of Sample Schools	No. of Teachers/HM understood DCF/Concept			No. of Teachers by understanding DCF & concepts
	Yes	No	Partly	
100	80	-	20	100

Though 80% teachers have fully understood DCF concept ,the rest 20% have only partly understood this points out to the need for additional training.

4.3.1 School visits by BRTE

Table 4.4

BRTE's School Visits

No. of Sample Schools	No. of schools visited by BRTE in the last 3 months					
	Not visited	One time	Two times	Three times	Four times	More than four times
100	-	-	-	-	-	100

From the table it may be inferred that all the schools selected for PES have been visited by the BRTE more than four times in the last three months. This is an evidence of commitment of BRTEs.

4.4 Teachers' in-service training

Table 4.5

No. of Teachers attended in-service Training

No. of Sample Schools	No. of teachers in position	No. of teachers attended in service training	Percentage of Attendance
100	746	746	100

The table shows that all the teachers have attended in-service training programmes. When many states have difficulty in training the teachers in service, it is a matter of high pride that almost all the teachers have undergone training. This will certainly boost the quality of teaching and teacher – child interaction. Training on a massive scale has been responsible for such a grand success as this.

CHAPTER V

FINDINGS OF THE SURVEY

5.1 Introduction

This project was intended to do a sample check survey of 5% of the schools in each block of Tiruchirappalli district, 5% of each category of schools i.e., Primary, Middle, High and Higher Secondary schools. Care was taken to select 5% of schools based on management category i.e, Government, Local body, Private aided and Private unaided. The sample consisted of 100 schools, all selected through circular random sampling technique. After an intensive training for one day in data capturing, the team was made to visit Tiruchirappalli District for verification of school related data.

5.2.1 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 is no discrepancy between PES data and DISE data and the PES data are matching with the DISE data.

5.2.2 School Particulars

The information relating to school particulars such as school category, type, management, year of establishment etc. are found correct and there is no deviation between PES & DISE data.

5.3 Teachers in position

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

5.4.1 Enrolment and Student Attendance

In all the classes from I to VIII standard, the percentage of attendance of children exceeds 95% which is an encouraging trend indeed. Children's attendance in III standard is 95% and II standard is 96%. In I, IV, VI standard

is 97% each and VII, VIII standard is 98% and V standard is 99%. But for the attempts by teachers, CRC coordinators, BRC supervisors and other functionaries such a high percentage of attendance is not possible. Thanks to the sincere efforts by SSA functionaries at all levels such as the SPD, DPCs, CEOs, ADPCs, AEEOs, BRC supervisors BRTEs, CRC Co-ordinators, teachers, and education volunteers.

Attendance rate of children, as we all know, is a crucial index of educational development and the figures do not show any deviation from actual enrolment, thanks to the honest functionaries who have given reliable data.

The attendance rate also reveals gender equity in general and community wise equity in particular. This indeed is one of the greatest achievements of SSA, which aims to achieve gender equity by 2010 both at primary and upper primary levels.

5.4.2 Examination pass percentage

In all the Schools in Tiruchirappalli district the percentage of pass is close to 100. From I std. to VIII std. The pass percentage ranges is 100. Here also there is no gender or community disparity in the results of annual examination.

5.4.3 Repeaters

The actual variation between PES and DISE data is very negligible.

5.4.4 Distribution of Textbooks

All the needy children have been provided with free text- books from I std. to VIII std.

5.4.5 Disabled Children

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

5.5 Teachers' Response

In general the cooperation and the response of the teachers were very good.

All of the teachers and heads of schools have attended the DISE training conducted at Block level.

The DISE training programmes of one-day duration each were much useful to the teachers to understand the DCF concept.

5.6 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 SSA. In almost all the schools, full co-operation was rendered during the sample check survey. Necessary registers/records were made available quite readily and were maintained in good condition with regular updation much to the delight of the team members. The team wishes to record the excellent cooperation rendered by the entire staff of SSA Districts, Head Quarters.

5.7 School Facilities

Classroom Building and Status of Buildings

There is no significant discrepancy between PES and DISE data regarding school facilities such as classroom and status of buildings. It is heartening to note that all school buildings were pucca in this District. Further the data regarding the number of classrooms as per PES is more than DISE.

5.8.1 Children Enrolled and Attendance

This District shows an encouraging trend in the enrolment with the percentage of attendance exceeding 95% from I Standard to VIII Standard. There is not much deviation of PES data from the DISE data as shown by the PES data. Children's attendance in III standard is 95% and II standard is 96%.

In I, IV, VI standard is 97% each and VII, VIII standard is 98% and V standard is 99%.

During the meeting of the Project Approval Board held, during March 2007 and February 2008 where the performance of Tamil Nadu with reference to SSA was shared with the Secretary, MHRD, after appraisal, the attendance issue was discussed. The secretary, MHRD was happy about the attendance percentage in Tamil Nadu which is a crucial index of educational development. There was very negligible deviation in the enrolment particulars of PES and DISE.

5.8.2 Examination Results

In Tiruchirappalli district the percentage of pass is 100. Though on account of no detention policy at the primary level, the percentage of pass is 100. This reveals the hard work done by the teachers in ensuring near one hundred pass percentage in all the classes.

The key indicators of student enrolment, attendance and pass percentage show encouraging performance after the implementation of Sarva Shiksha Abhiyan.

5.9 DISE Training

All the teachers and heads of schools selected in Tiruchirappalli District have undergone DISE training at Block level. DISE training programmes were of one day duration each. It is interesting to note that all the teachers and heads have understood the DCF concept which can be inferred from the absence of any major discrepancy between the DISE and PES data.

5.10.1 Data Quality

The quality of data regarding school particulars, infrastructure facilities (classroom and building), enrolment, attendance and pass percentage of children, teachers' response, availability and maintenance of school records, DISE training, in- service training, disabled children, repeaters and distribution

of books is very high and appreciable. The data discrepancy is only minimal, which shows the effectiveness of training in capturing relevant information.

5.10.2 Data Sharing

Reports have been generated at CRC, BRC and district levels and shared with offices of various departments for their use. Sharing of data goes a long way in ensuring overall quality of education providing opportunity for mutual learning.

5.10.3 Usage of Data

An encouraging trend is that the DISE data are also used for Monitoring and Planning at all levels.

5.11 Visit of BRTEs

The sincerity and commitment of the BRTEs in Tamil Nadu are revealed in the finding that all the schools in Tiruchirappalli District have been visited by the BRTEs more than four times in the last three months.

5.12 Teacher's in service Training

The greatest achievement of Tamil Nadu lies in the fact that nearly 100% of the teachers have attended in-service training programmes in Tiruchirappalli District. While several States are lagging behind in this component, the state of Tamil Nadu has made it possible to cover almost all the teachers.

5.13 General

The overall findings of the Post Enumerative survey are that the data captured through 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 SSA.

CHAPTER VI

SUGGESTIONS AND RECOMMENDATIONS

6.1. Introduction

The following suggestions and recommendations have emerged from the report given in the preceding five chapters.

6.2.1 DISE training

In order to have a holistic and meaningful picture of the achievement of Education for All Scheme (SSA), it is essential to give DISE training to the heads and teachers of all the government heads and teachers of all the government aided and unaided schools. Inservice 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 children can be obtained only with the teamwork of teachers of government aided and unaided schools.

6.2.2 Data collection and data processing

It is necessary to encourage the sharing of the data with all the VEC members and others facilitating school administration. This sharing of experience will strengthen the various components of SSA and mutual learning in overcoming problems.

Regular monitoring of data capture, data sharing and data usage will be helpful in filling the gaps in the implementation of SSA.

6.2.3 Data quality

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

6.2.4 Maintenance and Updation of records

As far as PES reveals that the HMs of the sample schools are maintaining all the records satisfactorily. In all the schools the maintenance is satisfactory.

6.2.5 Data sharing

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

6.2.6 Data usage – monitoring

DISE data are used very much in preparation of AWP&B; however data are not much used for monitoring.

6.2.7 Any other

SPO has created a very good school database which may be published in website for public access and for researchers.

6.2.8 General Observations

The Post Enumerative Survey of 5% of schools in Tiruchirappalli District was a soul – satisfying experience because when many states face the problem of data discrepancy, Tamil Nadu is an exemplary state in providing objective and holistic data.

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 for Education for All scheme due to the commitment of functionaries at all levels. However, there is no justification for any compliancy because the ASER and PROBE reports of 2008-2009 point to the need for focus on the quality of classroom instruction.

If this tempo is continued and extended for secondary education also, our great nation will be able to fulfil the vision of India as a self–sustained superpower by 2020.