



शिक्षा का अधिकार



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Post Enumeration Survey of DISE Data

Major Findings: 2009-10

*A Compilation
By
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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 external to data collection and SSA, with the basic purpose to examine the accuracy of DISE data. NUEPA has provided suggestive methodology and guidelines to analyse the data for carrying out PES. 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. In the present document a brief summary and an overview of the PES survey have been presented by my colleague Dr. Savita Kaushal, Assistant Professor, Deptt. of EMIS for which she deserves congratulations. I hope that the efforts made by the NUEPA will further help in improving the quality of DISE data.



Arun C. Mehta
Head
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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. Gautam Singh, DEO, 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
EMIS	Educational Management Information System
MIS	Management Information System
NPRC	Nyay Panchayat Resource Centre
PES	Post Enumeration Survey
PTA	Parent Teacher Association
SDMC	School Development Management Committee
SSA	Sarva Shiksha Abhiyan
TWD	Tribal Welfare Department
VEC	Village Education Committee

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Introduction

The Indian educational system is one of the largest in the world. There have been tremendous efforts to make the primary education compulsory for all the children. Various programmes have been implemented for the same. Every year funds are allocated for achieving the objective of universalization of the primary education. Planning as well as management of School education has primarily been a state subject although the central government also legislates in this area. The large size and complex educational structures across Indian states make the matters of policy making, planning and monitoring highly complex and complicated. Monitoring of the funds proper utilization and to keep a check on the needs of the schools is an important task and has to be facilitated at all levels of administration. DISE, is one of the most prestigious projects to create a comprehensive database on elementary education in India as developed by the National University on Educational Planning and Administration. The project covers both Primary and Upper Primary Schools across the districts of the country. The data regarding the elementary schools of the state is collected, analyzed and made available to all the concerned. This data is utilized for important planning activities, so it needs to be authentic. Since the utilization of the data collected is for a very important purpose, it becomes very important that data be authenticated.

The data collected and collated under 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 DISE 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 school as a unit completely eliminates computational errors that may usually take place at various levels of aggregation. Under DISE, the errors can still be committed at the stage of filling in of 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 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 filled in DCFs and by visiting 5% 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 checks of the software also provide 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 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 national data. The measures internal to the data

collection process all discussed above play crucial role in improving 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 data collection mechanism. Accordingly, NUEPA recommended all states to carry out Post-Enumeration Survey (PES) through an agency external to data collection and SSA to examine the veracity of data given in DCFs under 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 PES. The states were advised to engage external agencies that are not involved in the implementation of SSA like 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 per cent 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 5% 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
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
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
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 PES after data collection for PES is completed. The states are expected not to carry out any corrections in DISE DCFs on the basis of information provided for PES.

The agency undertaking PES is expected to analyze the discrepancies between 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 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 in the national data only if it is accompanied by 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 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 PES in 2007-08, and 2008-09 is given in Table II, III and IV respectively on the pages 3 to 7 of this Report.

The Guidelines for sample checking of the DISE data, Data Collection Format for five per cent random checking of DISE data and Investigator Feedback Schedule are enclosed in the Annexure).

The major findings of the PES reports of different States in the year 2009-10 are presented in this Report. In addition to this in Table V, 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, Ita Nagar	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, Raipu 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	SIEMT, 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, Vivkevardhini, 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 July6, 2008

Only reports for 3 districts were received by NUEPA

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

S.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
	Mizoram 2		01	03	20	-do-
14.	Manipur	09	02	07	48	Directorate Of Economics & Statistics, Government Of Manipur, Imphal
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

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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

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

S.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	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, Maharaja Sayajirao University of Baroda, Vadodara
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

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9.	Jharkhand	22	05	14	643	Midstream Marketing and Research Private. Limited (MMR), Neb Sarai, 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 DIET, Jalna Learning Links, Mumbai
	Maharashtra 2		01	08	93	
	Maharashtra 3		01	03	308	
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
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, Aligappa 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

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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

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), Directorate (Directorate of Economics and Statistics, Jammu and Kashmir), a Research Agency in some other state (Centre for Research Planning and Action for Punjab), a Private Local Body (SGI Enterprises, Shimla for Himachal Pradesh), and an Education Department (Mizoram). The job of carrying out PES was given to local NGOs in West Bengal (Society for Socio Economic Studies and Services). In Tamil Nadu, a University i.e. 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. In majority of the states, random sampling technique was adopted (e.g. Andhra Pradesh, Arunachal Pradesh, Assam, Delhi, Goa, Haryana, Jammu and Kashmir, Lakshadweep, Maharashtra, Sikkim, and Mizoram). In Assam the five percent sample was selected by SWSWOR technique using lottery method. In Tamil Nadu the random number was generated by using web site called www.random.org/integers with the help of random integer generator. The method followed was, a) command given about how many items were required, b) value given for both ends and c) click the choose random number selection. In Rajasthan all the schools were stratified into government and private sector schools and five percent of the schools were selected by systematic random sampling from these two categories of government and private schools

In Tripura mix of proportional stratified sampling and random sampling was used for selection of sample. 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. The sample included rural and primary schools as well as mix of primary as well as upper primary schools picked up through the process of stratified random sampling method. In the process of selecting five percent schools, simple random sampling method was used.

Certain States such as Chandigarh, Punjab adopted stratified random sampling technique to ensure that the sample represented both rural and urban localities and included all types of schools across school managements viz. government, private-aided and private unaided schools. In west Bengal the schools were selected by applying CSS method.

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 third or fourth week of September. They should also be oriented about the concept and utility of DISE data.

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

Improvisation of the DISE and PES Format

- 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 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 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 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.
- 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 DISE Training should be given to all Management Category Schools like Private aided and unaided and secondary and Higher Secondary schools. The DCF Training to the Head teachers of the above said category schools are 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 be made compulsory to all category schools.

- 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

- Because of the mushrooming of private school, the quality data is essential in order to plan the educational system in the state. DISE data should be made compulsory for schools under all managements. It should be made mandatory for all schools to register with DISE and get school code and regularly provide data for DISE.
- 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 the 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 DISE and PES should be minimized. States should be requested to initiate corrective measures in the light of findings and recommendations of the PES.
- MIS Unit at the district level should be strengthened and it be provided with sufficient staff.
- Better quality data can be given to district for making district report cards by involving the MIS in-charge at Block level.
- EMIS data should be compiled at BRC level also for better quality of data. In addition to this minimum of 10 per cent DISE data should be checked by BRC/NPRC coordinators.
- There are certain basic fields which remain unchanged which do not require up-dating every year. If possible the first page of the forms with DISE school codes, name of the school, address, year of establishment etc. can be personalized for each school and made available to them.
- Data capture format /DISE format should be designed in triplicate copies. Colour coded sheets with carbon may be designed within the format to keep the same copy of the data at school level. It would be more beneficial if the

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triplicate forms may be used so the same would also be retained at cluster level.

- There should be an MIS in-charge in every district. The efforts should be made for placement of functional MIS in-charge in every district for the period from June to March when the DISE work is at the peak. In case of computer education being part of the curriculum the Computer teacher could be given the responsibility.
- The major area of errors is data in enrolment section. There needs to be proper coordination between Administration section of the schools and teacher/Principal so that every new admission, transfer gets reflected timely in DISE data.
- The process of recognition of the schools should be considered complete only when school gets its code number generated at DISE office.
- Location needs to be specified by adding information related to the nearest railway and bus stand from the schools.
- It was observed during the field work that teachers consider the DISE information as a routine one and hence did not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data is always at stake. It is, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.
- The school, cluster, block and district report cards should be generated well in time after data entry so as to ensure the data authenticity of the schools could be cross checked. There should be dead set up and adhered to at all levels.
- 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 V: Five Percent Random Sample Checking of Data: 2009-10

S.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	3	Not mentioned in the Report	596	National Institute of Rural Development Ministry of Rural Development
2.	Arunachal Pradesh	16	02	9	28	SSA Monitoring Institute, Rajiv Gandhi University, Arunachal Pradesh Itanagar
3.	Assam	27	4	23	312	Department of Statistics , Nowgong Girls College, Nagaon
4.	Chandigarh	1	1	Not mentioned in the Report	20	Centre for Research in Rural and Industrial Development (CRRID), Sector 19-A, Madhya Marg, Union Territory Chandigarh
5.	Daman & Diu	02	02	06	10	Department of Planning and Statistics Secretariat, Moti Daman
6.	Goa	02	02	Not mentioned in the Report	90	Centre for Development Planning and Research (CDPR), 626 Narayan Peth, Pune 411 030
7.	Gujarat	26	05	All Blocks	332	Centre of Advanced Study in Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara
8.	Haryana	21	2	Not mentioned in the Report	50	State Institute of Educational Management & Training Haryana, Bhiwani
9.	Himachal Pradesh	12	02	Not mentioned in the Report	123	Sgi Enterprises Kumar Bhawan Below Cemetery Road, Sanjauli Shimla
10.	Jammu and Kashmir	14	02	19	119	Directorate of Economics and Statistics, Jammu & Kashmir Government, J&K SDA Colony, Bemina, Srinagar
11.	Lakshdweep	4	01	02	8	District Institute of Education and Training, Lakshadweep, Kavaratti, Department of Education
12.	Madhya Pradesh	50	04	27	492	Madhya Pradesh Institute of Social, Science Research, Bharatpuri Administrative Zone, Ujjain, Madhya Pradesh

Post Enumeration Survey of DISE Data

13.	Maharashtra 1	35	1	13	110	Social Work College, Malkapur, ta. Malkapur, Dist. Buldhana. Dadasaheb Dhanajinana, Chaudhari
	Maharashtra 2		1	12	99	
	Maharashtra 3		1	12	176	
	Maharashtra 4		1	8	87	
14.	Mizoram	8	2	06	35	Education Department Mizoram University Mizoram
15.	Orissa	30	6	Not mentioned in the Report	510	AMC Research Group 103-A, Friends Colony (East), New Delhi - 110065
16.	Punjab	20	20	Not mentioned in the Report	1504	Centre For Research, Planning & Action 16, Dakshineswar, 10-Hailey Road, New Delhi
17.	Rajasthan	33	03	17	395	Directorate of Economics and Statistics Jaipur, Rajasthan
18.	Sikkim	04	02	Not mentioned in the Report	27	Teesta Tendong South Sikkim
19.	Tamil Nadu 1	30	1	18	114	Department of Extension, Career Guidance and Students Welfare, Bharathiar University, Coimbatore
	Tamil Nadu 2		1	20	114	
20.	Tripura	04	3	Not mentioned in the Report	134	Deptt. of A. & A. Economics Tripura University
21.	Uttar Pradesh 1	20	02	Not mentioned in the Report	376	Giri Institute of Development Studies Aliganj, Lucknow 223024
	Uttar Pradesh 2	20	02	Not mentioned in the Report	343	G.B. Pant Social Science Institute Allahabad
	Uttar Pradesh 3	20	03	Not mentioned in the Report	400	Centre of Advanced Development Research 56-A, Chandganj Garden Lucknow
22.	Uttaranchal	13	13	39	480	Academy of Management Studies, Dehradun
23.	West Bengal	20	07	Not mentioned in the Report	1421	Society for Socio-Economic Studies and Services (SSESS), Krishanpur, Kolkata

SUMMARY OF PES REPORTS

Andhra Pradesh

- 1) **Agency that conducted the Survey:**
Centre for Equity and Social Development
National Institute of Rural Development
Ministry of Rural Development
Government of India
- 2) **Name of Investigator:** T. Vijaya Kumar
- 3) **Year for which the PES is conducted:** 2009-10
- 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—Anantapur, East Godavari and Karimnagar
- 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 include all type of schools. The representation of both rural and urban, different types of schools (by management) namely government, private, aided and recognized etc was ensured. Due consideration was also accorded to the schools located in SC/ST area. In each district, the schools were randomly selected from all the regions representing urban, rural and tribal and areas like SC population etc. In all, 596 schools were selected as the sample of the study.
- 9) **Major Findings**
 - The scrutiny of **DISE** data revealed that some of the schools had not provided proper information. It reflects that Head Masters and Teachers concerned did not have proper awareness on items of the **DISE** format.
 - The overall deviation of **DISE** data from PES data, in respect of all comparable items, is 7.49%, which is within the range of permissible percentage of deviation i.e. 10% and thereby giving a precision level of 92.51% for DISE data in relation to PES data.
 - Within the available comparable data, few schools did not provide the information on some of the items.
 - The highest deviation of data was noticed in status of school buildings, drinking water facility, management of schools, separate toilets for girls, condition of boundary wall availability of computers and children enrollment, teacher posts sanctioned, teachers in position, disability, repetition rate, availability of computers was not reported properly. Hence, it was felt difficult to establish deviation on such important variables.
 - As much as seven per cent of schools among 26% schools were not open at the time of survey causing lot of inconvenience. In order to collect data for these schools investigators had to visit second time.

- As much as 131 schools headmasters concerned were not able to provide requisite information pertaining to his/her schools though records were available.
- 173 schools were not maintaining the records properly resulting in non-capture of data.
- In 149 schools, it was observed that teachers were not on time to school for various reasons.
- 226 schools did not have photocopy of scrutinized DISE format though requisite instructions were given.
- In as much 232 schools display boards were not available.
- Still considerable number of schools was not having exclusive toilets for girl's children.
- Enrolment of girls, especially from ST community, was good when compared with the other category of the communities.

10) Suggestions

- More emphasis should be laid on issues like enrolment, retention, and dropout and attendance rate in the data capture format resulting in effective enumeration of vital statistics.
- Collection of data through 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 it can be appropriately utilized for planning the activities for next academic year.
- The school complex head masters, mandal educational officers, officers of district project SSA and DIET faculty should be given training on collection and utilization of DISE data and its all related software applications for proper planning and implementation of educational activities.
- All the teachers must be given proper orientation and awareness about the fact that based on this data the budgetary provisions of schools was made.
- Though this year scrutiny was undertaken by the school complex head masters, in most of the places it was quite casual. Hence this has to be re-looked and effective supervision and monitoring should be ensured at mandal and district level.

11) Investigator's Feedback / Conclusion

- In 465 schools headmasters were not able to provide the needful information and in 131 schools headmasters were unable to provide the required information.
- With reference to maintaining attendance register in schools, it was found that in 411 schools teachers were properly filling up the attendance registers and in the remaining 185 schools there was a lapse in properly filling the registers concerned.

Major Findings: 2009-10

- Approximately in 429 schools headmasters were having summary details of children in respective schools as well as habitations. In the remaining schools headmasters none of them were having access to needful data. In terms of school report cards, 364 schools were having school report cards and the remaining 232 schools did not have the school report cards.
- With reference to timely attendance of teachers in respective schools, it was found that only in 447 schools the teachers came on time where as in the remaining 149 schools teachers did not come on time.
- Out of 596 sample schools, only 370 schools possesses scrutinized photocopy of DISE filled in format whereas the remaining 226 schools did not have the scrutinized photocopy of DISE format. Similarly in 352 schools display boards were available and whereas in 232 schools display boards were not available.

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

Arunachal Pradesh

1) Agency that conducted the Survey:

SSA Monitoring Institute (SMI)
Rajiv Gandhi University
Arunachal Pradesh
Itanagar.

2) Name of Investigator: Prof. K. C. Kapoor
Dr. T. Lhungdim
Mr. P. K. Acharaya

3) Year for which PES is conducted: 2009-10.

4) Month in which report was submitted: 26th April, 2010.

5) Number of Districts in the State: 16.

6) Number and name of Districts selected in the sample: 02- Kurung Kumey, East Siang District.

7) Number of Blocks selected in each sample district and total number of blocks selected: Kurung Kumey -06, East Siang -03, Total= 09.

8) Sampling Methodology Adopted: The Kurung Kumey and East Siang districts were selected on the basis of their literacy rates. Out of these two selected districts of the state, the investigators selected sample 5 percent primary /upper primary schools by adopting the random sampling technique. The urban and rural based schools of both the districts were covered under post enumeration survey. 14 schools of the Kurung Kumey and 14 schools of the East Siang district were selected for data collection.

9) Major Findings/Observations

- The deviation between DISE data and PES data is 9.76% which is lesser than 10.5%, therefore, the average precision level of 29 items of the DISE data (90.24%) is acceptable.
- There are 19 items of the data which possess 0.0% to 7.14% degree of deviation and 92.86% to 100% precision level of DISE data. It means the majority of items possess least degree of deviation and high level of precision. The items of this category are: i) category of schools, ii) location of schools, iii) types of schools, iv) lowest classes in schools, v) highest classes in schools, vi) management of schools, vii) residential status of school, viii) non-residential schools, ix) shift schools, x) Teachers in position, xi) status of school building, xii) toilet, xiii) drinking water, xiv) play ground, xv) computer, xvi) furniture for some schools, xvii) no furniture, xviii) enrollment (2009-10), not part of shift schools.
- Items like category of schools, types of school, lowest class in school, highest class in school, management of school, status of school, building, playground etc. are having 0.0% degree of deviation and 100.0% precision level.

Major Findings: 2009-10

- The items like electricity, boundary wall, furniture for all schools fall under the category of average degree of deviation ,i.e. from 10.5% to 15.5% and the precision level from 84.5% to 89.5%.
- The items like children with disability, repeaters, examination result 2008-09 and enrollment 2008-09 possess very high degree of deviation and lowest level of precision of DISE data.
- The items like types of school building, conditions of classroom and number of blocks of the school building could not be compared because of the non-availability of data in the Data Capturing Formats of DISE.
- Overall deviation of DISE data from PES data came out to be 9.76% and the precision level is 90.24%, therefore the DISE data may be considered for making use of the educational plans and policies at the state and national levels.

10) Suggestions

- The training programmers are being organized for filling up of Data Capturing Formats. This training is limited to certain number of teachers and it was found that in some of the schools those trained teachers have been transferred. The data capturing formats are being filled up by some of the untrained teachers. Infact, the orientation programmed concerning the nature and use of DCFs need to cover a large number of headmasters and teachers so that the trained teachers are available for this purpose in every school of the district.
- The headmasters need to be given specific information that Data Capturing Formats are to be filled by the trained teachers only and these trained teachers may conduct a training programme for other teachers of the school, so that in the absence of a trained teacher any other teacher can be helpful.
- The headmasters/teachers feel that it is an additional burden to them and sometimes found it difficult in providing the required data. The headmasters/teachers need to be given an understanding that supplying of educational data of the school is mandatory and it is a part of their job.
- The headmasters need to be advised to keep

11) Investigators Observations / Conclusion

- The investigators obtained the PES on the day of the first visit to all the schools in both the districts. All the schools were found opened on first day itself.
- The headmasters and the teachers of the schools were found co-operative in providing the required PES data. The initial response was very good and it was recorded 53.57% and 28.57% headmasters and teachers were found good in their initial response. There were 3.58% teachers who really did not respond properly.
- The headmasters /teachers were in a position to supply the data, some around 35% took a little more time and 65% headmasters or teachers were comfortable in supplying of the PES data.

- The records were available in the schools, but, there is a need to maintain them properly. Hardly 22% schools of the selected sample possessed the records in good/very good conditions. The conditions of the record needs to be improved.
- The headmaster/teachers need to be advised for compiling the data in one register. Some around 50% schools do not maintain the data in a single register rather than the data taken out from different registers.
- The headmasters/teachers need to be instructed for having year end summary of the school records of various item so that year-wise data may be supplied easily.
- The report cards were not found in any of the school. The headmasters/teachers need to be provided a kind of training for this purpose
- A very few number of schools keep the photocopy of completed Data Capturing Formats for their purposes.
- Attendance of the teachers and their punctuality needs to be paid attention.
- Furniture of the schools is in very poor condition and students and teachers are facing problems.
- The students in Kurung Kumey district did not receive the mid-day meal in any of the school and the schools in East Siang district provided MDM twice/thrice a week.

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

1) Agency that conducted the Survey:

Department of Statistics
Nowgong Girls College, Nagaon

2) Name of Investigator: Dr. Biman Kumar Bhatta

3) Year for which the PES is conducted: 2009-10

4) Month in which 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, Barpeta, Golaghat, Hailakandi, Sonitpur

7) Number of Blocks selected in each sample district and total number of blocks selected: Barpeta=8, Golaghat=5, Hailakandi =3, Sonitpur =7, Total = 23.

8) Sampling Methodology Adopted: The investigation of five percent sample checking of DISE data 2009-10 was carried out in the four districts of Assam viz. Golaghat, Sonitpur, Barpeta and Hailakandi covering 312 governments, provincial and recognized schools.

A three stage sampling design was adopted in the present investigation. The identified districts were the First Stage Units, educational blocks under the selected districts were the Second Stage Units and the government, provincialised and recognized schools in the identified blocks under the selected districts constituted the third and ultimate stage unit for the investigation. Out of the ultimate stage units from each of the second stage units from each of the first stage units a 5% sample was selected by SWSWOR technique using lottery method.

Thus there were eight numbers of sample blocks in Barpeta district, five numbers of sample blocks in Golaghat district, three numbers of sample blocks in Hailakandi district and seven numbers of sample blocks in Sonitpur district, covering a total of twenty three blocks from the sample districts for the study.

9) Major Findings:

- As far as school particulars were concerned, 'Year of establishment' showed a variation of 18.59% between DISE data and survey data.
- As far as staff details of primary school were concerned, the variations were very much within permissible limits. Larger variations were due to either retirement/transfer or misinterpretation of the definition.
- In case of facilities in school, slightly significant variation between DISE and survey data was noticed in certain facilities such as common toilet, girls' toilet, boundary wall condition and seating arrangement.
- As regards total rooms in the selected schools was concerned a very little variation was found. However, as regards condition of class rooms and other rooms, was concerned there was high to very high variation.

- All the variations in relation to enrolment in all categories of schools were under permissible limits. The minimum variation was 0.17 percent and the maximum was 6.62 per cent.
- Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and found to be 0.94. Similarly, the validity index was also found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.
- As far as enrolment of overall SC, ST and OBC students was concerned, the variations were under permissible limits, except in the case of upper primary schools, where enrolment of OBC students showed significant variation.
- In case of disabled students, the variations were found to be small.
- Smaller variation existed in case of repeaters in all classes within school categories besides few exceptions.
- All head teachers' initial reactions towards the investigators were positive except some 2.24 percent.
- All the head teachers' response to provide information was positive except in some 4.17 per cent.
- About 8.87 percent of the head teachers of sample schools of selected districts follow poor or very poor record keeping system.
- In 13.78 percent schools, the field investigators were facing problem in getting the required information from the school.
- 66.67 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled.

10) Suggestions:

Improvisation of DISE and PES Formats

- DISE DCF needed to be kept simple and short, School particulars, post sanctioned; budget release etc should be collected through the block level functionaries.
- Some queries about EMIS unit in the district level should also be included in the PES format.
- Format for both DISE DCF and PES should be same, which facilitate proper analysis of the overall report.
- A trial version of DISE database software needs to be provided to the research team of the PES for easy comparison and analysis of DISE and PES data.

Capacity building

- Assistant teachers may not be aware of the latest development in the field of education and the aims and objectives of DISE. Therefore, periodical training should be organized for assistant teachers.

Major Findings: 2009-10

- Training programmes need to be taken up seriously and with missionary zeal. In this regard help of professionals and personnel conducting PES may also be taken.
- Training on DISE needs to be taken up in multiphase manner like the training of election personnel, the last phase to be conducted one week before the actual filling up of DISE DCF.
- Teachers should be trained at the beginning of the academic year about record keeping procedure and they should be motivated to record the information properly and in time.
- Head teachers should be provided with format for year end summary details of children and a copy of it should be collected at the end of the academic year by the SSA.
- Problems of single teacher need to be conceived by the authority and immediate steps should be taken in this regard.
- BRCCs and CRCCs should be trained regarding the nature and objectives of various types of school data and their use in overall planning of education administration.

Ensuring better data

- DISE Code as well as year of establishment of school should be indicated in the sign Board as well as Display Board of the school.
- It should be made mandatory for the Head Teachers to keep a Xerox copy of the filled in DISE DCF in the school only.
- It should be made mandatory for the class teachers to prepare the attendance of learners at the end of every month indicating the number of boys, girls, SC, ST, OBC, General disables, repeaters etc. A duplicate of this account should be submitted to the Head Teacher every month.
- During visits, BRCCs, and CRCCs are to check the monthly account of attendance on both the papers and sign on it. An account of schools doing this practice properly are also needed to be kept and to show it to all the teachers that he/she keeps the record of this good practice.
- PES of DISE data needed to be continued as a feature of educational planning.
- Scrutiny of filled in DISE DCF should be made in the cluster level.
- A photocopy of the filled in DISE DCF should also be kept with the CRCCs for checking and maintain the truthfulness of recorded data.
- It should be made mandatory for all the HTs to keep the record of repeaters, new admissions and transfer of students along with all other necessary information in standard format. SSA may develop the format and supply to all the schools.
- There should be some provision of punishing school authorities who provides misleading information.

11) Investigator's Feedback / Conclusion

- The DISE data were more or less reliable and valid.
- Record keeping system in the schools need to be channelized and a format should be developed.
- Trainings about DISE should be provided to the assistant teachers also.
- Disciplinary action should be taken against those school authorities, who provide misleading information.
- Photocopy of filled in DISE DCF should be kept with the HT as well as at CRC.
- School Report Card should be provided to the schools and responsibility for this needed to be entrusted on the CRCC/BRCC.
- DISE DCF may be composed in regional languages to facilitate easy understanding of the requirements of DISE.

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

CHANDIGARH

1) Agency that conducted the Survey:

Centre for Research in Rural and
Industrial Development (CRRID)
Sector 19-A, Madhya Marg
Union Territory of Chandigarh

2) Name of Investigator: Madan Mohan Singh

3) Year for which the PES is conducted: 2009-10

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

7) Number of Blocks selected in each sample district and total number of blocks selected: 01, Total = 01

8) Sampling Methodology Adopted: A representative sample of 20 schools was drawn from a list of 177 schools by adopting stratified random sampling technique. The sample comprised primary, middle, high and senior secondary schools (model as well as non- model schools). It was also ensured during survey that the sample represented both rural and urban localities and included all types of schools across school managements viz. Government, private-aided and private unaided schools.

9) Major Findings:

- The overall deviation of DISE data from PES data for all comparable items taken together was 2.94 per cent in all sample schools.
- The difference in overall enrolment at both primary and upper primary levels between DISE and PES data was less than 1.26 per cent for boys and girls and the percentage of schools in which the DISE figure matched exactly with PES was more than 31 per cent and 47 per cent in upper primary classes.
- The difference in total number of repeater enrolment in primary and upper primary level between DISE and PES data was 5.83 per cent for boys and 30.88 per cent for girls in primary and 20.06 per cent for boys and 15.83 per cent for girls in upper primary level. The percentage of schools in which DISE data matched with PES data was more than 42 and 37 per cent for boys and girls, 32 and 49 per cent for boys and girls in both primary and upper primary level.
- There is absolutely no difference between, DISE and PES data in respect of school category, type of school, lowest class, school management, location of school, building part of shift school.
- In 90 per cent of the schools the highest class matched with DISE data while in 95 per cent of schools the residential status of the schools matched with DISE data.

- DISE data and PES data exactly matched with each other with regard to status of school building.
- DISE data regarding availability and source of drinking water facility exactly matched with PES data.
- In case of seating arrangement for students. DISE data matched with PES data in 85 per cent of schools. For boundary wall, DISE data matched with PES data, in 90 per cent of the schools.
- The difference in the total number of boys and girls enrolled, appeared and passed in examinations of class Vth and VIIIth between DISE and PES data is less than 2 per cent. Figure relating to difference in enrolment of boys and girls remaining 1.49 and 1.83 per cent. Similarly, with regard to appearance in examination, the difference in two sets of figures were 1.50 and 1.84 for boys and girls in Class Vth. For this class, the pass figures differed by 2.81 per cent for boys and 1.62 per cent for girls. In class VIIIth boys and girls differed by 0.76 per cent and 1.52 per cent between DISE and PES statistic. With regard to appearance of boys and girls, the difference 1.22 per cent and 1.54 per cent. For this class the pass figure differed by 1.34 per cent for boys and 2.03 per cent for the girls.
- The pass percentage in class Vth was 94 per cent for boys and 96 per cent for girls while it was 84 per cent for boys as well as girls in VIIIth class. This exactly matched with DISE data.
- In DISE DCF it was found that in one school class Vth result were not filled and in other school results of class IVth and VIIth were given instead of class Vth and VIIIth and both the DCF were signed by cluster resource coordinator.
- More than 84 per cent students in primary and 86 per cent students in upper primary classes were present on the day of investigator visit to school.
- Initial reaction of principal/head teacher towards the investigation was quite satisfactory in 85 per cent of school, while in 15 per cent schools, it was average.
- The response of principals/head teacher to provide information was quite positive in 80 per cent of schools while, in 20 per cent of school, it was average.
- In 75 per cent of the schools, the records were readily made available to the investigators.
- School report card and photocopy of DISE DCF were available in all sample schools.
- The data regarding enrolment and pass percentage were available in 90 per cent of the schools.
- The data regarding enrolment and other details in single register was available in 75 per cent of schools.
- The difference in the number of post sanctioned and teachers in position between DISE data and PES data was 7 per cent and 21 per cent respectively. It was 4 per cent and 23 per cent in government schools.

Major Findings: 2009-10

- 25 per cent of principals/head teachers were having experience of less than or equal to one year as principal in the school. 35 per cent were having experience of 2-3 years and 30 per cent were having experience as Principal from 9-27 years.
- 55 per cent of principals/head teachers were having educational qualification in Masters of Arts/Science/Commerce and B.Ed and 15 per cent Master of Arts/Science/Commerce and M.Ed.
- Only one head teacher (5%) was Matric with JBT.10 per cent of principals/head teachers were having M.Phil/Ph.D. as highest academic qualification.
- Teachers in all sample schools came in time.
- Attendance register were properly maintained in all schools and were kept in almirahs.
- Display boards were available in all the sample schools.
- The principal had the year end summary details of children for all grades in all sample schools.
- Mid-Day Meal facility was available in 13 sample schools, all of these schools had primary and upper primary classes. Of these, 12 schools were government schools and one school was government aided school.
- Quality of Mid-Day Meal served to the children was very good in all schools.
- It was noticed during the survey that some of the recognized schools nearby the sample schools were missing like: CRB Public School, sector-7, S.D public school, sector 19-C, Guru Nanak Public School, sector-37, Bal Niketan High School, sector-37, Gurukul Global School, Manimajra, Montessori School, Manimajra, Lohia International School, Manimajra from the list of recognized schools prepared by the Education Department.

10) Suggestions:

- Definition of the terms used in DISE DCF should be given, wherever necessary, in order to minimize the conceptual errors on the part of respondents.
- In some schools it was observed that the head teachers/principals were not aware about the purpose and importance of the information asked, and treated it as routine activity. It is recommended that they should be informed about the need, importance and utility of the DISE data on a regular basis. It will be more appropriate to outsource the entire DISE training to any well-experienced and professional agency.
- DISE training conducted once in a year is not sufficient for getting all the doubts cleared from the minds of teaching staff. It should be conducted twice in a year. Preferably just prior to DISE data collection so that there is no time gap between training and data collection exercise.
- In order to improve the quality of data and have an insight of variation, it is proposed that sample size should be increased.

- BRCs/CRCs are to handle the data capture formats and those functionaries must also have the full knowledge regarding nature and objectives of the various type of schools data.
- Data on variables like school established, number of posts sanctioned for teaching and non teaching staff are generally not available at school level. So the authorities should make this information available to schools before the DISE data collection exercise.
- DISE data should be collected in the month of October and completed by December, and the PES survey should be done in the month of December.
- CRC should thoroughly scrutinize each DCF and give its feed-back to respective schools under its jurisdiction properly.
- The format of both DISE survey and PES survey should be the same as it would help in getting proper analysis of overall situation report.
- DISE format filled by the teachers in schools should further be checked properly by the concerned CRC, so that inconsistency of data can be removed. It was noticed that in DISE DCF some aspects have been left blank and without Head Teachers signature DCF has been countersigned by CRC Coordinators. So care should be taken in future.
- CRC Coordinator must ensure that each school in his/her area is reported to the education department so that no school is being left in survey.
- DISE code of school should be written on the sign board of every school.

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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

Daman and Diu

- 1) **Agency that conducted the Survey:**
Department of Planning and Statistics
Secretariat,
Moti Daman: 396220
- 2) **Name of Investigator:** Dr. S. D. Bhardwaj, Assistant Director, Department of Planning and Statistics Secretariat, Moti Daman: 396220.
- 3) **Year for which PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** November, 2010
- 5) **Number of Districts in the State:** 02
- 6) **Number and Name of the Districts selected in the sample:** 02—Daman & Diu
- 7) **Number of Blocks selected in each sample district and total number of Blocks selected:** Daman-04, Diu-02 Total-06
- 8) **Sampling Methodology Adopted:** Out of total number of 108 schools in both the districts, about five percent schools (06 in number) from each district were selected by simple random sampling (04 schools in Daman and 02 schools in Diu).

Besides collecting the key information for verifying the accuracy of DISE school level data, the sample checking format also covered the 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 of CRC coordinator etc. The DISE formats were available in respect of all the sample schools. The data given in these formats was 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. Educational Department, Tribal Welfare Department, Local body, Private aided, private unaided or other

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 was the same. In the parameter “Type of school and Management” no difference was found and both the data were same.

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 difference between the PES and DISE data.

School Particulars

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

Teacher in Position

- Teacher in position data were almost the same.

School Facilities

- The DCF from school showed school facilities. Sample survey findings were also the same.

Class Rooms

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

All Student Enrolment Data

- Minor difference was found in the current enrolment as per the data checked by the agency.

Type of Schools

- Out of 06 sampled schools in Daman and Diu Districts, there was complete matching as regards type of schools was concerned.

Category of Schools

- The DISE data matched with the survey data of 06 schools.

Availability of Display Board

- All the schools have proper display board.

Attributes Pertaining to the Principal/Head teacher and Investigator

- Interaction of headmasters with surveyors was found to be very good.

Pupil's Attendance on the Day of Survey

- Overall 94 percent of boys and 96 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.

Major Findings: 2009-10

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.

GOA

- 1) **Agency that conducted the survey:**
Centre for Development Planning and
Research (CDPR)
626 Narayan Peth, Pune 411 030
- 2) **Name of Investigator:** Y. P. Thakar
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 02
- 6) **Number and name of Districts selected in the sample:** 02,
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** For selecting 5% sample schools for checking, complete list of all Government and aided private primary and upper primary schools, was collected from Goa Sarva Shiksha Abhiyan (GSSA). Based on this list, 5% sample schools were to be selected by simple random sampling method. There were 1100 primary schools in all. Out of them 923 i.e. 84% were government primary schools while the rest 177 i.e. 16% were aided primary schools. Similarly there were total 417 upper primary schools; out of which 125 i.e. 30% were government schools and remaining 292 i.e. 70% were aided upper primary schools. It was therefore expected to select 55 primary and 21 upper primary schools total 76 schools at 5% of total number.

Though 93 total schools were selected, in actual practice however a target of 90 schools was decided upon for collection data, leaving a margin for some schools, where information may not be available. Thus it was decided to collect data of minimum of 76 and maximum of 90 schools.
Representation of all types of schools was kept in mind to ensure that the sample schools were selected:
 Primary - Upper Primary
 Taluka - District
 Rural - Urban
 Govt. - Aided

Similarly while selecting the schools, alternative sample schools were thought about, and accordingly for every selected school alternative sample school was also selected.
The list of the selected sample schools was got approved from the project Director GSSA.
- 9) **Major Findings:**
 - **School Particulars:** Five attributes as under, were compared and results thereof are shown below. With a few exceptions, there were hardly any deviations. However the while filling in the forms by using codes, there appeared lack of understanding in some cases.

- **School Particulars:** Deviations were noticed even in respect of government grants. Similarly deviations in respect of instructional days were also quite significant. Such deviations were noticed in case of 32 schools. Variations in the number of instructional days were large, varying from 100 to 222. There appeared a misunderstanding about the meanings of instructional days and other working days; which seems to be reason of this variation. Similarly deviations were also noticed in repeat of the number of teachers, in the data of 24 schools. These sorts of deviations were not expected from the schools. At least there should not have been any deviations in respect of the number of regular teachers. Deviations in respect of the number of para and temporary teachers if any can be understandable, but the some in case of regular teachers are not acceptable.
- **School Buildings / Facilities / Equipments etc.:** There is a lot of confusion in respect of Number of Class Rooms, Number of other Rooms and Conditions of Rooms. This confusion had arisen probably because of joint use of these rooms by different wings such as primary, upper primary and high school etc. Large number of deviations was observed in case of the number of rooms. Information about the conditions of the rooms was also not properly filled. Number of rooms mentioned against this attribute (conditions of rooms) was not tallying with that mentioned against total number of rooms, in some cases. Some schools had included the number of rooms under construction in the total number of rooms. It is considered that proper allocation of the rooms to different wings should have been made by the schools, before filling in data in the forms against these attributes. While giving information pertaining to boundary walls use of appropriate code had not been made by some schools. Similarly there appeared some lack of understanding about the difference in the meaning of working computers and functional computers. This appeared to be one of the reasons for variation. If there were high schools attached to primary and upper primary schools, the computers of the high schools appeared to have been shown against this attribute of primary and upper primary schools. As regards, medical check up, it was seen that, though the forms filled earlier did not indicate any information against this attribute, during field visits some schools stated that medical check up had been done. No deviation was noticed in respect of electricity connections. But in respect of drinking water source, errors had appeared because of inappropriate use of codes while filling in the data against this attribute.
- **Enrolment Data:** This is the most important data of DISE. It was expected that, this should be based on records of the schools. When this enrolment data was cross checked from the original records of the schools by visiting them personally, it was seen that it does not tally with the records of some schools. These errors had occurred despite the fact that the number of students enrolled were very small. Differences in the figures were observed in case of 27 schools out 88 sample schools. Percentage of deviation worked out to 30.68%. It was realized that, these errors had occurred in schools having different wings, such as primary, pre-primary, upper primary and high school etc., because the enrolment data pertaining to all different wings was included while filling in the data sheets. Again it was also noticed that while giving the category wise break-up, errors had occurred in their totals. If the category wise break- up data was checked separately. No errors were noted in the same.

It was therefore seen that this data was not filled, in the prescribed forms with due care. Further, when the total enrolment was checked with age - grade wise enrolment, similar mistakes were noticed in the same. The information furnished in Block E of DCF form did not tally with that given by the same school in block F regarding Age - Grade wise enrolment. During this 5% sample checking survey, these errors are noticed in respect of 14 schools out of 88 sample schools. In fact there are clear instructions that totals in Blocks E and F of DCF form should be same. But in spite of these instructions, errors have occurred in the same. This is an indication of casual approach of school towards the task of furnishing DISE data. When CDPR approached schools for collection of sample data, 3 schools did not provide the age grade wise enrolment data for want of records. Hence this data could not be compared in respect of only 85 schools. It was seen that, there were deviations in the data submitted by the schools in DCF and that collected by CDPR for sample checking in block F, in respect of 35 schools. The percentage of deviation worked out to 41.17%. As stated above differences were noticed between in Block E data of DISE and Block E data of that collected by CDPR. In addition differences were noticed in data of Block E and that in block F of DISE data (DCF) form.

- **Number of Teachers:** The data in respect of the number of teachers, filled in Block C of the DCF was scrutinized during this sample checking. It was noticed in the case of 21 out of 88 samples of schools i.e. in about 24% schools, there were differences. These differences, it seemed, had occurred in respect of schools having different wings like primary, upper primary or high school etc. Instead of giving information about each wing or category of school separately, some schools had furnished information for all categories together. Same thing had happened in case of number of teachers in the school. Not only did the number of teachers not match but the names of teachers also did not match in case of a few schools. It was also observed that proper codes were not used while furnishing this data. For answering the question about the classes/ grades / standards taught by the teachers, proper care was not taken for using proper codes. Where there were many wings / branches some schools were found to have furnished information, especially about the number of teachers, and other information of the teachers pertaining to each branch separately.

- **Most Common Shortcomings or Errors Found During The Survey**

Following common shortcomings were noticed during the survey, in the DISE data submitted by the schools to the SSA.

- ✓ It was expected that the schools would use the codes for filling in the forms of DISE data. It was however seen that the prescribed codes had not been used carefully by the schools while filling in the information in the data sheets. It is necessary first to understand the meaning and purpose of using the recommended codes and then make their use for filling the data sheets properly.
- ✓ There were some schools having all wings from pre-primary, primary, upper primary to high school etc. Some of these schools had submitted the data for all the wings collectively. In fact in the SSA, information pertaining to pre-primary and high-schools was not expected to be collected. But some schools had submitted that information also. Due to

this basic misunderstanding on the part of the schools, many errors had occurred in submission of data in respect of numbers of classrooms, teachers, computers and results of examinations etc. Sometimes it may be difficult to separate out the numbers of classrooms used for different wings; as well as the numbers of teachers teaching in different wings; as there is always a possibility of use of classrooms and teachers for two or more wings simultaneously the school authorities can however categorise these common resources wing wise and then submit the proper data pertaining to the respective wings accordingly. This common error occurring in such multi-standard schools was specially noticed during the survey.

- ✓ It was observed that there were major errors occurring in respect of number of classrooms and other rooms and their conditions. Some were about use of inappropriate codes while some others were in respect of wing wise categorization of class rooms and other rooms.
- ✓ Similar errors were noticed in respect of number of teachers. These errors might have been occurred because of the confusion about the allocation of the teachers working simultaneously in both primary and upper primary wings. It was therefore necessary to issue definite instructions in such cases.
- ✓ It is seen that schools had not taken proper care while filling in the data regarding medium of instruction-wise enrolment. It was expected that the data was being furnished according to the medium (language) of instruction. But schools had mentioned all the languages taught in these schools. If the medium of instruction had been English or Konkani, enrolment data should have been supplied accordingly. The schools had supplied information about other languages like Hindi, Sanskrit and Marathi, even though they were not the mediums of instructions.
- ✓ The most important matter is about the method of filling in the forms. Forms filled in by some schools were very neat, legible and without any crossing or over writing etc. Block letters were used for filling the same. Orderliness or neatness of these schools was certainly praise worthy. But some other schools had filled in these forms very casually. These forms were written in illegible and shabby manner. There are lots of crossing out or over writing in the same. The information sought to be filled in was not very large; and in most cases record of the information was available with the schools. Even then the errors had occurred. It is necessary to see that the forms were filled in a very systematic manner in a neat and legible hand.

10) Suggestions:

- Main reason for these discrepancies appears to be lack of proper training to the teachers / staff members responsible for furnishing the required data. Basically it is necessary to impress upon the trainees, the purpose of collecting this data and how the same is going to be made use of. It is necessary to see that these trainees look towards this task more positively and furnish the accurate data. Presently this task is treated very casually and is done in, disinterested manner just because the headquarters has asked them to submit this data. During this training, efforts are required to motivate them to take active interest in furnishing accurate and exact data asked for in the national

interest. It is observed that the technical details of the information and nature of the information needed, to be furnished are properly explained during the training. But simultaneously it is necessary to press on trainees, the importance of accuracy and logical correctness of the data to be furnished. For this it is necessary to give motivational training to these trainees. Further this training is required to be imparted at cluster level or block level, and the number of trainees should not be more than 30 or 40.

- It is necessary to change the attitude in respect of all concerned, right up to district or state level. More serious thought is required to be given to this important topic. The following improvements are needed in the entire process. Fixing a definite timetable and strict implementation of the same. If this timetable is strictly adhered to then it will be possible to send the DISE data well in time to the central office, which will be useful for further planning.
 - Scrutinizing the data sent to CRCC and BRCC levels thoroughly and back checking the same.
 - Coordinating all activities at block level and maintaining them continuously and removing obstacles / hurdles met with at any stage.
 - Scrutinizing all data at block level once again thoroughly.
 - Checking and cross checking the data entry work, as it is equally important. It is necessary to give proper training to the data entry operators also. Their role should not be limited to just entering the data received into computers, but they should be trained to conduct consistency checking of the data.
- Goa state is a comparatively a small state. There are only 11 blocks and 2 districts in the state. Hence as regards SSA, the state HQ has to assume full responsibility for reporting about SSA in the entire state. It is considered that there is a need for decentralization and improvement in the present conditions by entrusting some responsibilities to CRCC and BRCC such as thorough scrutiny, entry and compilation of the data.
- Further it is considered that the role of the Statistical Officer from the Planning Department is required to be extended to include keeping watch on data collection activity. Presently the concept of collection of meaningful data is entirely missing in the method followed.
- There is need for establishing an effective monitoring system for all the DISE activities in this program. The monitoring is needed in respect of various items such as total number of schools, the number of schools who have submitted data, follow up in respect of remaining schools, method of scrutiny, system of sending filled in forms, registration of forms sent and received, follow up of data entry operations, etc. At present there is total lack of coherent co-ordination at all levels in this respect. Considering all the aspects referred to above, it is felt that it is certainly possible to accomplish very easily the improvements in the entire process, if the suggestions made herein are followed sincerely.

11) Investigator's Feedback / 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
Faculty of Education and Psychology
The Maharaja Sayajirao University of
Baroda, Vadodara

2) Name of Investigator: R. C. Patel

Kashyapi Awasthi
Rugi P. A

3) Year for which the PES is conducted: 2009-10

4) Month in which report was submitted: Not mentioned in the Report.

5) Number of Districts in the State: 26

6) Number and name of Districts selected in the sample: 05, Banaskantha, Dangs, Jamnagar, Navsari, Rajkot

7) Number of Blocks selected in each sample district and total number of blocks selected: All blocks.

8) Sampling Methodology Adopted: Five districts namely Banaskantha, Dangs, Jamnagar, Navsari and Rajkot were selected by GCPE purposively as they were never included as the sample for similar study conducted till now. The list of schools in the selected districts was procured. From each block of all the districts, 5% of school was selected. In cases where percentage of the total school were less than five, a minimum of five schools were selected from that particular block which resulted into total of 334 school as the sample for study. The initial sample of 334 was reduced to 332 for the analysis of data, due to the distinct reasons.

9) Major Findings:

- The level of consistency was observed to be good with respect to the following variables in all the districts: distribution of schools by category and distribution of schools by type of school. While the variables which showed consistency in most of the districts was: distribution of schools by qualification of principals/head teacher, distribution of schools by the year of establishment, distribution of schools by lowest and highest class in the school and distribution of schools with respect to staff.
- Inconsistency was observed in all the districts with respect to the distribution of schools by experience of principals / head teacher in present schools, distribution of schools by management and grade wise examination results of current and last academic year. The level of inconsistency differed for different variables within the district and among the districts.
- In 94% of the schools across the sample districts there was a provision of midday meal while in 5% schools there was no provision for mid-day meals and for 1% the response was not obtained. Of the sampled five districts, in Dangs and Navsari District, all the schools had the provision of midday meal

which was better compared to the other districts. (Rajkot-93%, Jamnagar-93% and Banaskantha-94%)

- Of the sampled five districts, Navsari stood above the others on different indicators of status of mid-day meal like better quality of food in twenty eight (73.68%) schools compared to the average (60.55%) of all the districts, menu followed in eighteen (47.37%) schools compared to the average (29.07%) of all the districts and menu displayed visibly in twenty one (55.26%) schools compared to the average (30.80%) of all the districts.
- Even in the schools which had provision of midday meal with the quality of food being described to be good, menu was either not available or if available not followed. There were cases where the menu was kept with the organizer or in the kitchen used for cooking the midday meal.
- It was observed that in some schools even without the cooking facility within the premises of the school, the midday meal was made available. While there were schools with facility but not being utilized properly.
- In very few cases the food was described to be hygienically cooked. In fact, hygiene becomes secondary consideration when the schools are not ready to even take the responsibility of planning and providing midday meal consistently.
- In Banaskantha, there were two schools which have till date never provided midday meal to the children since its conception viz. Ramgadh Primary school of Runi cluster, Bhabhar block and Raychandji Primary school of Madal cluster, Tharad block and one school viz. Akoda primary school of Jetha cluster of Tharad block where since last two months the mid-day meals were not served.
- The Dang district showed lowest student attendance (57.61%) compared to the average 79.00% of the sampled districts. The same trend was observed in teachers' attendance (84.62%) compared to the average attendance of 89.11% on the day of the visit. Here it should be noted that the data collection in Dang was scheduled from 8th to 11th March, 2010 which is neither a migrating season nor the one with any seasonal difficulties (e.g. rainy season, summer with scarcity of drinking water, etc.). The highest attendance of the teachers (91.76%) and students (80.73%) was found in Rajkot district on the day of the visit.
- Banaskantha district showed the highest number of teachers' post vacant (7.74%) and Dang the lowest (2.15%) compared to the average of 5.86% of the sampled districts.
 - On an average considering the five districts together, the teacher's attendance is found to be 89.11% and student's attendance 79.00%, on the day of survey. About 6.0% of the seats sanctioned for the teachers in the state were yet to be filled.
- Of the total 332 schools in 330 (99.40%) schools the complete data was obtained in the first visit itself while in two (0.60%) schools it was not obtained.

Major Findings: 2009-10

- Information pertaining to enrolment and details of pass percentage was obtained easily in 83.73% while 16.27% of schools still found it difficult to provide information.
- Of the total 332 schools in 262(78.92%) schools the details regarding the enrolment were not compiled in a single register while in 69(20.78%) schools they could be obtained from single register.
- In 294 (88.55%) schools the attendance was maintained while in 36 (10.84%) schools this was not observed and in two (0.60%) schools the investigator did not receive any response.
- Of the total 32 schools in 281 (84.64%) schools principals had year-end summary details of children for all grades.
- The school report card was available in only 24.40% schools which is a matter of concern.
- In 91.27% schools the attendance register was properly maintained and kept in almirahs.
- In most of the schools (93.28%) the teachers came to school on time. In 88.55% schools the teachers in the school fill up the attendance regularly.
- Only 42.77% of the schools had the copy of filled in DISE DCF.
- In 87.35% of the cases the investigators did not find any problem in getting the required information from the school.
- Only 52.71% of schools had a display board.
- Almost 93.98% of the schools had the provision of midday meal.
- The percentage of no response shows that there were schools with DCF's not having all the information filled in properly. This issue needs to be taken care of as incomplete information leads to misinterpretations.

10) Suggestions: Some significant suggestions to improve the quality of DISE data emerged out during the interactions with the authorities at different levels, from the inconsistency observed in the findings and the kind of response from the School authorities. The suggestions are as follows:

- During the training of BRCC's, CRCC's and Head Teachers regarding the filling in of the DISE formats every year, clarification regarding what is intended by the '*School Management Body*' in the format has to be made. It has been observed that in findings of all the districts inconsistency is found in the response reported by CASE and GCPE. Confusion seems to exist between '*Educational Department*' and '*Local Body*' in the response for the same.
- In the Grade wise examination results for present and previous academic year, it is observed that in many cases the number of students appearing in the examination exceeds the total number of students enrolled and the number of students passing the examination exceeds the number of students appearing the examination and at times it also exceeds the number of students enrolled. Utmost care needs to be taken while filling up such details, so that the data can be representative of the actual situation existing and can be appropriately used.

- Social Audit of the school report cards has to be encouraged and made a compulsory feature of the school activities. This will ensure the document being preserved and utilized properly. The school report card is a document of multiple utility. It helps to get all the information of the school at a glance. The previous school report cards of the school can be compared to find the progress of the school and to channelize the efforts needed to improve the attributes in which the school is lacking. Sharing of the school report with the village community creates awareness regarding the school in the community, they would be aware of the funds allocated to the school and so they can question the utilization of the same from the authorities (This can also help in assuring the proper utilization of funds for school.) But all this would not be possible in absence of the school report card.
- The midday meal provision is found to be present in most of the schools but the quality with which it is done in the schools has to be improved. There needs to be an ownership feeling from the side of the authorities and it has to be transferred to the children in terms of values, mannerisms, etc.

11) Investigator's Feedback / Conclusion: The study conducted here reflects that overall the system of DISE is in place at all levels (School, Cluster, Block, District and State); still some misunderstanding does exist in certain aspects of the DISE format (e.g. understanding of the school management body especially among '*educational department*' and '*local body*'). The comparison of the data obtained from GCPE and CASE for the five districts showed consistency with respect to some variables like distribution of Schools by qualification of principals/head teacher, distribution of schools by the year of establishment, distribution of schools by lowest and highest class in the school and distribution of schools with respect to staff while minor variations were observed with regard to distribution of Schools by experience of principals / head teacher and grade wise examination results of current and last academic year. The level of inconsistency differed for different variables within the district and among the districts.

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

Haryana

- 1) **Agency that conducted the survey:**
State Institute of Educational Management
& Training
Haryana, Bhiwani
- 2) **Name of Investigator:** Vinod Kumar Sharma
Bal Kishan Yadav
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 21
- 6) **Number and name of Districts selected in the sample:** 02, Gurgaon, Panipat
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** Two districts namely Gurgaon (DPEP district) and Panipat were selected out of 21 districts as per the norms. There are 583 schools in district Gurgaon and 420 schools in district Panipat engaged in imparting education at elementary level. Out of these schools 5% schools were selected from each district. So, 29 and 21 schools were selected randomly from Gurgaon and Panipat districts respectively. Appropriate number of Primary, Middle School (Class 6 to 8), High Schools (Class 6 to 10) Senior Secondary Schools (6 to 12). Rural and urban school were selected. Each block of the sampled districts has been covered for sample checking of DISE data. Five percent of schools were selected from each block by random sampling method.
- 9) **Major Findings:** On comparing the data obtained from DISE and PES the following were the main findings. The overall deviation of DISE DCF data vis-à-vis PES data in respect of all comparable items is 2.66%. It means the precision level is 97.34%.
 - Variable with 0% deviation are as follows: sample schools, location of school, highest class in schools, management of schools, residential status of schools, shift schools, status of school building & separate toilets for girls.
 - Variable with 1-5% deviation are as follows: children enrolment 2009-10 (1%), sanctioned and teachers in-position (2%), availability of play ground (2%), examination result 2008-09 (3.24%), electricity in schools (4%), conditions of boundary wall (4%), availability of furniture for student (4%), enrolment of disabled children (4%), availability of computers for students (4%).
 - Variables with 5-10% deviation are as follows: type of schools (8%), lowest class in schools (8%)
 - Variable with 10-15% deviations are as follows: common toilets (12%)

- Variables with 15-20% deviation are as follows: source of drinking water (16%), no. of repeaters children (16%), number of repeater children (16%) condition of class rooms (18%), school category (20%)
- Variable with above deviation are as follows: condition of other rooms (27%)
- Major reason for these deviations may be summarized as:
 - Repeaters: Problem of definition and interpretation of repeaters.
 - In majority of the cases, appointed teachers joined the schools, but schools do not have the information about the number of sanctioned posts.
 - Availability of display boards: Most of the teachers do not know about the display board.
 - 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.
 - Class room: over reporting.
 - Computer: School give only the total no. of computer available, but not know the computer in working condition.
 - The students attendance on the day of the visit was as under:-

School Category	Boys	Girls	Boys	Girls
Primary	67.27	70.08	72.51	64.40
Upper Primary	81.06	84.97	81.67	88.12

- Only 74% of the schools had filled in DISE DCF with them.
- 26% of schools did not have the photocopy of filled-in DISE DCF.
- Only 42% schools had display board.

10) Suggestions: The importance of data is directly linked with the purpose of collection and its use. The DISE Data should be used by Schools, Clusters, Block and Districts Level. School, Clusters, Blocks and Districts do not think of any utility of DISE data. DISE data is not used at these levels. The DISE DCF is filled because they are asked to do so. DISE Data is used in preparing AWP&B only by the district authority of SSA. While observing the whole process of data collection under DISE, particularly on the basis of scrutiny of DISE, the following suggestions are offered to make the data collection procession process more effective, reliable and error free.

- The awareness regarding DISE, its importance and utility at each level needs to be created. The awareness need 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 Teachers, 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 (e.g. CRC/BRC/District) the verification must be done properly.

Major Findings: 2009-10

- The Head Teacher/Principal who got training on filling of DISE DCF should fill the DISE format accordingly in the school. They should not be handed over the format to the Clerk or Teachers to fill the data who have not got the training of DISE DCF.
- DISE data is not used at Cluster, Block and District Level, so no body cares about this data. Once DISE is completed and computerized it should be used by staff at various levels at District and State.
- Supervision should be made by a trained supervisory staff especially at cluster level. They will ensure that the formats are filled correctly and the entries are neither left blank nor made ambiguous. The team will ensure the timely submission of DISE formats.
- The scrutiny of DISE formats is preferable at the Block level. It must be made mandatory to ensure that the information contained in the DISE formats is complete, recorded in prescribed manner and internally consistent. The observation of DISE formats of sample schools revealed that scrutiny systems 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.

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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
Sanjauli, Shimla
- 2) **Name of Investigator:** Not mentioned in the Report.
- 3) **Year for which the PES is conducted:** 2009-10
- 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, Chamba, Kullu.
- 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 PES team was provided with the special data collection format for the purpose of sample checking by the State Project Office (SSA, Himachal Pradesh). Personal visit were made by the field investigators to each of the selected schools. The information collected in the school information schedule was authenticated and certified by school principal/HT/Acting Ht in the form of their signature and seal. The data collection process was closely supervise monitored and co-coordinated by project team. The two key objectives of the sample checking exercise were to verify the accuracy of DISE data being collected in the state and to identify the gaps/weaknesses and suggest appropriate remedial measures for strengthening the system. Sampling methodology is not mentioned in the Report.
- 9) **Major Findings:**

Training of Respondents: During survey it was found that there were 16 schools out of 123 schools where head teacher had not received the training during the academic year 2009-10 for proper implementations of DISE. As in 16 schools no training was conducted so question of duration of training did not exists at all. Training was imparted in 107 schools. It was found that mostly i.e. 55 % training was conducted by BRCC. The doubts had not been removed during training in 8 (6.5%) schools whereas in 7 (5.7%) schools doubts were removed partially.

Did the School Receive the School Report Card: 54 (44%) Schools had not been provided with schools report card for academic year 2008-09. Only 69 (.56%) schools had received school report card.

Analysis regarding key information displayed on school display board: During the survey it was found that in majority of cases notice board was build , but the information was not displayed on it. However only in 13% cases notice board as well as information was displayed on it.

Teacher training for academic year: During the survey it was found that above 87% teachers had received the training for academic year (2009-10) in sample school. Most of the teachers had not received the training are para- teachers.

District wise analysis of result of all classes: During the survey it was found 98.68% student appeared in examinations out of total enrolled students and 92.73% students had passed out of total students who had appeared. It was also found that about 31.65% students had passed with 60% marks out of total passed students.

Number of CRC visits in last three months: During the survey it was found that number of schools where no CRC visited during the last three months were 24% (.49%) in Kullu district and 29(39%) in Chamba.

Composition of Village Education Committee: As per the guidelines, composition of VEC must have one president (i.e. Gram Sabha Pradhan), three members (with at least one female member) and one secretary (e.g. Head teacher of the school). During survey it was found that there were 2 schools, where no female member was there in Village Education Committee.

Number of VEC Meetings held in last 3 months: During survey it was found that number of schools where no VEC meeting was conducted in last three months were 25 (51%) schools in Kullu district and 45 schools (61%) in Chamba.

Teacher in position and present on the day of survey: It was observed and recorded that out of 123 schools, one teacher was absent in 37 (.30%) schools and more than one teacher were absent in 22 (18%) schools. It was observed that in 52% school no teacher was absent.

Analysis of presence of student in primary classes on the day survey: It was observed and recorded that overall attendance level in primary classes ranged between 78.70% to 90.80% which cannot be considered satisfactory. This low attendance level occurred due to the reason that many school selected for sample checking survey were of winter session.

District wise analysis of presence of student in primary classes: Presence of students in Kullu district was as high as 90.34% whereas in case of Chamba district it was 87.31%. However overall presence in primary classes was 88.51%.

Category wise analysis of presence of student in upper primary class on the day of visit: The attendance level in all categories taken together was above 80% which can be considered satisfactory.

District wise analysis of attendance in upper primary classes on the day of visit: Presence of students in Kullu district was 85% whereas in case of Chamba district it was only 89.06%. However overall presence in Upper Primary classes was 87.92% which can be considered as satisfactory.

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 principals/head-teachers of the schools must be given orientations on the purpose of DISE data collection.

- During survey it was observed that major deviations were due to conceptual error made during filling up few needed information in DISE format by the concerned school head master/teacher. It is suggested that proper training should be given for conceptual clarity.
- In most of the schools we observed that Head Teachers/Principals were not aware about the purpose and importance of the information for which that was provided. So it is 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 present system.
- During survey of 13% schools it was found that Head Teacher had not received training for filling up the DISE format. So it is recommended that at least teacher must be fully trained so that quality of DISE data can be improved.
- During survey it was found that 44% schools under survey had not obtained the report cards from District Project Office. It is the lack from 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 committee. They treated it change for the sake of change. In some cases we have been reported that meetings were conducted only in papers and later on sent to the members for signature purpose. So it is recommended that members of village education committee must be motivated. Members of village education committee must be motivated. In 57% schools no VEC meeting was conducted in last three months. So it is suggested that at least one meeting must be held during the last 3 months prior to survey.
- In 43% schools no CRC visit was there in last three months. So it is suggested that at least one visit must be there during the last 3 months prior to survey.
- We are unable to make comparative analysis of free books provided to student as we have collected the data for current academic year where as the data available in DISE format was available for previous academic year. So it is recommended that DISE format should be amended for inclusion of free books of current year. Moreover all the students were provided with free books.
- Financial aspect should be covered in 5% sample checking format. It was observed that in some schools even the aid received from SSA not utilized.
- DISE format filled by the teacher in schools further should be properly checked by concerned CRC/BRC so that inconsistency of data can be reduced. In DISE DCF some aspects had been left blank and the format had been counter signed by concerned authority. So care should be taken future.

Major Findings: 2009-10

- Majority 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 teacher should be properly aware about the school code.
- It was found that overall enrolment of school do not vary too much, but 13% (maximum) variation was found in enrolment of boys and girls separately. So teachers should be instructed to take care while DCF was filled by them.
- In 35% schools record was not up-to date. It was also observed that there is no proper monitoring in some schools as it was found even a cash book was not updated since one year. During the survey it was found in some schools BRCC/CRCC had not visited the school from last 3-4 years. So proper monitoring of school should be conducted time to time for quality education.
- No teaching learning aid material (TLM) was made available in many schools in Kullu as well as Chamba district. There was no column in PES format for TLM. We observed that it is compulsory to verify them because of huge government revenue involved in this mode. In many schools there was only single chart worth of Rs.10/- hanged on wall on the account if TLM, where as every teacher was getting Rs. 500/- per year for this.
- In Himachal Pradesh it is claimed that there are 0% dropout. However it was noticed that in one place there were total 96 children enrolled in village Education Register (VER) out of which 29 children were not going to school after 5th class. The reason for this as per VER was that Middle School was very far. 30% drop out was noted in this village, so there should be some provision regarding such situation in PES.

11) Investigator's Feedback / Conclusion:

- It was observed that in higher secondary and senior secondary schools activities of SSA is not appreciated and not given much importance by concerned principle/Head Teacher.

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

Jammu and Kashmir

1) Agency that conducted the Survey:

Directorate of Economics and Statistics
Jammu & Kashmir Government,
J&K SDA Colony, Bemina,
Srinagar

2) Name of Investigator: G. A. Qureshi

3) Year for which PES is conducted: 2009-10.

4) Month in which report was submitted: 15th May 2010

5) Number of Districts in the State: 14

6) Number and name of Districts selected in the sample: 02, Poonch, Srinagar

7) Number of Blocks selected in each sample district and total number of blocks selected: Poonch=11, Srinagar=08, Total=19

8) Sampling Methodology Adopted: There were 1514 schools in Poonch and 908 schools in Srinagar district that were imparting education up to the elementary classes. Out of these 73 schools in district Poonch and 46 schools in district Srinagar were selected randomly ensuring the representation of both rural and urban and inclusion of all types of schools across school management viz. government, private- aided, unaided etc. Due consideration was also accorded to the schools predominately located in SC/ST and minority area.

9) Major Findings/Observations

- The minute scrutiny of DISE formats revealed that some of the schools had filled in the formats casually with little or no idea of its utility. Some of the entries had 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 purposes 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 after taking all comparable items and sub-items into consideration was 6.58% ,thereby giving a precision level of 93.42% for DISE data with relation to PES data.
- The highest deviation of data was seen mostly in those items which involved some degree of interpretation by the respondents like availability of furniture, status of school buildings , condition of boundary wall etc.
- Some other items like number of blocks in schools, type of buildings, and condition of class rooms were reported blank by some schools under DISE survey and resultantly such items could not be put to comparison with the information collected under PES. This situation was a matter of concern

and warranted for better supervision and putting of scrutiny system in place to ensure that all the entries are made correctly, consistently and unambiguously.

- The DISE format is an exhaustive one and deletions, modifications are very much desirable to be made. Some of the information like year of establishment of the school, teachers sanctioned, teachers in-position, incentive details can precisely be had from ZEO's or CEO's office with much ease and reliability. Exclusion of un-desirable items from the DISE format so that it contains an irreducible minimum items would pave way for providing complete and consistent information from the respondent schools.
- The serious problems observed in DISE were mainly 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 of 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 nor made ambiguous. Supervision would also pave way for timely submission of information which always remains the essence of data collection, compilation and use.
- Some information provided under DISE was not in the relevant columns.
- In some DISE formats the consistency of data was missing, particularly in respect of enrolled children.
- Two different sets of DISE formats were being used by schools; one containing details of children from pre-primary to XIIth class and the other from pre-primary to VIIIth class.
- Some informative items in DISE Format were not in conformity with similar items in the PES format.

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 orientations on the purpose of 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, deletions, modifications are very much desirable to be made. Most of the information like 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 type of information from schools on DISE format is undesirable. Exclusion of undesirable items from the format so that it contains irreducible minimum items would pave 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 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 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 observation of DISE formats of sample schools revealed 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.
- The main problems observed in DISE were almost at the implementation front and as such every positive step must be taken towards improving the implementation system of the DISE data collection process. Supervision of specially trained supervisory staff from the ZEO's office would go a long way in ensuring that the formats are filled in correctly and the entries are neither left blank nor made ambiguous. Supervision would also pave way for timely submission of information which always remains the essence of data collection, compilation and use.
- Though it has been provided that concerned CRP's would check 100% of the DISE Formats, ZEO's/ZRP's 20% and EMIS Section 5%, 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 and there were also inconsistencies in data which 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 and correctness and consistency of data would be ensured.

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

Lakshadweep

- 1) **Agency that conducted the survey:**
District Institute of Education and
Training
Lakshadweep, Kavaratti
Department of Education
- 2) **Name of Investigator:** M. Abdul Hameed Koya
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 4
- 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:** 02, 02.
- 8) **Sampling Methodology Adopted:** The Clusters were selected for the sample checking as per the terms of reference. The Union Territory of Lakshadweep with unique tribal population was selected by the state implementing society of SSA. School were selected from the two major blocks in the district from the block wise school list supplied by the state implementing society of SSA. Random selection was followed to ensure inclusion of all types of schools in the sample. The final analysis is based on data from 8 (Eight) schools from 2 blocks namely Androth and Kavaratti with due consideration to include all types of schools which covered 19.5% of the population, from which data was collected.
- 9) **Major Findings**
 - The survey data relating to school particulars was found to be matching with departmentally collected DISE data in more than 95 per cent of the schools, except the information related to the staff details of the schools where a matching of 8 per cent was found.
 - In 100 per cent of the schools, the DISE and the sample survey data related to the ownership, building type, number of classrooms was found to be mismatching in 75 percent.
 - During cross verification of DISE data regarding enrolment, it emerged that in 50 percent of the schools having primary classes and 25 percent of these having upper primary classes; the data regarding enrolment was 95 percent matching with the information provided to me.
 - During cross verification data relating to 'OBC', it transpired that in sizeable number of schools, the school authorities, who filled DISE formats, have clubbed all the three categories, that is, others, Schedule Cast and other than Schedule Tribe into one. As a result, our number of 'OBC' is found to be mismatching with the departmentally collected DISE data.

- As far as the data regarding annual examination in 2009-2010 academic year is concerned, an exact number of students appeared and passed in the examination was not given by the headmasters since the annual examination result was not published.
- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicates a matching in case of around 59 percent of the schools. In majority of the remaining schools, a variation of 3 to 4 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 time gap between filling up the DISE formats and the sample checking survey.
- The data relating to availability of the basic amenities, such as, electricity, toilet, boundary wall, source of drinking water, play ground, number of computers, and seating arrangement for children reveals that 100 percent of the schools, the survey data matches with the departmentally collected DISE data.

Availability and Up-Keep of Records

- Overall analysis of availability of school records relating to the DISE data reveals that in more than 87.5 percent of the schools the records were not readily available.
- During data collection, around 95 percent of the schools were in a position to provide information regarding enrolment, achievement and other information relating to students.

Availability of 'School Report Card'

- During my visit to the schools covered under the study, I also checked up availability of 'School Report Card'. 'School Report Card' was available in only 12.5 percent of the schools visited by me. This situation is not very satisfactory.

Availability of Office Copy of DISE Formats

- DISE Data is so important that every school ought to keep an office copy of the same in the school. However, the analysis of the data in this regard reveals that only 1 school i.e. 12.5 percent of the schools had retained the office copy of the DISE format for the current academic year (2009-10).

Presence of Teachers and Students on the Day of Survey

- During the sample checking survey, apart from asking about the total number of teacher posted in the school, I also observed and recorded the number of teachers actually present on the day of my visit.
- The analysis of number of teachers present on the day of my visit reveals that all the teachers were found present on the day of the survey.
- So far as attendance of students is concerned, all the schools taken together, 81 percent of them were found to be present on the day of my visit to the school. The attendance of students in the schools having primary with upper primary classes was found to be very high (92 Percent) on the day of visit.

10) Suggestions:

Based on the findings of the survey, some suggestions have been presented for improving the DISE system. They are as follows-

- The investigators feedback schedule reveals that only in 12.5 percent of schools surveyed in Lakshadweep District, year and summary details of all grades were available with the principal. 87.5 percent of all schools could not provide data from a single register. 87.5 percent of total schools surveyed did not have the 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 mostly with yes or no. However, a reformulation of the questions may lead to interesting details. For example, instead of asking whether teachers come regularly in school, 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 in with respect to many other questions in the Investigator's Feedback Schedule.
- Because of time gap between initial data record by the school and the sample check exercise, the staff details undergoes changes and this is reflected in data discrepancy. In item Equerries on enrolment are posed in the form of five tables. As a result discrepancy in one entry causes multiple discrepancies. Discrepancy is also high regarding facilities in 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 data validation exercise is conducted routinely in time.

11) Investigator's Feedback / Conclusion:

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: 2009-10

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, Jabalpur, Raisen, Tikamgarh and Bhind

7) Number of Blocks selected in each sample district and total number of blocks selected: All blocks, Jabalpur =08, Raisen =07, Tikamgarh =06 and Bhind =06, Total=27

8) Sampling Methodology Adopted: For the purpose of the 5% sample checking of data four districts of Madhya Pradesh, viz., Jabalpur, Raisen, Tikamgarh and Bhind were selected by the Rajya Shiksha Kendra, Bhopal. All blocks of these districts were covered and from each block 5 per cent Primary/Upper Primary schools were selected to collect the data for sample checking. The locale of the study was the urban and rural areas of the selected blocks of the said four districts of Madhya Pradesh. 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 were 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 5 per cent schools were chosen for the data collection. District-wise number of selected schools was: Jabalpur (120), Raisen (135), Tikamgarh (112) and Bhind (125). Thus, the total number of schools visited in the selected four districts was 492.

9) Major Findings/Observations:

- A total number of 492 schools were covered and visited in the four districts. However, on an overall basis, only 90.7 per cent DISE DCFs were made available to PES teams. In Jabalpur district the highest 97.5 per cent DCFs were made available whereas in the case of Bhind district only 86.4 per cent DCFs were made available to MPISSR teams. In the sample 78 per cent schools were from rural areas whereas remaining 22 per cent schools were from urban areas. About 61 per cent schools in the sample were primary whereas the percentage of middle schools in the sample was 39.

Major Findings: 2009-10

- Comparative analysis of data regarding management of schools revealed not much variation in the two sets of data. There were huge variations in the two sets of data with regard to the academic supervisions during 2008-09. In significant number of schools data/ information was not available in this regard.
- Significant variations were found in SDG, SMG and TLM grants in Raisen and Tikamgarh districts. In the case of TLE grants the data matched to a large extent in all the four districts. However, data under the categories of SDG, SMG and TLM grants did not match in the case of majority of schools. The highest variation was observed in the category of TLM grants where data was matching in only 6.7 per cent schools.
- There were very little variations in the two sets of data regarding availability and use of toilets in the schools. In 77 per cent schools the data was not available with schools for number of days grains were available for MDM in previous year.
- Data was matching to a great extent for those schools where boundary walls were not available. Analysis of two sets of data regarding availability of various facilities available in the schools matched to a large extent.
- Huge variation (54.6%) was found in the two sets of data on the availability of hand pumps as one of the source of drinking water facility in schools. The two sets of data on failed students (boys and girls) showed consistency in Jabalpur and Raisen districts while in Tikamgarh and Bhind districts huge variations were observed for male students. No deviations were found between the two sets of data on number of wells and taps as major source of drinking water and for number of enrolled students in upper primary classes of ST category in Bhind district.
- It was found that only 23.9, 20.2, 17.6 and 13.9 per cent schools in Jabalpur, Raisen, Tikamgarh and Bhind districts respectively were using TLM for teaching learning process.
- All the schools visited by MPISSR team were found open on the day of the visit.
- Availability of a photocopy of filled in DISE DCF was not satisfactory in any of the districts except Jabalpur (64.1%). In more than 77 per cent schools of Tikamgarh district the DISE DCFs were not available.
- One major finding of the study was that for several questions the information in large number of surveyed schools was not available/ made available by schools, but was found in DISE DCFs.

10) Suggestions:

- In many cases it was found by PES team that major variations in the data were due to non-understanding of questionnaire by DISE investigators which had led to wrong interpretation of information. For this they should be given proper training for filling up DCFs. The training should be practical as well.
- Teachers and headmasters also should be provided timely and quality training to fill the information/data required in DCFs.

- Teachers should be made aware of the importance of data they are going to collect so that they do not take it lightly.
- The DCFs were found to be very lengthy. The questions in DCFs should be clear and focused.
- The information which is common for all schools like school particulars, number of sanctioned posts, etc. Should not be included in DCFs, as it unnecessary create burden on teachers and at times encourage filling some false/incorrect information as well.
- Since DISE information is collected at the school level it is suggested that some questions should be included in the DCFs for which information should be collected through group discussions involving the PTA/local community. It will help in making the DISE information more transparent, reliable and authentic. Issues related to teachers, TLM, students and problems in learning, CWSN etc. can be discussed with the community.
- Time lag between DISE survey and PES survey should be reduced so that no major changes take place between these two surveys.
- Involvement of community participation/PTA/Panchayats should be encouraged in the validity and reliability of data.
- Teachers were taking attendance everyday, but these attendance registers were not maintained properly by teachers and neither signed by headmasters regularly. Therefore, strict actions should be taken in this respect to ensure complete and correct information in the registers.

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

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

Maharashtra -1

- 1) **Agency that conducted the Survey:**
Social Work College,
Malkapur, District Buldhana
- 2) **Name of Investigator:** Dadasaheb Dhanajinana Chaudhari
- 3) **Year for which PES is conducted:** 2009-10.
- 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- Buldhana
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Buldhana -13, Total= 13.
- 8) **Sampling Methodology Adopted:** All thirteen blocks in the district were covered. Schools of all management types were covered i.e. managed by education department; tribal / social welfare department; local body (Z.P, N.P.); private aided; private unaided and Navodya Vidyalaya. All schools were selected according to management type and category of school. There were 2132 recognized schools (of having class Ist to class 8th) in Buldhana district. Out of them five percent i.e. 110 schools were selected for post enumeration survey.
- 9) **Major Findings/Observations**
 - In all districts there was a minor difference in total number of teachers obtained from PES survey and data obtained from school (i.e. Data collected through DISE).
 - When class rooms data was compared with school data it was found there were 31 extra classrooms found in Chikhali, Khamgaon, Motala, Lonar, Malkapur, Mehkar and Jalgaon Jamod blocks.
 - There was a slight difference in student enrolment. i.e. 10 boys less while 11 girls were more than data obtained from school.
 - There was a slight difference in SC / ST boys-girls enrolment.
 - When the parameters pertaining to enrollment, appeared and passed were compared it was found that in class 4th there was a difference of 9.58% boys and 17.95% girls in enrollment parameter. In VIIth class there was a difference of 7.81% and boys and 8.12% girls in the same parameter. In class IVth there was a difference of 6.56% boys and 15.30% girls. In VII th class there was a difference of 4.98% boys and 4.84% girls in appeared parameter.
 - In block wise observation it was found that in urban private schools in place of VEC/WEC SEC (school education committee) was established. It was found that there are very few members of SC/ST in VEC/WEC and SEC (as per our data only 11.04% SC & 4.79% ST). VEC/WEC and SEC these committees' are very useful for the progress of school because these

committees' discuss about the construction of school, the quality of education as well as monitor the expenditure in their meetings.

- In overall 88.72% of boys and 87.11% of girls were present on the day of visit.
- All Head Masters had received the training in DISE DCF at CRC levels. All school report cards were delivered each year by district MIS unit to block level and from block to cluster level. There was a presence of school report card in all of the schools of local body.
- The key information was written regularly only in 108 school out of 110. Good saying, news headlines, days of day, the special date was written attractively on the display board for the information of pupils. On average private school were found to be aggressive in it.
- DISE data was available in hard copies and on computer at district level. It was available on hard copies on block level. At school level it was available in the form of school report card.
- Near about 80 to 85% people were well aware about DISE data. From AWP& B 2009-10 it was evident that 50% DISE data was being used for planning. Through cluster reports and schools reports the PES team got the evidence of sharing workshops at all levels.
- The training about data feeding was given to all programmers at state level. The job of data feeding was time consuming, time bound, very vast task for district MIS unit.
- Well learned computer professionals were available for the district MIS unit. The existing DISE data was effective and well adequate so there was no need of any change in it.
- There was a lack of enough staff for maintaining records in some primary schools.
- In some schools there was excess of teachers with respect to the strength of students.
- The list of VEC / WEC and SEC members should be displayed on a display board of the school.

10) Suggestions

- It is necessary to give training for the members of VEC and SEC to change their attitude to take care of school property.
- We think of committee of pupils to look after the presence of them and inculcate the feelings that it's their school.
- They should pay attention towards the cleanliness of premises of the school as well as surroundings.

12) Remarks, if any, and future course of Action: The PES team got 96% good response about initial reaction, providing information, availability of records, and conditions of maintained records and also updating of records maintained.

Maharashtra -2

- 1) **Agency that conducted the Survey:**
Ambedkar College of Social Work
Gadchiroli
- 2) **Name of Investigator:** Dadasaheb Dhanajinana Chaudhari
- 3) **Year for which PES is conducted:** 2009-10.
- 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- Gadchiroli
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Gadchiroli -12, Total= 12.
- 8) **Sampling Methodology Adopted:** All Twelve blocks within the district were covered. Schools of all management types were covered i.e. managed by education department, tribal welfare department, local body/ Z.P/M.C., private aided, private unaided. 5% of total 1974 schools were covered i.e. a total of 99 schools. Schools were selected from Rural and Urban areas. All school were selected according to management type and category of school.
- 9) **Major Findings/Observation**
 - **Training of Head Masters about filling up the DCF:** In Gadchiroli block, out of 10 schools, the head masters of 9 schools received the training of filling up the DCF. They received one day training by cluster coordinator. These 9 head teachers told that the concept of filling the DCF was explained clearly and doubts were fully removed. Only the staff members of one school named “School of Scholar” had not received the training in filling up the DCF. In Armori block, out of 6 schools, the head masters of all schools received the training of filling up the DCF. All head teachers told that the concept of filling the DCF was explained clearly and doubts were fully removed. In Kurkheda block, out of 9 schools, the head teacher of Government Ashram School, Angara told that he has not received the training, while 8 others had received the training. 7 head teachers told that the concept of filling the DCF explained clearly and doubts were fully removed. In Dhanora block, out of 11 schools, the head masters of two schools i.e. Lisit High School Rangli and Kasturba Gandhi Balika Vidyalaya told that they had not received the training of EMIS. Rest of 9 head teachers told that the concept of filling the DCF was explained clearly and doubts were fully removed. In Chamorshi Block, out of 13 schools, 11 head teachers received the training and their doubt gets cleared. But the staff members of two schools i.e. Jageshwar Saokar Primary School, Chamorshi and the Z.P. Primary School, Tumadi had not received the training. In Aheri Block, out of 11 schools, 3 schools had not received the training while other 8 school received the training and doubts were also got cleared. In Etapalli block all 10 schools received the training as well as their doubts were also got cleared. In Sironcha block, out of 8 schools, head teacher

of Dharmarao Vidyalaya Sironcha had not received the training while other 7 received the training. The head teacher of Z.P. Muttapur Mal told that the DCF concept was partially explained. In Mulchera block, staff members of two schools had not received the training and their doubts were not cleared. One of them was Z.P. School. In Korchi block all schools got the training. Head teacher of Z.P. Kochinara said their doubts were not fully removed. All the head teachers of Bhamragad received the training and their doubts were got cleared. In Desaiganj block, staff of two schools i.e. Vinayak Vidyalaya Visora and Lokseva Secondary schools had not received the training.

- **Understanding by the Head Masters regarding parameters such as management, category, type, supplementary variables :**
 - **Rural / Urban:** It comes to know that the concept of Rural and Urban is clear to all head teachers. The data collected by the Agency and the data received from school and computerized by SSA were the same.
 - **School Category:** The concept of School Category was clear to all head teachers. The data collected by the Agency and the data received from school and computerized by SSA are same. School Category means the concept of deciding primary, Upper primary which was clear.
 - **Type of School:** Type of schools means the school for only boys, or only girls or co-educational. This concept was clear to all 99 Head teachers. No doubts were there. Both the data were found to be same.
 - **Management:** Management means the schools belonging to authority. 98 head teachers had no doubt about the management of schools. Only one school i.e. Gramin Vikas Vidyalaya Sonsari of Kurkheda block had management related problems. According to the data of SSA, this school was private aided while as per the survey the school is private unaided.

- **Record i.e. DCF is maintained properly at school level:** DCF of all schools were maintained properly at schools in a file. The year-wise forms filled by H.M. were found in that record file.

- **Collection of DCF at Cluster, Block and District Level:** The H.M. submits the filled up forms at cluster level. Then cluster coordinator submits these forms at block level and then block offices submits these forms to district level.

- **Data Feeding Arrangement:** According to Computer Programmer, SSA Gadchiroli, the SSA office recruited the Data Entry Operator at every block offices. Similarly the computers and their peripherals were also supplied to these centres. The software for the data feeding was provided by the SSA office for the computerization. The operator feeds the data in the provided DISE software.

- **Time required for Data Feeding:** As per the discussion with the Computer Programmer, SSA Gadchiroli, single form takes around 15 to 25 minutes for data feeding. The operators can punch only 10 to 15 forms daily. They have to do the other computerization work of their office. Similarly the load shedding is the big problem. So block needs 10 to 15 days for feeding the data in prescribed software.

- **Timely submission of data to state office:** Computer Programmer of SSA told that the data collection of the DISE is done as per the direction of State Office. Most of the time the instructions are received in the month of October. It takes one and half month for the complete process. Then Office submits this data in the month of January. As per the suggestion, directions of MPSP some corrections are done and finally the data is submitted in the Month of January or February.
- **Use of DISE data:** This data is useful for the Educational Planning of the district. The information of physical infrastructure is useful to know the basics of the schools. Similarly it is useful in Annual Work plan and budget of SSA. The need of the district is calculated and planning is made to provide the access and other facilities in the school. school particulars, village particulars, teachers information, enrolment, physical infrastructure, disabled children etc are the important parameters in DISE.
- Variation in data collected through DISE and by the institute or agency regarding parameters such as management, category, type, enrolment, teachers and infrastructure.
 - **Management:** The variation was found in only one school.
 - **Category:** No variation was found.
 - **Type:** No variation was found.
 - **Enrolment, teachers:** Some variations was found in enrolment and teachers data.
- There was 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.
- The teachers must pay attention towards the cleanliness of premises of the school as well as surrounding.

12) Remarks, if any, and future course of Action: This checking proved useful for teachers as it helped them to know how to maintain an updated record.

Maharashtra -3

- 1) **Agency that conducted the Survey:**
Krushvi Vikas Vidnyan Mandal
Bubnal Ta. Shirol
Distt. Kolhapur
- 2) **Name of Investigator:** Anil Keripale
- 3) **Year for which PES is conducted:** 2009-10.
- 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- Kolhapur
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Kolhapur -12, Total= 12.
- 8) **Sampling Methodology Adopted:** A block wise list of all schools including all the managements was prepared by the programmer and the list was given to the surveyors. Most of the important information was given with the list like school management, cluster, school type, school category, area of school. The random sampling was made for the survey according to the guidelines given by MPSP. All 12 blocks and 1 corporation area within the district were covered. All management types were covered i.e. managed by local body/ Z.P / NP/ MNC, private aided, private unaided, tribal welfare department. 5% of total schools were covered i.e. a total of 176 schools. All schools are selected according to management type and category of school.
- 9) **Major Findings/Observation**
 - The level of consistency was observed to be good in all blocks with respect to the distribution of schools by the year of establishment. While the variables which showed consistency in most of the blocks was: distribution of schools by qualification of principals/head teacher and the number of teachers in primary section.
 - Inconsistency was observed in two blocks with respect to the distribution of schools by category, enrolment details of students, in examination results.
 - 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 there was no difference in the data.
 - There was very less variation in all the categories relating to the availability of school building, classrooms.

Major Findings: 2009-10

- The data in the two sets almost matched regarding the school particulars.
- 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.
- The variation was found in the case of repeater children.
- Comparative analysis of data regarding annual exam conducted during last academic year (2008-09) under-enrolled, appeared, and passed categories showed variation.
- Initial reaction of the heads of the institutions was positive in all schools
- All the schools visited in district were found open on the day of the first visit
- The seating arrangement for children in the school was found unsatisfactory. In majority of schools children sat on the mat in all the Blocks except in Shivnakwadi Tal. Shirol, where furniture was available for children.
- **Training of Head Master:** The Head Masters were trained in filling up of DISE format, Field investigators came to know that all the Head Masters received the training of DISE at Cluster level organized by Cluster Coordinator.
- **Key Information Display Board:** The key information is written regularly in all schools. Good saying, news headlines, day, date is written attractively on the display board for pupil's information. It was found that average private schools were aggressive in it.
- **Availability of DISE Data:** The soft copy of DISE data was available at district office since year 2003-04 to 2009-10 .More than 70% people were well aware about EMIS /DISE data. As per the AWP and B 2008-09 100% DISE data is used for planning.
- **Data Feeding:** The training about data feeding is given to all programmers at state level. Two days training was given to Data Entry Operators at Maharashtra Institute of Educational Planning and Administration (MIEPA) Auragabad regarding :”How to install Oracle and DISE Software,EMIS data entry in the DISE Software, Data Export /Import” .
- Accurate Data feeding is also major activity in DISE data Collection, so Data entry is done at block level through block level data entry operator.
- Well learned computer professionals were available for the district MIS unit. The existing DISE data is effective and well and good so there is no need of any change in it.
- **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.
- **Data Feeding:** The training of DISE Software 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. The investigators got the evidence of DISE data sharing workshops at all levels.

- **Availability of DISE Data:** The DISE data is available in hard and soft copies 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 annual planning.

10) Suggestions

- It has been 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 DISE data is always at stake. It is, therefore, suggested that head master / teacher concerned should be made personally responsible for providing correct and accurate data.
- During the field work several BRCs/CRCs pointed out that SSA personnel/officials are not treated at par with the officials of other department by the teachers. Therefore, there is a need to make some arrangement at the grassroots level to empower SSA officials as well. Training should be outsourced to some agency as teachers don't take it seriously and the training is imparted by the CRCs. Training relating to DISE should also be imparted in the regular trainings as well. Coding pattern need to be made simpler as teachers get confused if the codes are written one after one (in continuation).
- Black board should be written as chalk board in DISE DCFs as many teachers get confused on this count.
- Private schools don't provide information in most of the cases as they do not have the information / data as required in DISE format.
- It is suggested that 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.
- 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.

Major Findings: 2009-10

- Teachers and head teachers should pay more attention to disabled students.
- For the improvement of quality, there should be competitions like debate, essay writing, handwriting competitions which enables developing the personality of students.
- 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 a feeling that it is their school.

11) Remarks, if any, and future course of Action:

- 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.

Maharashtra -4

- 1) **Agency that conducted the Survey:**
M. K. Gawde Prabodhini
Vengurla
- 2) **Name of Investigator:** Education Officer, Primary, Z.P. Sindhudurg
- 3) **Year for which PES is conducted:** 2009-10.
- 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- Sindhudurg
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Sindhudurg -08, Total= 08.
- 8) **Sampling Methodology Adopted:** All eight blocks within the district were covered. All school management types were covered i.e. managed by education department; tribal welfare department; local body/ Z.P; private aided; private unaided, and Navodaya Vidyalaya. , military school.5% of total schools were covered i.e. a total of 87 schools were selected. Care was taken to include schools from rural areas as well as from urban areas. All schools were selected according to management type and category of school.
- 9) **Major Findings/Observation:** In 5% sample checking all the parameters were checked. The information from school obtained in DCF and the data obtained by Agencies were found to be the same. But in school category there was little difference found due to the change of higher class. In the parameters such as “type of school” and “management” no difference was found.
 - **Teacher in Position:** The DISE data was collected as per data of 30th September and the PES survey was held in the month of March 2010 so that there is difference in number of teachers in position.
 - **School Facilities:** When the sample survey data was compared with the school data for type of school building, it was found to be almost same. DCF of the school showed 79 pucca building, 7 partially pucca building and 1 kaccha. The results were found to be same result by agency, i.e. 80 pucca building, 7 partially pucca building and 1 kaccha. Here also difference was found because of the same reason as in teachers in position. Also in case of status of school building, there was difference because of the same reason. The classrooms strength and also school particulars was similar to that of figures given by Agency.
 - **All Student enrollment data:** The formats provided for survey were used to collect and compare the enrollment data. It was found that the enrollment filled in DISE DCF was slightly different from the enrollment found in post enumeration survey. The feedbacks received from the surveyors indicated that the deviation in enrollment data was found in private aided and un-aided schools, enrollment provided by such schools at the time of survey was less

than that filled in DISE DCF. As per survey total enrollment for sampled schools decreased by 162 compared to that of school DCF.

- **Attributes pertaining to the Principal (P), Head teachers & Investigator:** When investigators went for the survey of 5% sample checking, they got 90% good response about initial reaction. 90% Head Masters had given the good response in providing the information. About 80% Head Masters kept availability of all type of records. Interaction of HM with surveyors was found to be very good. Around 86% HM had good interaction with surveyors. Around 86% head masters had given good response for giving the information to surveyors. Only 2% HM of schools had given poor response to the surveyors.
- **Pupils' attendance on the day of survey:** In block wise and class wise attendance checking it was found that there were:
 - 92.93% of boys and 95.07% of girls in std. 1st.
 - 98.15 % of boys and 97.18 % of girls in std.2nd.
 - 97.19 % of boys and 97.08 % of girls in std.3rd.
 - 96.73 % of boys and 98.07 % of girls in std.4th.
 - 97.31 % of boys and 97.27 % of girls in std.5th.
 - 96.54 % of boys and 95.18 % of girls in std.6th.
 - 94.97 % of boys and 97.80 % of girls in std.7th.
 - 98.13 % of boys and 97.70 % of girls in std.8th.

On an overall 96.61% of boys and 97.00 % of girls were present on the day of visit.

- **Training of Head Master:** The Head Master of the cluster schools only received the training of DISE at Cluster level organized by Cluster Coordinator.
- **Feedback of School Report Card:** The school report card is useful not only for school but also for VEC for taking any progressive step regarding to school. In this district school report cards were provided to schools through block level.
- **Key Information on display board:** The key information is written regularly only in 80 schools out of 87. Good sayings, news headlines, day, date are written attractively on the display board for pupil's information. On average private school are aggressive in it.
- **Availability of DISE Data:** DISE data is available in the form of hard copies and soft copies on computer at district level. It is also available on hard copies at block level. Near about 70 to 75% head masters of the schools are well aware about DISE data. For the formation of AWP & B DISE data is used for planning.
- **Data Feeding:** The orientation regarding DISE software was given to all programmers at state level. Using the MPSP Guidelines data feeding of DISE

is done by the data entry operators who are working at the BRC level. They are trained by the programmer.

10) Suggestions

- The DISE training should be given to all management category schools like private, private aided and unaided also secondary and higher secondary schools.
- There is a lack of enough staff for maintaining records in schools, so at least the central school (Cluster center) should have a clerk to maintain the school records of the cluster.
- Every school should have a peon for maintain the cleanliness of school building and surrounding.
- For the improvements of the quality, there should be competitions like debate, elocutions, essay writing, handwriting competitions so that students will develop their personality.
- Staff members at every school must read the instruction manual before filling the DCF.

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

- DISE data quality is good; Details were also available on time. Up to date information was maintained at all levels.
- Generally the co-operation and efforts in preparation of DISE and maintenance of records at the school levels by the teachers and by district SSA officials were very good. If these efforts are continued, the dream of 100% enrollment and literacy achievement is possible.

MIZORAM

1) Agency that conducted the Survey:

Education Department
Mizoram University
Aizawl, Mizoram

2) Name of Investigator: Not mentioned in the Report

Year for which the PES is conducted: 2009-10

4) Month in which report was submitted: Not mentioned in the Report

5) Number of Districts in the State: 08

6) Number and name of Districts selected in the sample: 02, Lunglei, Lawngtlai

7) Number of Blocks selected in each sample district and total number of blocks selected: Lunglei=03, Lawngtlai =03, Total=06

8) Sampling Methodology Adopted: The post enumeration survey data was collected randomly from two districts (viz. Lunglei and Lawngtlai districts). Three blocks each from both the districts were selected for PES and 6.77% of the schools. In these three blocks were selected randomly and taken as samples. Like in all the previous surveys, there were large numbers of items/parameters in DCF for DISE which were not available in the special DCF for PES and likewise, some items/parameters in the special DCF for PES were not to be found in the DCF for DISE. As a result, comparison of all items of both the formats was not possible hence a limited number of items are compared and deviations were calculated. . The sample schools for collection of information on DISE and PES were selected on the basis of educational blocks and not RD Blocks as was done in other states. This is as a result of the different demarcation of blocks by Education Department and Rural Development Department.

9) Major Findings

- The overall deviation of DISE data from PES data on all comparable items and sub-items was 3.96% thereby giving a precision level as high as 96.04% for DISE data in relation to PES data.
- The highest deviation was found in the number of students with disabilities. The deviation was as high as 85.37% giving a precision level of only 14.63%. This is a matter of great concern as the same was the case in the previous year also. The reasons for this high deviation need to be carefully studied so that necessary corrective measure may be taken in the future.
- Like in the previous years, and in spite of strong suggestions for modification of the formats, there are still large numbers of items on which information is sought in the DCF for DISE, but are excluded in the Special DCF for PES. Similarly, some items are found in the special DCF for which no comparative items are found in DCF for DISE. This drastically brought down the number of comparable items which in turn affects the deviation and precision level of the DISE with PES.

- Deviation was found in as many as 16 (sixteen) items.
- Like in the previous PES, the schools have no idea about posts of teachers sanctioned for their schools.
- Like in all the previous surveys, there are large numbers of items/parameters in DCF for DISE which are not available in the Special DCF for PES and likewise, some items/parameters in the Special DCF for PES are not to be found in the DCF for DISE. As a result, comparison of all items of both the formats is not possible hence a limited number of items are compared and deviations calculated.
- The sample schools for collection of information on DISE and PES are selected on the basis of Educational Blocks and not RD Blocks as is done in other states. This is as a result of the different demarcation of blocks by Education Department and Rural Development Department.

10) Suggestions

- The purpose and objective of collection of information through DCF for DISE should be made clear to all the personnel of the school before handing out the formats to them. This should be given priority and not regarded as a repetition of what has been done every year and neglected. It is evident from the study that there are still some schools which are not aware of the importance of taking due care in filling up of the formats. Organizing orientation or training not only on a yearly basis, but as part of a training programme should be ensured so that the task should not be done as a mere routine but with due care.
- Some modifications maybe made in the DCF for DISE as it is too exhaustive. Items like year of establishment of school, name of CRC, educational Block, assembly constituency city, and information regarding teachers and various grants received from SSA maybe collected from District or State Project Offices.
- Due care should be taken to ensure that no item is left blank by the school while filling up the formats.
- As the format of special DCF for PES and DCF for DISE was not similar, proper analysis could not be done as similar items are less than the similar items. This problem had been reported in the previous reports, however, no step has been taken to modify the format and hence the same problem faced in the previous years recurs in the present analysis.
- All the schools must be instructed to keep and update their school records carefully. For this, training maybe organized with the help of external experts.
- As the BRCCs and CRCCs are to handle the Data Capture Formats, they must also be trained intensively regarding the nature and objectives of various types of school data.
- All the schools must be instructed to keep a copy of the filled-in DISE data format in the schools for checking and maintaining the truthfulness of recorded data.

Major Findings: 2009-10

- Before compiling the DISE data, careful scrutiny of the DISE formats at the cluster level should be made mandatory so as to ensure reliable and valid information is provided by all the schools.

11) Investigator's Feedback / Conclusion: 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:**
AMC RESEARCH GROUP
103-A, Friends Colony (East),
New Delhi - 110065
- 2) **Name of Investigator:** A. M. Chaturvedi
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** Not mentioned in the Report.
- 5) **Number of Districts in the State:** 30
- 6) **Number and name of Districts selected in the sample:** 6, Khurdha, Dhenkanal, Sonapur, Nuapada, Malkangiri, and Nabrangpur
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** Sampling methodology is not mentioned in the Report. Letters were communicated to the DPOs of the Districts, namely Khurdha, Dhenkanal, Sonapur, Nuapada, Malkangiri, and Nabrangpur, for making necessary arrangements to facilitate smooth operation of PES and for providing the Block/ULB wise and management wise school list. Data was also collected from a few CRCCs and BRCCs especially relating to their role in PES, capacity building for PES, difficulties faced by head teachers in data collection, problems faced while training the Head Teachers on DISE data entry and finally relating to their suggestions to overcome these difficulties so as to make the DISE data more authentic in the subsequent years. The district programmers as well as the District Project Coordinators of the sample districts also interacted to know about the DISE data collection process, about availability of adequate staffs, software's and hardware's for conducting DISE activity etc.
- 9) **Major Findings:**
 - **Year of Establishment:** The head teachers in 21 (4.12%) out of 510 schools had made wrong / no entry of the data related to year of establishment of school in the DISE format. This had happened especially in some very old schools that did not have any authentic evidence regarding the year of establishment. In some UGME schools the Head Teacher had mentioned the year when the school got UGME status but not the year when the school was first established. The District wise disaggregated data reflected that the wrong / no entry of the year of establishment in the DISE format had occurred more in Nuapada (7.81 % schools) than in Sonapur (5.17% schools), Khurdha (5.12% schools), Dhenkanal (3.19% schools), Nabarangpur (2.04% schools), and Malkangiri (2.53% schools).
 - **School Category:** In 13 (2.54 %) out of 510 schools, there was mismatch between DISE data and PES data. In Nabrangpur and Dhenkanal district, this mismatch was very less, limited to only 1.02 percent and 1.06 percent schools. In Sonapur, Khurdha, Nuapada and Malkangiri districts, this mismatch was marked in little higher percentage viz. 3.4 percent, 2.56 percent, 4.69 percent

and 3.79 percent respectively. This had occurred primarily because of careless/ no data entry in DISE formats by the head teacher and irresponsible cross-checking of the DISE formats by the concerned CRCCs and BRCCs.

- **Type of School:** The data entry related to the type of school had been correctly done in both the PES and DISE formats in all sample schools of Sonepur district. However, in Khurdha, Dhenkanal, Nuapada, Nabranpur and Malkangiri districts, the mismatch has been reported in 02 (1.71%) out of 117 schools, 04 (4.26%) out of 94 schools, 04 (6.25%) out of 64 schools, 03 (3.06%) out of 98 schools and 04 (5.06%) out of 79 schools respectively. This had occurred again due to wrong entry of data in DISE format and improper cross-checking of DISE data by the concerned CRCC, BRCC and the DI of schools.
- **Lowest Class:** The mismatch between DISE data and PES data related to the item 'lowest class' was limited to only 06 (1.18%) out of 510 schools. Out of the 06 sample districts, 03 districts namely Khurdha, Dhenkanal and Nabrangpur had been correctly done in both the PES and DISE formats in all sample schools. From rest 03 districts namely Sonepur, Nuapada and Malkangiri, this mismatch had been reported from 02 schools. Again, primarily due to careless data entry and superficial cross checking of the DISE formatsuch mismatch had occurred.
- **Highest Class:** The head teachers had made more mistakes in entering data on highest class than the lowest class taught in their schools while filling up of the DISE formats. Therefore, the mismatch between DISE data and PES data on this item was noticed in 26 (5.09 %) out of the 510 schools covered under PES. The District wise disaggregated data indicate that in Khurdha district this mismatch was restricted to less (3.42 %) schools than in Sonepur district (6.89% schools), Dhenkanal district (6.38% schools), Nuapada district (4.69% schools), Nabarangpur district (4.08% schools), and Malkangiri district (6.32% schools). The mismatch has occurred again because of careless data entry made by the head teacher and improper cross-checking by CRCC, BRCC and DI of schools.
- **Managed by:** The item 'managed by' indicates the category of management of school. In respect of this item, the mismatch between DISE data and PES data had occurred in 19 (3.72%) out of 510 schools. In Sonepur and Khurdha districts, this mismatch was reported from 03 (5.17 %) out of 58 schools and 08 (6.83%) out of 117 schools. This was found to be little higher amongst that of Dhenkanal, Nuapada, Nabrangpur and Malkangiri districts, where the mismatch was noticed only in 4.26 percent (04 out of 94 schools), 1.56 percent (01 out of 64 schools), 1.02 percent (01 out of 98 schools) and 2.53 percent (02 out of 79 schools) of schools respectively. The main reasons of such mismatch were: (i) no data entry against the item, (2) wrong data entry against the item due to wrong understanding about different categories of management, and (3) careless data entry.
- **Medium of Interaction:** The mismatch between DISE data and PES data related to the item 'lowest class' was limited to only 05 (0.98%) out of 510 schools. From 03 districts namely Sonepur, Khurdha, and Malkangiri, this mismatch was reported from 01 schools and it was reported in 02 schools

from Nuapada district. Such mismatch had occurred primarily due to careless data entry and superficial cross checking of the DISE format.

- **Teachers in Position:** The deviation of DISE data in this item was only 4.33 per cent from PES data. The District wise disaggregated data reflected that the wrong/ no entry of the year of establishment in the DISE format had occurred more in Khurdha district (6.08% schools) than in Sonepur district (4.17% schools), Dhenkanal district (3.88% schools), Nuapada district (2.65% schools), Nabarangpur district (3.89% schools), and Malkangiri district (3.79% schools). This happened because of the incorrect reporting of data by the head teacher of the concerned school.
- **Status of School Building:** In this item, the deviation of DISE data from PES data was 21, i.e. 3.14 percent deviation. The extent of deviation was reported comparatively higher in Nuapada district (7.81% schools) than in Sonepur district (3.45% schools), Khurdha district (2.56% schools), Dhenkanal district (4.26% schools), Nabarangpur district (1.02% schools), and Malkangiri district (1.27% schools).
- **Number of Classrooms:** As regard the number of classrooms was concerned, the deviation of the DISE data was 91 (4.08%) of the PES data. This deviation existed in all the 03 Districts. This deviation had occurred mainly because the head teachers had made entry of data arbitrarily in the DISE formats and these had not been properly corrected by the CRCCs and BRCCs.
- **Children Enrolment and Repeaters:** The figures relating to enrolment of children and number of repeaters among children as on 30-09-2009 in different classes with sex variation were collected in the DISE DCFs in 2009-10 from each school in the sample Districts. During the PES, 2009-10, these figures had also been collected in the PES formats from 5% sample schools for cross-checking of data. The percentage of deviation for total children enrolled varied from 0.37 to 0.81 per cent in the 06 sample districts. The percentage of deviation between DISE and PES data was found to be substantially less than 1 percent at aggregate level. The percentage of deviation in Malkangiri district (0.81 %) was comparatively higher amongst Sonepur district (0.47% schools), Khurdha district (0.72% schools), Dhenkanal district (0.57% schools), Nuapada district (0.37%), and Nabarangpur district (0.44% schools). The deviation of DISE data from PES data on children enrolment was minimal. Relating to the item, SC children enrolled, the percentage of deviation varied from 0.43 percent (Nabarangpur district) to 2.13 percent (khurdha district) across the sample districts whereas such magnitude was 1.31 percent at aggregate level. The deviation of DISE data from PES data relating to ST children enrolled was assessed across the sample districts. The extent of deviation ranged from 0.43 percent (Nabarangpur district) to 4.11 percent (Khurdha district). As far as the figures relating to number of repeaters was concerned, the deviation of the DISE data from PES data ranged from 1.45 percent to 11.22 percent across the sample districts. The magnitude of such variation was found to be highest (11.22%) in Nuapada district. In case of the item, enrolment of children with disabilities, the deviation was found (16.03%) at aggregate level of DISE data from PES data. This percentage of deviation ranged from minimum 7.93 percent

(Nabrangpur district) to maximum 26.41 percent (Dhenkanal district) all the above findings indicate that the head teachers had become very careless about filling up the DISE data especially on items like number of repeaters and enrolment of children with disabilities.

- **Examination Results:** During the PES 2009-10, data was gathered related to the 2008-09 annual examination for different classes especially on 03 items, namely : (1) total enrolment at the time of examination, (2) total children appeared in the examination and (3) total children passed in the examination. In the PES study, these data had been compared with the corresponding DISE data only to the children of Class V and Class VII because in DISE format only these data was collected. There was deviation to the extent of 3.21, 2.93 and 2.93 per cent on children enrolled, appeared and passed respectively at aggregate level between the DISE and PES data.

10) Suggestions: The principal objective of the PES survey was to measure deviations of DISE data from Post Enumeration Survey (PES) data and to suggest appropriate remedial measures for strengthening the DISE system in Orissa. So the sample checking of DISE data dealt with a few relevant issues concerning DISE format and mechanism made for implementation of DISE in Orissa major recommendations for strengthening the DISE system in Orissa are as follows:

- It was observed during the field work that teachers considered the DISE information as a routine one and hence did not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data was always at stake. It, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.
- 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 like enrolment, retention, and dropout and attendance rate in the data capture format resulting in effective enumeration of vital statistics.
- Collection of data through 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 canvassed for Post Enumeration Survey (DCF) and the District Information System of Education (DISE) were quite different in terms of certain variables/aspects. This has been resulting difficulty in establishing similarities or confirmation of data through five percent check.
- The school complex head masters, block educational officers, officers of district project SSA and DIET faculty should be given training on collection and utilization of DISE data and its all related soft ware applications for proper planning and implementation of Educational activities.

- All the teachers must be given proper orientation and awareness that based on this data the budgetary provisions of schools were made hence, it is mandatory to know all these by the concerned personnel of the schools.
- Though the scrutiny was under taken by the CRCCs, in most of the places it was quite casual. Hence this has to be relooked and effective supervision and monitoring should be ensured at block and district level.
- In order to improve the quality of data across the district it is further suggested that optimal utilization of DISE data should be made at all levels. As such it is essential that data at each level right from the School to district level should be shared and discussed in details.
- Districts should maintain the time line for DISE data collection. The DISE data should be collected in the month of October and completed before December and PES survey should be done in the month of December.
- School Summary Reports should be distributed to each school by 15th December so that in December the VEC can conduct sharing meeting.
- The school copy of DISE DCF should be returned to schools immediately after completion of CRC level data compilation work to facilitate sharing of DISE data in VEC meeting.

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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

PUNJAB

- 1) **Agency that conducted the survey:**
Centre for Research, Planning and Action
10-Hailey Road,
New Delhi
- 2) **Name of Investigator:** Sarva Shri P. K. Rout,
Nagendra Kumar Singh
Arun Kumar Singh
- 3) **Year for which the PES is conducted:** 2009-10
- 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
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** A sample of 1504 schools from the entire 20 district was selected by using stratified random sampling method. From each district, 5% of the schools were selected. In addition to collecting the information in the prescribed schedule, the investigators had been asked to give their own feedback and suggestions on the schools being open on the day of visit, number of visit being made to collect the information, initial reaction of the principal/head teacher, response of the principal/head teacher to provide information and availability of records. They were also asked to comment on ability of principal or head teacher to provide information on enrollment and details of pass parentages and whether the information was being given from a single register or not. Investigators were also asked to comment on the proper maintenance of attendance registers by teachers, availability of year end summary details of children for all grades with the principal, availability of photo copy of filled DISE form, availability of display board, provision for midday meal, proper up keep of attendance registers in almirahs, punctuality of teachers.

They were further asked to give details of the difficulties faced, comments on quality of midday meal and seating arrangement for children besides general comments.
- 9) **Major Findings:** The questionnaires for the DISE and for the sample check were not exactly the same. Hence all the information collected could not be compared. However the common items between the two questionnaires were identified and an attempt was made to compare these common items. The results so obtained are as follows:
 - **Category** – There was practically no difference as far as the proportion of primary schools was concerned between the two sources of data. There was some difference in the distribution of rest of the schools according to category. If there was an entry of number of different classes and the number

of students in each of the classes we may get the information required here and there may be less chance of any error by any agency.

- **Management** – There did not seem to be an appreciable difference though there seem to be some mix up between Department of Education and PRI. The schools under social welfare department, central government and others had recorded practically no figures under DISE.
- **Lowest Class** – There was practically no difference between the distributions from the two sets of data.
- **Residential** – Whether the schools surveyed were residential or non-residential had been enquired into and the result of the analysis of data collected in this regard through the sample check and the original survey.
- **Building** – There was some difference in distribution of sample check data and the DISE data with respect to this parameter. Inapplicable codes have occurred in the DISE data in an insignificant proportion of schools.
- **Electricity** – There was not much of difference between the two distributions. However inapplicable codes had occurred in an insignificant proportion of the schools in the case of DISE data.
- **Drinking Water** – There appeared to be huge difference under code 6 submersible pump between the two sources of data. It was examined and found that DISE booklet has given code 6 in the body of the schedule for the submersible pump where as in the instruction pages it has given code 10 for the submersible pump. Consequently some of the data collectors for DISE main survey might have accorded code 6 for submersible pump and some others code 10. Thus taking the two together the percentage of schools having submersible pumps as per main survey comes to 57.44 percent which is not much different from the proportion obtained from the sample check data. However DISE data has recorded code 9 in an insignificant proportion of schools. The promotion of schools with other facilities exactly tallied where as there is slight difference in the other cases which could not be taken as appreciable.
- **Boundary Wall** – The proportions more or less exactly tallied in the case of barbed wires. There was slight difference in other cases. Sample check recorded a significant proportion of schools where the boundary wall was under construction where as DISE had not recorded even one. DISE had recorded inapplicable codes 9, 10 and 20 in an insignificant proportion of schools.

10) Suggestions: Not mentioned in the Report

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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

RAJASTHAN

- 1) **Agency that conducted the Survey:**
Directorate of Economics and Statistics
Jaipur, Rajasthan
- 2) **Name of Investigator:** Suraj Mal Raiger
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** March, 2010
- 5) **Number of Districts in the State:** 33
- 6) **Number and name of Districts selected in the sample:** 03, Ajmer, Dausa, Jaisalmer
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Ajmer=09, Dausa=05, Jaisalmer=03, Total=17.
- 8) **Sampling Methodology Adopted:** The study was planned to collect data from three districts covering 5 percent of the total primary and higher primary schools. The Department of School Education provided the list of schools in the three districts of Ajmer, Dausa and Jaisalmer to be covered in the Post Enumeration Survey. The total number of schools in all these three districts are to the tune of 7,447 out of which 5,533 (74.29 percent) are in the Government sector and 1,914 (25.70 percent) are in the Private sector. According to the sampling guideline, all the schools were stratified into Government and Private sector schools and 5 percent of the schools were selected by systematic random sampling from these two categories of Government and Private schools. In total, 395 schools were covered in the three districts of Ajmer, Dausa and Jaisalmer of Rajasthan. Out of which 302 were Government schools and 93 schools were Private (the actual sample size was 395, but 7 schools were found to be closed, out of which 3 were Government schools and 4 schools were Private).

9) Major Findings

- There seemed to be some variation between the regular DISE data captured by the DISE DCF and the special DCF of PES data. The two data sets were compared on some indicators of school management, enrolment, pupil teacher ratio and availability of certain facilities and it was observed that there was variation between the two sets of data.
- In case of school management, the variation was higher in case of private aided and private unaided schools, where none of the data was matching. In case of schools being managed by the school education department, the variation was 56.62 percent and in case of schools being managed by the local bodies, it was 46.43 percent.
- In case of total enrolment, the variation ranged from 1.62 percent in Dausa to 6.27 percent in Ajmer. This variation was higher in case of private schools compared to Government schools.

- In all, 51,859 and 50,908 students were reported to be enrolled in the 388 schools in the years 2008-09 and 2009-10 respectively. There is a slight decline in the number of students enrolled. The data revealed that the total number of girls enrolled per 1,000 boys in the three districts had increased from 806 in 2008-09 to 825 in 2009-10. The percentage increase in girls' enrollment per 1,000 boys was highest in Dausa district at 4.18 percent.
- With regards to the enrollment by social category, the percentage of ST enrolled was quite low compared to SC and others at 12.05 percent in the total of three districts in the year 2008-09. It had still declined to 11.33 percent in 2009-10, which was a matter of concern in the 5% of the schools covered in the three districts.
- The percentage of drop-outs had increased in the 5% schools, revealed that there was a slight increase in the percentage of drop-outs from 1.65 percent in 2008-09 to 1.95 percent in 2009-10. This was more in case of boys (21.4 percent) compared to girls (9.1 percent).
- With regard to the availability of facilities of like playground, common toilets, girls' toilet, separate toilet for teachers and other staff, electricity, drinking water facility and computers, on an average Jaisalmer is seemed to be deprived as it was low in availability of playgrounds, common toilets, separate toilets for teachers and other staff and availability of drinking water facility.
- With regards to infrastructure, overall in the 3 districts Student-Class room ratio was 25.80. For government schools this ratio was 23.76 whereas for private schools this ratio was 29.24. Among the three district, this ratio was highest in Ajmer (27.57) followed by Dausa (25.75) and lowest in Jaisalmer (20.43). For government schools this ratio was highest in Ajmer (25.67) followed by Dausa (22.71) and lowest in Jaisalmer (20.88). For private schools this ratio is highest in Ajmer (30.32) followed by Dausa (30.23) and lowest in Jaisalmer (18.64).
- Overall in the 3 districts Pupil Teacher ratio was 25.05. For government schools this ratio is 24.29 whereas for private schools this ratio is 26.17. Amongst the three districts, the Pupil Teacher ratio for Government Schools as per DISE data revealed that it was highest in Dausa district (33.39) followed by Jaisalmer (29.70) and Ajmer (29.67). As per the PES data it was highest in case of Jaisalmer (32.49) followed by Dausa (28.56) and Ajmer (20.75).
- In case of the percentage of pupils of classes up to class V (primary), who passed, it was highest in case of Dausa (98.05 percent) followed by Jaisalmer (91.68 percent) and Ajmer (90.04 percent). In case of the percentage of pupils of classes VI to class VIII (upper primary), who passed, it was s highest in case of Dausa (80.77 percent) followed by Ajmer (75.14 percent) and Jaisalmer (64.66 percent).

10) Suggestions:

- The system of DISE needs to be popularized by the School Education Department by making it usable at the district administration level to identify low performing panchayat samitis and panchayats and by the schools.
- The DISE formats should also be made available at all schools without fail as in the PES, it is revealed that in the 5% schools that the survey was carried

Major Findings: 2009-10

out, in Jaisalmer district; in only 7.25 percent of schools the DISE format was available in the Government schools.

- There needs to be periodic dissemination of data and feedback needs to be taken from the community level.
- Strict Monitoring of the DISE DCF formats needs to be done to ensure quality of data and reduce variation.
- The DISE data should be made available in excel format on the website, so that further analysis could be done on it easily.
- The focus needs to be on other indicators in addition to Gross and Net Enrolment Ratio.

11) Investigator's Feedback / Conclusion

- There seemed to be some variation between the regular DISE data captured by the DCF and the special DCF of PES data. With regards to the findings of the 5% PES of the schools, the following were a matter of concern:
- There was a slight decline in the enrollment of Scheduled tribes
- There was low availability of facilities in the schools of Jaisalmer with regards to availability of playgrounds, common toilets, separate toilets for teachers and other staff and availability of drinking water facility.

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

SIKKIM

- 1) **Agency that conducted the Survey:**
Teesta Tendong,
South Sikkim
- 2) **Name of Investigator:** Not mentioned in the Report
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** 24th September, 2010
- 5) **Number of Districts in the State:** 04
- 6) **Number and name of Districts selected in the sample:** 02, North, South
- 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 sample checking of DISE data was carried out on the basis of five percent schools randomly selected from North and South districts only two districts were selected from the state as the state is having only 4 districts. The PES team was provided with special data collection format (DCF) by the State Project Office, Gangtok, for collection of requisite data from the selected districts. The sample comprised of primary, middle, high and higher secondary schools in rural and urban areas. The sample schools were from all categories of management such as Government, local body, welfare department, private aided and private unaided.
- 9) **Major Findings**

School Location: During the PES it was found that there were sufficient staff and in some schools there were excess of teaching staff as could be seen from the student and teacher ratio at north district and shortages of staff in various schools of South District.

It was found that the head teacher was not giving the actual data of the teacher as some of the teacher had got the transfer order but they had not been relieved from the school.

All the schools had mid-day meal cook.

It was also found that in some schools the PES team did not get available data as the head master/principal were out of school premises during the day of survey.

Status of Building: Almost 97% of school buildings were government buildings and it was found that some of the school buildings were under construction. It was also found that the government school buildings and toilets were not been maintained properly or were unhygienic for daily use.

Type of School Building: Out of 100%, 53% of school buildings were pucca, 37% of buildings were semi pucca and 10% of schools were still kuccha. Here Semi pucca means the construction with sheets and wood which needs periodic maintenance.

Number of Building Blocks in School: Most of the lower primary schools and newly inaugurated schools had single blocks but those which were successfully been running for more than 10-20 years had more than three blocks, This might be due to the increasing enrollment students.

Availability of Electricity in the School: 63% of the schools were fully electrified and 37% of the school were yet to be electrified. Simultaneously, comparison of the rural and urban schools of the two districts revealed that rural schools were left out for electrification.

Common Toilet available in the School: Most of the schools had all kinds of toilets . But the condition of the toilets was not good.

Separate Toilet available for Girls: 83% of the school had separate toilet for girls.

Separate Toilet facility available for Staff: 63% of schools had their separate toilet for teachers and 37% of the schools had no separate toilet for staff.

10) Suggestions

- Verifications and removal of errors in the DISE format: Considering the importance of DISE, the State Project Office has developed a system for proper cross-checking and verification of DISE formats at different levels (CRC, BRC and District). Although, 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 should have been given 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 and specific attention of school authorities while filling up the same.
- Amendment in Guidelines Provided for Repeaters: Although the DISE format requires the number of 'repeaters' to be given under three sub-heads (Failed, absent for a long period and readmissions), it appears that in a school, the persons filling up the DISE format have clubbed all the three categories into one. The teachers responsible for filling up of DISE formats should be given adequate time so that the correct information could be filled in the format after proper checking.
- Some important suggestions to make Schools better: Prioritizing is needed for schools renovation/construction and strengthening teaching staff to attract more enrolment in school.
- For proper functioning of the school there should not be deficiency of teachers in schools. Proper transfer policy needs to be adopted.

- Authorities should see to it that construction of schools buildings are completed in the stipulated time. Separate toilet for girls in co-educational schools should be made mandatory.
- Every school should have boundary fencing. Hygienic drinking water facility should be made available in all the schools.
- Playgrounds should be repaired wherever necessary. Electricity or other means of power should be provided to those schools where computers have been installed and to those schools where there is proposal to provide computers. Such schools should also be provided with adequate computer rooms.
- There is a need for timely release of mid day-meal and books. Teaching staffs transfer policy needs to be rationalized since there is a high discrepancy in the student-teacher ratio. Some schools are overstaffed with few students while some schools have a good number of students with very few teaching staffs.
- Village Education Committee should be made functional and strengthened with modifications in the mode of functioning, wherever necessary

11) Investigator's Feedback / Conclusion

- There seemed to be some variation between the regular DISE data captured by the DCF and the special DCF of PES data. With regards to the findings of the 5% PES of the schools, the following were a matter of concern:
 - ✓ There was a slight decline in the enrollment of Scheduled tribes
 - ✓ There was low availability of facilities in the schools of Jaisalmer with regards to availability of playgrounds, common toilets, separate toilets for teachers and other staff and availability of drinking water facility.

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

Tamil Nadu - 1

1) Agency that conducted the Survey:

Department of Extension, Career
Guidance and Students Welfare
Bharathiar University,
Coimbatore

2) Name of Investigator: Dr. M. Jayakumar

3) Year for which PES is conducted: 2009-10.

4) Month in which report was submitted: 18th March, 2010

5) Number of Districts in the State: 30

6) Number and name of Districts selected in the sample: 01- Tiruvannamalai

7) Number of Blocks selected in each sample district and total number of blocks selected: Tiruvannamalai-18, Total= 18.

8) Sampling Methodology Adopted: The sample selection was done by random selection method. Random number was generated by using web site called www.random.org/integers with the help of Random Integer Generator. The method followed was, a) command given about how many items were required, b) value given for both ends and c) click the choose random number selection. For this selection of sample, the University collected the school list from SSA, Tiruvannamalai Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, 5% of the sample was chosen in respect to each category. If there were less than 20 schools in a category, that category of schools were not taken for study. In total 114 schools were selected out of 2296 schools in the entire district covering 18 blocks.

9) Major Findings/Observations

- The information relating to school particulars such as school management, year of establishment etc., were found to be correct and there was no deviation between PES and DISE data. There was slight difference in type of schools.
- As far as the data regarding the teachers in position was concerned, the difference between PES data and DISE data ranged from 5 to 10 in numbers.
- Meager deviation was found in availability of common toilet facilities and play ground in the selected sample schools. In many schools staff toilets were not available and there was a need for separate staff toilet. In the case of drinking water facility and boundary wall, it is appreciable that there was only slight difference between PES and DISE format. Availability of furniture was also having quite minor deviation. In some schools they had furniture but the students were sitting on the floor because they were undergoing the Activity Based Learning (ABL) Method for their learning purposes.

- In the case of availability computers, there was no major deviation in reporting. PES reports 311 computers on the other hand DISE format reports 313.
- In enrollment maximum deviation of 4.4% was observed at the Standard I level in Tiruvannamalai District and the overall deviation is – 0.5%. As far as the enrolment of SC Children was concerned the deviation was noted in the range of (+) or (-) 1.5 to 2.0%. As far as ST children enrolled in primary and upper primary level were concerned the percentage of deviation was high between the PES and DISE format. Even though the percentage was high, the actual number difference is very less.
- There was no deviation in Repeaters. With respect to IED the variation was found only in II, III, VI and VIII standard ranged from 8.3% and -11.7% respectively.
- On the day of visit, the attendance of the students was found good (above 90 per cent) in upper primary classes and Primary level. Here the role of teachers and the regular visits of the BRTes are appreciable. This effort certainly maintained the students' attendance regularly.
- In Class V, the pass percentage was 100 per cent for both Boys and Girls and this was due to hard work done by the teachers, learning methods and the students' enthusiasm. In Class VIII, it was also noted that above 99 per cent pass in 2008-09 examinations.
- The number of class rooms in good condition was having a higher deviation (4.5%) in PES when compared to DISE. All the Government schools surveyed in the Tiruvannamalai District are functioning in pucca building. In case of other rooms, deviation is lower in PES (2.2%) when compared to DISE format.
- All the 114 Schools were open on the day of first visit itself.
- Head Teacher / Head Teacher in charge were available at the time of visit. The initial reactions of the teachers were very good. Almost in all the selected schools (100%) the Head Teacher / Head Teacher in charge maintained the records ranged from very good to good in respect to maintenance and availability of master registers.
- In 98 per cent schools, they have properly displayed their class- wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, etc.,

10) Suggestions

- The DISE Training should be given to all Management Category Schools like Private aided and unaided and secondary and Higher Secondary schools. The DCF Training to the Head teachers of the above said category schools are 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 to all category schools.

Major Findings: 2009-10

- It is very essential to encourage the 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.
- DISE data quality is good; Details are also available on time. Up to date information and error free quality was maintained at all levels.
- This Post Enumeration Survey reveals that the Head Teachers of the sample schools are maintaining all the records satisfactorily.

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

- The state SSA Directorate may establish professional contacts with Universities and Research Centers to take up Research Projects in teachers and student absenteeism, literacy achievement, effectiveness of ABL methods. Web application method for data capturing may be followed to avoid any delay in sending and processing the data.

Tamil Nadu - 2

1) Agency that conducted the Survey:

Department of Extension, Career
Guidance and Students Welfare
Bharathiar University
Coimbatore

2) Name of Investigator: Dr. M. Jayakumar

3) Year for which PES is conducted: 2009-10.

4) Month in which report was submitted: 18th March, 2010

5) Number of Districts in the State: 30

6) Number and name of Districts selected in the sample: 01-Erode

7) Number of Blocks selected in each sample district and total number of blocks selected: Erode= 20, Total=20.

8) Sampling Methodology Adopted: The sample selection was done by random selection method. Random numbers were generated by using web site called www.random.org/integers with the help of Random Integer Generator. The method followed was, a) command given about how many items were required, b) value given for both ends and c) click the choose random number selection. For this selection of samples, the University collected the school list from SSA, Erode Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, 5% schools were chosen as sample in respect to each category. If there are less than 20 schools in a category, that category of schools was not taken for study. 114 schools were selected out of 2255 schools in the entire district covering 20 blocks.

9) Major Findings/Observations

- 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 difference between PES and DISE data and the PES data were matching with the DISE data.
- The information relating to school particulars such as school management, year of establishment etc., were found to be correct and there was no deviation between PES and DISE data. There was slight difference in type of schools, because this year (2009-10) 2 schools were upgraded to secondary school category.
- As far as the data regarding teachers in position was concerned, the difference between PES data and DISE data ranged from 5 to 10 in numbers.
- Very meager deviation was found in availability of electricity, common toilet facilities and play ground in the selected sample schools. In many schools staff toilets were not available and there was a need for separate staff toilet. In

the case of drinking water facility and boundary wall, it is appreciable that there was only slight difference between PES and DISE format. Availability of furniture was also having quite minor deviation. In some schools they had furniture but the students were sitting on the floor because they were undergoing the Activity Based Learning (ABL) method for their learning purposes. In the case of availability of computers, there was no major deviation in reporting. PES reports 235 computers on the other hand DISE format reports 236.

- A maximum deviation of 4.2% was observed in enrollment at the I Standard level in Erode District and the overall deviation was – 0.1%. As far as the enrolment of SC Children was concerned, the deviation was noted in the range of (+) or (-) 1.5 to 2.0% from the tables available in this study. As far as ST children enrolled in primary and upper primary level was concerned, the percentage of deviation was high between the PES and DISE format. Even though the percentage was high, the actual number difference was very less.
- There was no deviation in Repeaters. With respect to IED the variation was found only in II, III, VI and VIII standard ranged from 8.3% and -11.7% respectively.
- On the day of visit, the attendance of the students was found to be good (above 85 per cent) in upper primary classes and primary level. Here the role of teachers and the regular visits of the BRTes are appreciable. This effort certainly maintained the students' attendance regularly.
- In Class V, the pass percentage was 99 per cent for both Boys and Girls and this was due to hard work done by the teachers, learning methods and the students' enthusiasm. In Class VIII, it was also noted that above 95 percent passed in 2008-09 examinations. The key indicators of student enrolment, attendance and pass percentage showed encouraging performance after the implementation of Sarva Shiksha Abhiyan.
- The number of class rooms in good condition was found to be having a higher deviation (9.8%) in PES when compared to DISE. All the Government schools surveyed in the Erode District were functioning in pucca building. In case of other rooms, deviation was lower in PES (- 4.7%) when compared to DISE format.
- All the 114 Schools were open on the day of first visit itself.
- Status of Teachers Response: Head Teacher / Head Teacher in charge were available at the time of visit. The initial reactions of the teachers were very good. Almost in all the selected schools (100%) the Head Teacher / Head Teacher in charge maintained the records ranged from very good to good in respect to maintenance and availability of master registers.
- In 98 per cent schools, they had properly displayed their class- wise enrollment, SC, ST Children and OBC children enrollment, teaching method, teacher in position details, attendance details, etc.

10) Suggestions

- The DISE Training should be given to all management category schools like private aided and unaided and secondary and higher secondary schools. The

DCF Training to the Head teachers of the above said category schools are 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 to all category schools.

- It is very essential to encourage the 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.

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

- The state SSA Directorate may establish professional contacts with Universities and Research Centers to take up research projects in teachers and student absenteeism, literacy achievement, effectiveness of ABL methods. Web application method for data capturing may be followed to avoid any delay in sending and processing the data.

TRIPURA

- 1) **Agency that conducted the survey:**
Department of A. and A. Economics
Tripura University
- 2) **Name of Investigator:** Ashish Nath
Indraneel Bhowmik
- 3) **Year for which the PES is conducted:** 2009-10
- 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:** 03, South Tripura, North Tripura, Dhalai.
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** In the South Tripura district, there were 1196 schools. Out of these 61 schools were included in the sample.

In the North Tripura district, there were 721 schools. Out of these 37 schools were included in the sample. In the Dhalai district, there were 739 schools. For the 5% sample checking the data was to be collected from 37 schools. However the data was collected from 36 schools because of non-availability from one school.

9) Major Findings:

South Tripura

- **School Location Particulars:** In this category, the prescribed format had the following queries:
 - ✓ Village Name/ Ward No
 - ✓ Block/Municipal Name
 - ✓ Rural/Urban
 - ✓ DISE School Code

In this category, it was found from survey data that there was discrepancy in the 'name of the village' for 26 Schools which were Bagafa Ashram HS School, Uttar Kanchan Nagar SB School, Sachiram Bari High School, Sankarpur SB School, Ganjer Tilla JB School, Sonapur Girls High School, Govinda Tripura Para JB School, Belonia Govt English Medium High School, East Manughat High School, North Doulbari SB School, Sadaising Para JB School, Taidubari SB School, Haripur (Rainabari) SB School, Haripur SB School, Sirish Chandra Debbarma Para SB School, Niza Chandra Karbari Para SB School, Garjan Tilla JB School, Karbook Panjihum HS(+2 Stage) School, Tiari Mirong JB School, Barabari BC Para JB School, Lulanga SB School, Holakhet High School, Chandra pur Girls High School, Kushamara SB School and Aralia JB School.

In only one school there was discrepancy about location as 'rural/urban' and the school is Ganjer Tilla JB School.

- **School Particulars:** In this category, the prescribed format had the following queries:
 - ✓ Name of the School
 - ✓ Name of the Principal/Head teacher
 - ✓ Educational qualification of the Principal
 - ✓ Number of year working as Principal/ Head Teacher in the Present School
 - ✓ Total number of year of experience working as Principal/Head teacher
 - ✓ Year of establishment of School
 - ✓ School Category
 - ✓ Type of School
 - ✓ Lowest class in the School
 - ✓ Highest class in the School
 - ✓ School Management
 - ✓ Residential School
 - ✓ Is the School building used as a part or shift School?

In this category, it was found from survey data that there was a discrepancy in the 'name of schools' for 03 schools which were Durgarai Mogbari Model JB School, Chhotakhil JB School and North Doubari SB School.

There was discrepancy about 'year of establishment' for 06 Schools which were Chatakchari HS(+2 Stage) School, Taidubari SB School, Veerata Bandhuta SB School, Barabari BC Para JB School, Chandrapur Khil JB School and Chandrapur Girls High School.

In this category, there was discrepancy about 'School category' for 03 Schools which were Matai HS School, Taidubari SB School and Niza Chandra Karbari Para SB School.

In this category, it was found from survey data that there was discrepancy about 'Type of School' for 02 Schools which were Sonapur Girls High School and Brajendra Nagar HS School.

In this category, there was discrepancy about 'School Management' for only one School which was Govinda Tripura Para JB School.

In this category, there was discrepancy about 'Residential School' for 02 Schools which were Bagafa Ashram HS School and Chatakchari HS (+2 Stage) School.

There was discrepancy about the 'School building' used as a part or shift School for only 01 School which was Kawamara High School.

- **Staff Details(Primary and Upper Primary):** In this category, the prescribed format had the following queries:
 - ✓ Total number of teachers in position
 - ✓ Number of teachers (excluding principal/ head teacher)
 - ✓ Non-teaching Staff
 - ✓ Number of staff employed for cooking mid day meal
 - ✓ Number of personnel employed for cleaning toilets/lavatories

In this category, it was found from survey data that there was discrepancy in the ‘total number of teachers in position’ for 26 schools which were Uttar Kanchan Nagar SB School, Durgarai Mogbari Model JB School, Ganjer Tilla JB School, Purba Madhya Pilak SB School, Charakbai High School, Baghachatal SB School, South BC Nagar Class 12 School, East Mirzapur SB School, Belonia Government English Medium High School, North Doubari SB School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, Jalefa SB School, Haripur (Rainabari) SB School, Haripur SB School, Niza Chandra Karbari Para SB School, Garjan Tilla JB School, Karbook Panjihum HS(+2 Stage) School, Tiari Mirong JB School, Amarpur JB School, Khupilong SB School, Monithang Bari JB School, Palatana High School, Rajarbagh SB School, Kushamara SB School and Holakhet High School.

There was discrepancy in the ‘number of non-teaching staff’ for only one school which is Haripur SB School.

No discrepancy was found in other queries of this category.

- **Facilities in School:** In this category, the prescribed format had the following queries:

- ✓ Status of school building
- ✓ Type of school building
- ✓ Number of blocks in school
- ✓ Condition of classroom and other rooms available in school
- ✓ Availability of electricity on school
- ✓ Common toilet available in the school
- ✓ Separate toilet available for girls
- ✓ Separate toilet facility available for staff
- ✓ Condition of boundary wall in the school
- ✓ Source of drinking water facility in school
- ✓ Does the school have a playground?
- ✓ Numbers of computers available in good condition
- ✓ Seating arrangement for children in school

It was found from survey data that there was discrepancy about ‘condition of classroom and other rooms available in school’ for 31 schools which were Bagafa Ashram HS School, West Bagafa JB School, Uttar Kanchan Nagar SB School, Sachiram Bari High School, Ganjer Tilla JB School, Charakbai High School, South BC Nagar Class 12 School, Manchandra Para JB School, Matai HS School, East Sarashima SB School, East Mirzapur SB School, Lowmani Para SB School, Govinda Tripura Para JB School, Chhotakhil JB School, Harinatila JB School, Brajendra Nagar HS School, Sabroom JB School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Taidubari SB School, Ampinagar JB School, Niza Chandra Karbari Para SB School, Dalakbari SB School, Barabari BC Para JB School, Khupilong SB School, Monithang Bari JB School, Chandrapur Khil JB School, Palatana High School, Holakhet High School, Chandrapur Girls High School and Rajarbagh SB School.

There was discrepancy about ‘availability of electricity in school’ for 04 Schools which were Belonia Govt English Medium High School, Malbasa High School, Palatana High School and Holakhet High School.

There was discrepancy about ‘common toilet available in the school’ for 24 Schools which were Bagafa Ashram HS School, Sankarpur SB School, Purba Madhya Pilak SB School, Charakbai High School, Sonapur Girls High School, Baghachatal SB School, South BC Nagar Class 12 School, East Sarashima SB School, East Mirzapur SB School, Belonia Govt English Medium High School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, Jalefa SB School, Haripur (Rainabari) SB School, Ampinagar JB School, Haripur SB School, Sirish Chandra Debbarma Para SB School, Garjan Tilla JB School, Kawamara High School, Dalakbari SB School, Malbasa High School, Lulanga SB School, Kushamara SB School and Fulkumari Landless Col. SB School.

There was discrepancy about ‘separate toilet available for girls’ for 15 Schools which were Bagafa Ashram HS West Bagafa JB School, Sonapur Girls High School, Matai HS School, East Sarashima SB School, Chhotakhil JB School, Taidubari SB School, Haripur (Rainabari) SB School, Sirish Chandra Debbarma Para SB School, Kawamara High School, Dalakbari SB School, Malbasa High School, Barabari BC Para JB School, Kushamara SB School and Holakhet High School. There was discrepancy about ‘condition of boundary wall in the school’ for only 02 Schools which were Matai HS School and Doulbari High School.

There was discrepancy about ‘source of drinking water facility in school’ for 19 schools which were Ganjer Tilla JB School, Purba Madhya Pilak SB School, South BC Nagar Class 12 School, Uttar Kalabaria SB School, East Sarashima SB School, Lowmani Para SB School, Govinda Tripura Para JB School, Harinatila JB School, Doulbari High School, Chatakchari HS(+2 Stage) School, Sonaichari SB School, Jalefa SB School, Haripur (Rainabari) SB School, Ampinagar JB School, Sirish Chandra Debbarma Para SB School, Dalakbari SB School, Veerata Bandhuta SB School, Palatana High School and Monithang Bari JB School.

There was discrepancy about ‘does the school have a playground’ for 05 Schools which were Ganjer Tilla JB School, Sabroom JB School, East Manughat High School, Doulbari High School and Belonia Govt English Medium High School.

There was discrepancy about ‘number of computers available in good condition’ for 10 schools which were Bagafa Ashram HS School, South BC Nagar Class 12 School, Belonia Govt English Medium High School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, Kawamara High School, Malbasa High School, Palatana High School, Chandrapur Girls High School and Holakhet High School.

There was discrepancy about ‘seating arrangement for children in school’ for 18 schools which were Bagafa Ashram HS School, Uttar Kanchan Nagar SB School, Durgarai Mogbari Model JB School, Krishnanagar (West Manu) JB School, Sonapur Girls High School, Matai HS School, East Sarashima SB School, Jalefa SAT SB School, North Doulbari SB School, Sonaichari SB School, Jalefa SB School, Haripur (Rainabari) SB School, Sirish Chandra Debbarma Para SB School, Garjan Tilla JB School, Kawamara High School, Veerata Bandhuta SB School, Malbasa High School, Khupilong SB School and Fulkumari Landless Col. SB School.

- **Student Enrolment:** In this category, the prescribed format had the following queries:
 - ✓ Children enrolled in the current academic year i.e. 2009 (SC/ST/OBC wise and children with disabilities and children who left the school)
 - ✓ Grade-wise examination details for which annual examination was conducted for the last academic year i.e. 2008.

In this category, it was found from survey data that there was discrepancy about 'children enrolled in the current academic year i.e. 2009' for 14 schools which were Uttar Kanchan Nagar SB School, Sankarpur SB School, Ganjer Tilla JB School, Sonapur Girls High School, South BC Nagar Class 12 School, Matai HS School, East Sarashima SB School, Chatakchari HS(+2 Stage) School, Jalefa SB School, Karbook Panjihum HS(+2 Stage) School, Kawamara High School, Malbasa High School, Amarpur JB School and Palatana High School.

There was discrepancy about 'Grade-wise Examination details for which Annual Examination was Conducted for the last Academic year i.e. 2008' for 26 schools which were Uttar Kanchan Nagar SB School, Durgarai Mogbari Model JB School, Purba Madhya Pilak SB School, Sonapur Girls High School, South BC Nagar Class 12 School, Uttar Kalabaria SB School, Matai HS School, East Sarashima SB School, East Mirzapur SB School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Taidubari SB School, Haripur (Rainabari) SB School, Haripur SB School, Kawamara High School, Dalakbari SB School, Karbook Panjihum HS(+2 Stage) School, Veerata Bandhuta SB School, Tiari Mirong JB School, Malbasa High School, Amarpur JB School, Monithang Bari JB School, Fulkumari Landless Col. SB School, Kushamara SB School.

- **School Location Particulars:** In this category, the prescribed format had the following queries:
 - ✓ Village Name/ Ward No
 - ✓ Block/Municipal Name
 - ✓ Rural/Urban
 - ✓ DISE School Code

In this category, it was found from survey data that there was discrepancy in the 'name of the village' for 26 Schools which were Bagafa Ashram HS School, Uttar Kanchan Nagar SB School, Sachiram Bari High School, Sankarpur SB School, Ganjer Tilla JB School, Sonapur Girls High School, Govinda Tripura Para JB School, Belonia Govt English Medium High School, East Manughat High School, North Doulbari SB School, Sadaising Para JB School, Taidubari SB School, Haripur (Rainabari) SB School, Haripur SB School, Sirish Chandra Debbarma Para SB School, Niza Chandra Karbari Para SB School, Garjan Tilla JB School, Karbook Panjihum HS(+2 Stage) School, Tiari Mirong JB School, Barabari BC Para JB School, Lulanga SB School, Holakhet High School, Chandrapur Girls High School, Kushamara SB School and Aralia JB School.

In only one school there was discrepancy about location as 'rural/urban' and the school was Ganjer Tilla JB School.

- **School Particulars:** In this category, the prescribed format had the following queries:

- ✓ Name of the school
- ✓ Name of the principal/head teacher
- ✓ Educational qualification of the principal
- ✓ Number of year working as principal/ head teacher in the present school
- ✓ Total number of year of experience working as principal/head teacher
- ✓ Year of establishment of school
- ✓ School category
- ✓ Type of school
- ✓ Lowest class in the school
- ✓ Highest class in the school
- ✓ School management
- ✓ Residential school
- ✓ Is the school building used as a part or shift school?

There was discrepancy in the ‘Name of Schools’ for 03 Schools which were Durgarai Mogbari Model JB School, Chhotakhil JB School and North Doubari SB School.

There was discrepancy about ‘year of establishment’ for 06 Schools which were Chatakchari HS(+2 Stage) School, Taidubari SB School, Veerata Bandhuta SB School, Barabari BC Para JB School, Chandrapur Khil JB School and Chandrapur Girls High School.

There was discrepancy about ‘School category’ for 03 Schools which were Matai HS School, Taidubari SB School and Niza Chandra Karbari Para SB School.

There was discrepancy about ‘type of school’ for 02 Schools which were Sonapur Girls High School and Brajendra Nagar HS School.

There was discrepancy about ‘School Management’ for only one School which was Govinda Tripura Para JB School.

There was discrepancy about ‘Residential School’ for 02 Schools which were Bagafa Ashram HS School and Chatakchari HS (+2 Stage) School.

NORTH TRIPURA

- **School Location Particulars:** In this category, the prescribed format have the following queries:

- ✓ Village Name/ Ward No
- ✓ Block/Municipal Name
- ✓ Rural/Urban
- ✓ DISE School Code

There was discrepancy in the ‘name of the village’ for 07 Schools which were Ramcharan CP High School, West Rabirai Model JB School, Paiza Govt SB School, Hmunpui JB School, Ashrampalli SB School, North West Hurua JB School and Paschim Panisagar High School. No discrepancy was found in other queries i.e. Block/Municipal Name, Rural/Urban, and DISE School Code.

- **School Particulars:** In this category, the prescribed format had the following queries:

- ✓ Name of the school
- ✓ Name of the principal/head teacher
- ✓ Educational qualification of the principal
- ✓ Number of year working as principal/ head teacher in the present school
- ✓ Total number of year of experience working as principal/head teacher
- ✓ Year of establishment of school
- ✓ School category
- ✓ Type of school
- ✓ Lowest class in the school
- ✓ Highest class in the school
- ✓ School management
- ✓ Residential school
- ✓ Is the school building used as a part or shift school?

There was discrepancy in the 'Name of the School' for only 01 School which was Ramnagar LL Col. SB School.

There was discrepancy in 'Year of establishment' of the School for 01 School which was Tlaksih SB School.

There was discrepancy in the 'Residential School' for 04 Schools which were Laxmipur SB School, Damcherra HS School, Chittagang Basti JB School and Sonapur SB School.

There was discrepancy about 'Is the School building used as a part or shift School' for 05 Schools which are Paiza Govt SB School, Chittagang Basti JB School, Kadamtala HS School, Bargul High School and Paschim Panisagar High School.

- **Staff Details(Primary and Upper Primary):** In this category, the prescribed format had the following queries:

- ✓ Total number of teachers in position
- ✓ No. of Teachers (Excluding Principal/ Head Teacher)
- ✓ Non-teaching Staff
- ✓ Number of staff employed for cooking Mid Day Meal
- ✓ Number of personnel employed for cleaning Toilets/Lavatories

There was discrepancy in the 'total number if teachers in position and number of teachers'. There were 13 such school which were Purba Santipur JB School, Rabindranagar HS(+2 stage) School, Ramcharan CP High School, Suknacherra SB School, Laxmipur(PTL) SB School, Damcherra HS School, Paiza Govt SB School, Tlaksih SB School, Yeazikhowra SB School, Rangrung (TE) SB School, Kadamtala HS School, Chamtilla JB School and Noagaon JB School.

In only one school there was discrepancy in 'non-teaching staff' which was Rabindranagar HS (+2 stage) School. No discrepancy was found in other sub categories.

- **Facilities in School:** In this category, the prescribed format had the following queries:
 - ✓ Status of School Building
 - ✓ Type of School Building
 - ✓ Number of Blocks in School
 - ✓ Condition of Classroom and other rooms available in School
 - ✓ Availability of Electricity on School
 - ✓ Common Toilet available in the School
 - ✓ Separate Toilet available for girls
 - ✓ Separate Toilet facility available for staff
 - ✓ Condition of boundary wall in the School
 - ✓ Source of drinking water facility in School
 - ✓ Does the School have a playground?
 - ✓ Numbers of Computers available in good condition
 - ✓ Seating arrangement for children in School

There was discrepancy about ‘Condition of Classroom and other rooms available in School’ for 23 schools which were Purba Santipur JB School, Rabindranagar HS(+2 stage) School, Ramcharan CP High School, West Rabirai Model JB School, Bursingpara JB School, Laxmipur SB School, Laxmipur(PTL) SB School, Andhercherra High School, Damcherra HS School, Paiza Govt SB School, Tlaksih SB School, Saida Bari SB School, Machim Chow Para JB School, Noydrone High School, Chittagang Basti JB School, Kumarghat Word No 10 JB School, Indranagar JB School, Rangauti High School, Khawrabil JB School, Kadamtala HS School, Bargul High School, Noagaon JB School and Dewanpasha JB School.

In this category, we found from survey data that there was discrepancy about ‘Availability of Electricity on School’ for 02 schools which are Rabindranagar HS (+2 stage) School and Rangauti High.

There was discrepancy about ‘Common Toilet available in the School’ for 12 Schools which were Purba Santipur JB Rabindranagar HS(+2 stage) School, Ramcharan CP High School, Suknacherra SB School, Bursingpara JB School, Paiza Govt SB School, Hmunpui JB School, Tlaksih In this category, we found from survey data that there was discrepancy in the ‘Separate Toilet available for girls’ for 05 Schools which are Ramcharan CP High School, Suknacherra SB School, Paiza Govt SB School, Ashrampalli SB School and Dewanpasha JB School.

There was discrepancy in the ‘Separate Toilet facility available for staff’ for 02 Schools which are Rabindranagar HS (+2 stage) School and Suknacherra SB School.

There was discrepancy about ‘Condition of boundary wall in the School’ for 04 Schools which were Damcherra HS School, Paiza Govt SB School, Rangrung (TE) SB School and Sonapur SB School.

There was discrepancy about ‘Source of drinking water facility in School’ for 12 Schools which are Purba Santipur JB School, Suknacherra SB School, West Rabirai Model JB School, Damcherra HS School, Tlaksih SB School, Saida Bari SB School, Machim Chow Para JB School, Kumarghat Word No

10 JB School, Indranagar JB School, Rangauti High School, Bargul High School and Sonapur SB School.

There was discrepancy in the 'Does the School have a playground' for 13 Schools which were West Rabirai Model JB School, Andhercherra High School, Paiza Govt SB School, Tlaksih SB School, Saida Bari SB School, Machim Chow Para JB School, Noydrone High School, Chittagang Basti JB School, Indranagar JB School, Rangrung (TE) SB School, Khawrabil JB School, Ramnagar LL Col. SB School and Dewanpasha JB School.

There was discrepancy about 'Number of Computers available in good condition' for 02 Schools which are Kadamtala HS School and Damcherra HS School.

In this category, it was found from survey data that there was discrepancy about 'Seating arrangement for children in School' for 12 Schools which were Ramcharan CP High School, Suknacherra SB School, West Rabirai Model JB School, Bursingpara JB School, Laxmipur SB School, Damcherra HS School, and Tlaksih SB School.

- **Student Enrolment:** In this category, the prescribed format had the following queries:
 - ✓ Children enrolled in the Current Academic Year i.e. 2009
 - ✓ (SC/ST/OBC wise and children with disabilities and children who left the School)
 - ✓ Grade-wise Examination details for which Annual Examination is conducted for the last Academic year i.e. 2008.

In this category, it was found from survey data that there was discrepancy about 'Children enrolled in the Current Academic Year i.e. 2009' for 11 Schools which were Purba Santipur JB School, Ramcharan CP High School, Bursingpara JB School, Laxmipur SB School, Laxmipur (PTL) SB School, Damcherra HS School, Hmunpui JB School, Noydrone High School, Rangauti High School, Rangrung (TE) SB School and Kadamtala HS School.

In this category, it was found from survey data that there was discrepancy about 'Grade-wise Examination' details for which Annual Examination was conducted for the 2008 year for 13 Schools which were Purba Santipur JB School, Suknacherra SB School, West Rabirai Model JB School, Laxmipur SB School, Andhercherra High School, Paiza Govt SB School, Hmunpui JB School, Tlaksih SB School, Indranagar JB School, Yeazikhowra SB School, Khawrabil JB School, Kadamtala HS School and Ramnagar LL Col. SB School.

Dhalai

- **School Location Particulars :** In this category, the prescribed format had the following queries:
 - ✓ Village Name/ Ward No
 - ✓ Block/Municipal Name
 - ✓ Rural/Urban
 - ✓ DISE School Code

In this category, it was found from the survey data that there was discrepancy in the 'name of the village' for 05 schools only. Kabiguru R.S.V High school, Haripur 12 card JB, Purba Haripur SB, Durbajoy Chowdhury Para SB and Much Kumbhir Mahanta Reang Para SB have not properly filled up the name of the village.

- **School Particulars:** In this category, the prescribed format have the following queries:

1. Name of the School
2. Name of the Principal/Head teacher
3. Educational qualification of the Principal
4. Number of year working as Principal/ Head Teacher in the Present School
5. Total number of year of experience working as Principal/Head teacher
6. Year of establishment of School
7. School Category
8. Type of School
9. Lowest class in the School
10. Highest class in the School
11. School Management
12. Residential School
13. Is the School building used as a part or shift School?

In this category, it was found from the survey data that there was discrepancy in the 'name of the school' for 01 school which was Hospital Para JB School.

There was discrepancy in the 'Establishment Year' for 05 schools which were Kaimaicharra SB School, Kalachari Class XII School, Annadhan RP SB School, Much Kumbhir Mahanta RP SB School and Gandacharra Class XII School.

There was discrepancy about 'Residential School' for 02 Schools which were Mangal Ballav RP SB School, Chailengta Class XII School.

There was discrepancy about 'Is the school building used as a part of shift school' for 04 schools which were Duraichara Shib Bari High School, Kalachari Class XII School, Kulai colony High School and Larai KP SB School.

There was discrepancy in the 'School Category' for 02 Schools which were Dhanyaram KP High School and Haripur 12 card JB School.

There was discrepancy about 'Highest class in the School' for 03 Schools which were Ambassa Colony JB School, Raipasa JB School and Haripur 12 card JB School.

- **Staff Details(Primary and Upper Primary):** In this category, the prescribed format had the following queries:

1. Total number of teachers in position
2. Number of Teachers (Excluding Principal/ Head Teacher)
3. Non-teaching Staff
4. Number of staff employed for cooking Mid Day Meal
5. Number of personnel employed for cleaning Toilets/Lavatories

In this category, it was found from survey data that there was discrepancy in the 'Total number of Teachers in position and Number. of Teachers'. There were 08 such schools which were Mangal Ballav RP SB School, Marachara SB School, Duraichara Shib Bari High School, Subarnajayanti JB School, Bhuban Sindhu CP SB School, Purba Haripur SB School, Durbajoy Chowdhury Para SB School and Bhagaroth Para SB School.

There was discrepancy about 'Non-teaching Staff' for 03 schools which are Bhagaroth Para SB School, Durbajoy Chowdhury Para SB School and Duraichara Shib Bari High School.

- **Facilities in School:** In this category, the prescribed format have the following queries:

- ✓ Status of School Building
- ✓ Type of School Building
- ✓ Number of Blocks in School
- ✓ Condition of Classroom and other rooms available in School
- ✓ Availability of Electricity on School
- ✓ Common Toilet available in the School
- ✓ Separate Toilet available for girls
- ✓ Separate Toilet facility available for staff
- ✓ Condition of boundary wall in the School
- ✓ Source of drinking water facility in School
- ✓ Does the School have a playground?
- ✓ Numbers of Computers available in good condition
- ✓ Seating arrangement for children in School

In this category, it was found from survey data that there was discrepancy about 'the number and condition of classroom available in School' for 19 Schools which were Mangal Ballav RP SB School, Santipalli JB School, Hospital Para JB School, Debipur Col. SB School, Chailengta Class XII School, Duraichara Shib Bari High School, Mayachari Primary School, Kaimaichara SB School, Dhalaipar JB School, Kalachari Class XII School, Noagaon Chottosurma JB School, Kulai Colony High School, Annadhan RP SB School, Bio-Mas Colony JB School, Bhagaroth Para SB School, Durbajoy Chowdhury Para SB School, Kabiguru R.S.V High School, Gandacharra Class XII School and Much Kumbhir Mahanta Reang Para SB School.

There was discrepancy about 'availability of electricity in School' for 03 Schools which were Manikbhandar SB School, Raipasa JB School and Purba Haripur SB School.

There was discrepancy about 'Common Toilet available in the School' for 14 schools which were Mangal Ballav RP SB School, Chandra Mohan Smriti JB School, Kamana RP SB School, Bijoygiri Dewan Para High School, Santipalli JB School, Hospital Para JB School, Kalachari Class XII School, Noagaon Chottosurma JB School, Ambassa Colony JB School, Kulai Colony High School, Bio-Mas Colony JB School, Kabiguru R.S.V High School, Gandacharra Class XII School and Much Kumbhir Mahanta Reang Para SB School.

There was discrepancy about 'Condition of boundary wall in the School' for 21 schools which were Mangal Ballav RP SB School, Chandra Mohan Smriti

JB School, Bharat D/B Para JB School, Kamana RP SB School, Bijoygiri Dewan Para High School, Hospital Para JB School, Marachara SB School, Mayachari Primary School, Subarnajayanti JB School, Manikbhandar SB School, Kaimaichara SB School, Dhalaipar JB School, Noagaon Chottosurma JB School, Ambassa Colony JB School, Raipasa JB School, Betbagan JB School, Annadhan RP SB School, Bio-Mas Colony JB School, Bhagaroth Para SB School, Gandacharra Class XII School and Much Kumbhir Mahanta Reang Para SB School.

There was discrepancy about 'Source of drinking water facility in School' for 15 Schools which were Chandra Mohan Smriti JB School, Bharat D/B Para JB School, Kamana RP SB School, Santipalli JB School, Marachara SB School, Mayachari Primary School, Kaimaichara SB School, Dhalaipar JB School, Ambassa Colony JB School, Raipasa JB School, Bio-Mas Colony JB School, Bhagaroth Para SB School, Durbajoy Chowdhury Para SB School, Haripur 12 card JB School and Kabiguru R.S.V High School.

There was discrepancy about 'Does the School have a playground' for 05 Schools which were Chandra Mohan Smriti JB School, Kamana RP SB School, Santipalli JB School, Chailengta Class XII School and Bio-Mas Colony JB School.

There was discrepancy about 'Numbers of Computers available in Good Condition' for 06 Schools which were Bharat D/B Para JB School, Bijoygiri Dewan Para High School, Duraichara Shib Bari High School, Subarnajayanti JB School, Kalachari Class XII School and Gandacharra Class XII School.

There was discrepancy about 'Seating arrangement for children in School' for 14 Schools which were Bharat D/B Para JB School, Debipur Col. SB School, Chailengta Class XII School, Duraichara Shib Bari High School, Subarnajayanti JB School, Ambassa Colony JB School, Raipasa JB School, Bio-Mas Colony JB School

- **Staff Details(Primary and Upper Primary):** In this category, the prescribed format had the following queries:
 - ✓ Total number of teachers in position
 - ✓ No. of Teachers (Excluding Principal/ Head Teacher)
 - ✓ Non-teaching Staff
 - ✓ Number of staff employed for cooking Mid Day Meal
 - ✓ Number of personnel employed for cleaning Toilets/Lavatories

In this category, it was found from survey data that there was discrepancy in the 'Total Number of Teachers in Position' for 26 schools which were Uttar Kanchan Nagar SB School, Durgarai Mogbari Model JB School, Ganjer Tilla JB School, Purba Madhya Pilak SB School, Charakbai High School, Baghachatal SB School, South BC Nagar Class 12 School, East Mirzapur SB School, Belonia Govt English Medium High School, North Doulbhari SB School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Haripur (Rainabari) SB School, Haripur SB School, Niza Chandra Karbari Para SB School, Garjan Tilla JB School, Karbook Panjihum HS(+2 Stage) School, Tiari Mirong JB School, Amarpur JB School, Khupilong SB School, Monithang Bari JB School, Palatana High School, Rajarbagh SB School, Kushamara SB School and Holakhet High School.

In this category, it was found from survey data that there was discrepancy in the ‘Number of Non-teaching Staff’ for only one school which was Haripur SB School.

No discrepancy was found in other queries of this category.

- **Facilities in School:** In this category, the prescribed format had the following queries:
 - ✓ Status of School Building
 - ✓ Type of School Building
 - ✓ Number of Blocks in School
 - ✓ Condition of Classroom and other rooms available in School
 - ✓ Availability of Electricity on School
 - ✓ Common Toilet available in the School
 - ✓ Separate Toilet available for girls
 - ✓ Separate Toilet facility available for staff
 - ✓ Condition of boundary wall in the School
 - ✓ Source of drinking water facility in School
 - ✓ Does the School have a playground?
 - ✓ Numbers of Computers available in good condition
 - ✓ Seating arrangement for children in School

In this category, it was found from survey data that there was discrepancy about ‘Condition of Classroom and other rooms available in School’ for 31 Schools which were Bagafa Ashram HS School, West Bagafa JB School, Uttar Kanchan Nagar SB School, Sachiram Bari High School, Ganjer Tilla JB School, Charakbai High School, South BC Nagar Class 12 School, Manchandra Para JB School, Matai HS School, East Sarashima SB School, East Mirzapur SB School, Lowmani Para SB School, Govinda Tripura Para JB School, Chhotakhil JB School, Harinatila JB School, Brajendra Nagar HS School, Sabroom JB School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Taidubari SB School, Ampinagar JB School, Niza Chandra Karbari Para SB School, Dalakbari SB School, Barabari BC Para JB School, Khupilong SB School, Monithang Bari JB School, Chandrapur Khil JB School, Palatana High School, Holakhet High School, Chandrapur Girls High School and Rajarbagh SB School.

In this category, there was discrepancy about ‘Availability of Electricity on School’ for 04 Schools which were Belonia Govt English Medium High School, Malbasa High School, Palatana High School and Holakhet High School.

In this category, there was discrepancy about ‘Common Toilet available in the School’ for 24 Schools which were Bagafa Ashram HS School, Sankarpur SB School, Purba Madhya Pilak SB School, Charakbai High School, Sonapur Girls High School, Baghachatal SB School, South BC Nagar Class 12 School, East Sarashima SB School, East Mirzapur SB School, Belonia Govt English Medium High School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Haripur (Rainabari) SB School, Ampinagar JB School, Haripur SB School, Sirish Chandra Debbarma Para SB School, Garjan Tilla JB School, Kawamara High School, Dalakbari SB School,

Malbasa High School, Lulanga SB School, Kushamara SB School and Fulkumari Landless Col. SB School.

In this category, it was found from the survey data that there was discrepancy about 'Condition of boundary wall in the School' for only 02 Schools which were Matai HS School and Doulbari High School.

In this category, it was found from survey data that there was discrepancy about 'Source of Drinking Water Facility in School' for 19 Schools which were Ganjer Tilla JB School, Purba Madhya Pilak SB School, South BC Nagar Class 12 School, Uttar Kalabaria SB School, East Sarashima SB School, Lowmani Para SB School, Govinda Tripura Para JB School, Harinatila JB School, Doulbari High School, Chatakchari HS(+2 Stage) School, Sonaichari SB School, 39 Jalefa SB School, Haripur (Rainabari) SB School, Ampinagar JB School, Sirish Chandra Debbarma Para SB School, Dalakbari SB School, Veerata Bandhuta SB School, Palatana High School and Monithang Bari JB School.

In this category, it was found from the survey data that there was discrepancy about 'Does the School' have a playground for 05 Schools which were Ganjer Tilla JB School, Sabroom JB School, East Manughat High School, Doulbari High School and Belonia Govt English Medium High School.

In this category, there was discrepancy about 'Numbers of Computers available in good condition' for 10 Schools which were Bagafa Ashram HS School, South BC Nagar Class 12 School, Belonia Govt English Medium High School, Brajendra Nagar HS School, Chatakchari HS(+2 Stage) School, Kawamara High School, Malbasa High School, Palatana High School, Chandrapur Girls High School and Holakhet High School.

- **Student Enrolment:** In this category, the prescribed format had the following queries:
 1. Children enrolled in the Current Academic Year i.e. 2009 (SC/ST/OBC wise and children with disabilities and children who left the School)
 2. Grade-wise Examination details for which Annual Examination was conducted for the last academic year i.e. 2008.

In this category, it was found from survey data that there was discrepancy about 'Children enrolled in the Current Academic Year i.e. 2009' for 14 schools which were Uttar Kanchan Nagar SB School, Sankarpur SB School, Ganjer Tilla JB School, Sonapur Girls High School, South BC Nagar Class 12 School, Matai HS School, East Sarashima SB School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Karbook Panjihum HS(+2 Stage) School, Kawamara High School, Malbasa High School, Amarpur JB School and Palatana High School.

In this category, it was found from survey data that there was discrepancy about 'Grade-wise Examination details for which Annual Examination was conducted for the last Academic year i.e. 2008' for 26 schools which were Uttar Kanchan Nagar SB School, Durgarai Mogbari Model JB School, Purba Madhya Pilak SB School, Sonapur Girls High School, South BC Nagar Class 12 School, Uttar Kalabaria SB School, Matai HS School, East Sarashima SB School, East Mirzapur SB School, Chatakchari HS(+2 Stage) School, 39 Jalefa SB School, Taidubari SB School, Haripur (Rainabari) SB School,

Major Findings: 2009-10

Haripur SB School, Kawamara High School, Dalakbari SB School, Karbook Panjihum HS(+2 Stage) School, Veerata Bandhuta SB School, Tiari Mirong JB School, Malbasa High School, Amarpur JB School, Monithang Bari JB School, Fulkumari Landless Col. SB School, Kushamara SB School and Lulanga SB School.

10) Suggestions: Not mentioned in the Report

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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: 223024

2) Name of Investigator: B.K Bajpai Fahimuddin

3) Year for which the PES is conducted: 2009-10

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: 02, Unnao and Bahraich

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 selection of sample primary and upper primary schools was further made according to their existing proportion in a particular block of each district. These sample schools were further divided according to the type of schools like schools of education department, private unaided, private aided. This division for sample selection was further based on proportionate sampling. Following the norms of sampling for filling up the prescribed data collection formats in two districts of Uttar Pradesh, the data was collected from 376 sample schools in the districts of Unnao and Bahraich.

9) Major Findings:

DISE Data on Sample Schools: The verification of information related to the schools in rural or urban locations and year of establishment indicated small variation between two sets of information only in case of year of establishment.

Type of Schools: There were three categories of primary schools i.e., schools for boys, girls and schools with co-education. There was no variation in DISE information with the survey data with regard to the number of schools for boys and for girls and also in co-education schools in sample districts.

Category of schools: The Information related to the number of sample schools according to their three categories as primary, primary with upper primary and upper primary was available. Both the district Unnao and Bahraich showed variation in survey from DISE data.

Management-wise Number of Schools: The management category-wise classification of primary schools as presented in DISE data did not show any variation in number in each category.

Residential Schools: No residential schools were found in survey of sampled districts which conferred with the DISE data. No variations were found in the school building used as part of shift school. Sample school building was not used as a part of shift schools in Unnao and Bahraich districts.

Status of School Building: Classification of school buildings as per their ownership showed highest location of primary schools in government buildings in both the district. This was confirmed through DISE as well as survey data. But there were variations in the number of schools located between DISE and survey data in this respect.

The information on number of schools having pucca, partially pucca or kutcha buildings presented variation between the results of DISE and survey data. Such variation was of 80 percent in case of partially pucca school building in Bahraich district and variation of 15.38 percent was found in Unnao district. A small variation was also recorded in case of number of pucca school buildings in both the districts. There was one primary school found running without building in village Bichhiyar of Mihipurwa Block in Bahraich district.

ICDS Centers in Schools: The field survey of the sample primary school revealed that ICDS Centers were running in more than 83 percent primary schools in Unnao and 88.18 percent in the primary schools of Bahraich. A variation in the number of schools running ICDS Centers was also found between DISE and survey data to the tune of more than 2 percent in both the sample districts. A variation of higher order was found between DISE and survey data on enrolled children in ICDS Centers. Number of enrolled children as per DISE and survey data varied to 10.77 percent and 8.19 percent in Unnao and Bahraich respectively. The presence of students in ICDS centers was as low as only 31.03 percent and 28.57 percent in Unnao and Bahraich respectively at the time of the visit.

Teaching staff in Primary Schools: Information regarding number of teachers and their classification in different categories i.e. headmaster/in charge teacher, assistant teachers, shiksha mitra, male or female did not show any variation between the survey data and the information collected through DISE in the primary schools of district Unnao.

Teaching Staff in Upper Primary Schools: In case of upper schools of Unnao and Bahraich, the number of head master/In charge teachers and assistant teachers were available in DISE data, and no variation was found. However, the difference in the number of sanctioned non-teaching staff and available staff was recorded in Unnao as well as Bahraich. Along with this, there were absentees among teaching and non-teaching staff of upper primary schools in both the districts.

Work Experience of Primary Head Teacher, Assistant Teachers and Shiksha Mitras: The most important factor was the work experience of head teacher and principal of school from the point of view of the standard and performance of any school. The information on this aspect available through DISE showed variation from information based on survey results. The information on total number of years of teaching experience showed maximum number of head/in charge teachers having less than five years of teaching experience in both the districts. But at the same time there were such teachers who had experience of teaching beyond five to more than 20 years.

The DISE data on work experience of assistant teachers in the primary schools of Unnao and Bahraich showed variation from survey data ranging from more than one percent to 3 percent in Unnao to about 17 percent in Bahraich

district. The variation between survey and DISE data related to the experience of assistant teachers in the same school was again for higher (2.78 percent to 14.28 percent) in Bahraich as compared to Unnao.

Availability of Electricity, Toilet and Boundary Walls: The DISE data has reported that the facility of electricity was available in 146 schools in Bahraich district while it was revealed through the PES survey that this facility was available in 144 schools in the district. Thus, there was under reporting to the extent of 1.37 per cent. In case of Bahraich district also, the DISE data showed that the electricity was available in 145 schools while PES survey found it was available in 143 schools, showing a variation of 1.38 per cent. In case of availability of toilets in schools, it was found that DISE data reported in 178 schools in Unnao district and 151 in Bahraich district while the survey showed that the toilets were available in 176 schools in Unnao district and 150 schools of Bahraich district, showing a negligible gap between DISE data and our survey data. The DISE data showed the availability of toilets exclusively for the staff in 15 schools in Unnao district and in 62 schools in Bahraich district but the survey found that it is little different i.e. 17 schools in Unnao district and in 65 schools in Bahraich district. The variation between the DISE data and survey data in case of condition of boundary wall was found to be legible in both the districts. On the whole, major variations were not evident between the DISE data and survey data in case of availability of electricity, toilets and boundary.

Information regarding School visits: The Information obtained from the sample schools of the two districts Unnao, and Bahraich, indicated that there were 204 sample schools in Unnao district, out of which 194 schools (95.10percent) were found open when the PES team visited on the first day of its visit to these schools. In Bahraich district there were 172 sample schools out of which 156 schools (90.70percent) were found open when the research team visited on the first day of its visit to these schools. Twelve schools were found open on the second day and rest four schools were found open on the third day of our visit of our research team.

Reaction of principals/Head Teachers towards the Investigation: The initial reactions of the principal/head teachers was found to be good in more than 45 percent of the total sample schools in Unnao district whereas in more than 6 percent of the total sample schools it was reported to be very good. In 5 to 7 percent of the total sample schools, principal/head teacher's initial reaction was found poor or very poor when the research team visited the sample primary and upper primary schools of the Unnao district. In Bahraich District, the reaction of principal/head teachers was recorded as very good in around 6 percent of the total sample schools while in 29 percent of the sample schools the initial reaction of the principal/head teachers was reported to be good except those 18 to 22 percent of the school where the reaction of teacher was found to be very poor or poor as reported by the PES team and average in 24.43 percent of the schools.

Response of the principal/Head teachers in providing the Information: The response of principal/head teachers in 37.25 of sample schools in Unnao district and 27.91 percent in Bahraich districts in providing information to the PE team was recorded as good. In around 30 to 45 percent of the total sample

schools of both the districts it was reported that the response of the teachers in providing the information was average. The research team found the response of the teachers in providing the information as poor in case of a low percentage of combined sample schools of Unnao and Bahraich districts.

Availability of Record: The availability of records was found to be good in 48.04 percent sample schools of Unnao district and in nearly 20 percent of sample schools of Bahraich. In case of the Unnao district in 27.45 percent of the schools records have been found to be average while in more than 33 percent of the schools the availability of school records was recorded as average in the Bahraich district.

Enrollment Details: It was found that in around 79 percent of the total sample schools of Unnao districts information relating to enrollment and pass percentage of the students was obtained easily. The situation was same also in more than 73 percent sample schools of district Bahraich.

Information Regarding Attendance Register: In 87.25 percent of the schools in Unnao the attendance registers were kept in allmirah. The attendance registers were kept in almirah in 80.81 percent of sample schools in the district of Bahraich.

Year End Summary and Report Card: Out of the total 204 sample schools of Unnao district 88.72 percent reported the availability of the year end summery details related to the enrolled students whereas in Bahraich district this information was obtained from 82.56 percent of total sample schools.

Teacher's presence in the Schools: In Unnao districts it was found that teachers come to schools well in time in more than 84 percent schools. In Bahraich district teachers come to the schools in time in case of 75 percent of schools.

Problems Faced by the Investigators: About 77 percent and 83 percent investigators faced problem while getting the information from the respective sample schools of the Unnao and Bahraich district.

Provision of Mid-day Meal in the Schools: The information regarding the provision of MDM was obtained from the sample schools in Unnao and Bahraich districts. The quality of food being served was also enquired from the respective schools.

Seating Arrangement for the Children: In 1.96 percent of the schools, children use bora/bori or make their own arrangement for sitting in the classrooms while in around 54 percent of the schools chaukies were available for the students. Students used benches/stools for sitting in Bahraich district. In 9.30 percent of the schools, children used bora/bori or made their own arrangement for sitting in the classrooms while in around 51 percent of the schools chaukies were available for the student of First class.

10) Suggestions: Not mentioned in the Report

11) Investigator's Feedback / Conclusion: For filling up EMIS format by the head teachers, the training was being implemented by the EMIS in charge of each district i.e. Unnao and Bahraich. A batch of 30-40 head teachers was formed to train them through a participatory approach. The problems faced in this regard

during the academic year were exemplified in course of training. The trainers made them aware about the weaknesses of the format and through examples trained them to fill format accurately. A well established Educational Management Information System (EMIS) was found in the both districts. The system at the district level was found functional with the availability of two computer operators and other related infrastructure. More than 15 percent schools were found to have school report card in Unnao district and none school were found to have school report card in Bahraich district. However, display board was found in 86.76 to 92.44 percent sample schools in all the districts i.e. Unnao and Bahraich. The information related to DISE data was known at all BRC level. However, only 60 to 70 per cent Block Centers (BRC's) were found to have Block Report Card in the districts. After EMIS data feeding at the district level data is provided at all the three levels i.e. Block, NPRC and School. This data is used for analyzing student's enrollment for household survey of students in age groups of 6 to 11 years and 11 to 14 years. This data is also used for the identification of student's dropout and retention. This procedure has been found to be adopted in all the two districts covered in our evaluation study. District Information System for Education (DISE) is used for preparing Annual Work plan and Budget plan for the next year in the district. For the awareness of DISE data separate workshops are not organized but training is imparted at the block level in 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 the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:**
- 5) **Number of Districts in the State:** 20
- 6) **Number and name of Districts selected in the sample:** 02, Gorakhpur, Pratapgarh
- 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 two districts assigned to the institute were Gorakhpur and Pratapgarh districts respectively. The total numbers of schools were 6855 of which about 58 percent were located in Gorakhpur district and the remaining about 42 percent in Pratapgarh. About 73 percent of the schools in the universe were up to the primary level and about 26 percent were up to the level of upper primary level. Together these two accounted for about 99 percent of the total schools. The remaining about one percent were of mixed proportions viz. primary with upper primary and secondary and upper primary and secondary classes respectively.

The study followed the guidelines stipulated by the sponsoring agency and selects only 5 percent of the total number of school. Thus, the total number of schools that were subjected to validation was 343 of which about 58 percent (198) were located in Gorakhpur and Remaining about 42 percent (145) were in Pratapgarh.
- 9) **Major Findings:**
 - **About DISE Data:** The DISE data was provided for 328 sample schools selected for validation exercise. In the majority of the schools, the sample data matched with DISE data on parameters pertaining to information on school particulars, however in the remaining schools where the two sets of data differed, the level of variation generally, was not found to be significant. This discrepancy was found to be more pronounced on parameters like the establishment year of the school, number of class room etc. in more than one-third of the sample schools.
 - **On nature and pattern of ownership of building:** On parameters like the ownership and type of building, the compatibility of DISE data and sample survey data was found to be of a very high order. However, on information regarding the number of class rooms in the schools the level of compatibility between the two sets of data was not of a high order. However, it could be stated that the level of variation between DISE and sample survey data was quite marginal.

- **On Enrolment Data:** The enrolment data of students was analyzed at primary schools level as well as upper primary levels. It could be seen that DISE data matched with sample survey data in majority of parameters and the variation, thus observed in a smaller proportion of schools, was of quite marginal nature.
- **Data on Disability:** The data on disability of children was analyzed at primary as well as upper primary level. It showed the there had been a high level of compatibility between the DISE and sample survey data on the overall situation of disabled students. However, where ever the mismatch accrued, it was found to be quite marginal.
- **Data on Repeaters:** In the large proportion of schools the DISE data did not match with sample survey data, though the level of variation between the two was quite marginal.
- **Annual Examination Pattern:** High level of compatibility was observed between DISE data and sample survey data on the key parameters regarding annual examinations. In the remaining smaller number of schools, where DISE and sample survey data mismatched, the level of variation was insignificant.
- **On Teachers in Position:** Though the proportion of schools where DISE data matched with sample survey data on teacher's position was not of a very high order. However it was also found that government schools were relatively better placed than private schools. In the remaining schools, the DISE data mismatched with sample survey data, the level of variation was quite marginal.
- **On Initial Reactions of Principal/Head Teachers:** The overall level of schools, the initial reaction of principal/head teachers was found to be quite positive. While the response level of teachers at Gorakhpur was about 88 percent, its level was reported to be over 97 percent at Pratapgarh.
- **On Records Availability Pattern:** In a majority of schools (about 6 percent), the records were made readily available. The level of school record availability was marginally higher in Pratapgarh than Gorakhpur. The performance of schools managed by education departments was by far much better than of privately managed one.
- **On Physical conditions of Records:** In about three-fourth proportion of sample schools, the physical condition of school records was found to be good. The schools of Pratapgarh were marginally better placed than the school of Gorakhpur district. The record keeping was better in the schools managed by education department than the one managed by private schools.
- **On up to date Maintenance of Records:** The overall performance of schools was found to be quite positive and of a very high order (86 percent), where the records were found updated. The performance of the schools of Pratapgarh district was better than the schools of Gorakhpur district. The performance of schools managed by Education Department was much better than private schools.
- **On Training of Principal/Head Teachers:** The overall level of principal/Head teachers receiving training at DISE was not very high. The performance of the schools of Pratapgarh was relatively high than the schools

of Gorakhpur district. Likewise the performance of schools managed by education department was quite high, while the performance of schools managed by private management was highly disappointing.

- **Awareness on composition of VECs:** Though a majority of the teachers reported to have awareness on composition of VECs, however in about forty percent of the schools, teachers had also expressed their ignorance also a situation that cannot be called to be good.
- **Views on SC/ST Membership in VEC:** In a majority of schools, the members reported to have awareness on composition of SC members in VECs however, quite a sizeable proportion of them were also not in favour of ST representation in VEC, a situation that cannot be appreciated.
- **Frequency of VEC Meeting in the last three month:** About forty percent of the teachers of the school were not aware of the frequency of VECs meeting held during the last three month. However, in the remaining schools it was being regularly held. A situation that needs to be addressed on priority.
- **Supervision Mechanism:** The supervision mechanism also needs to be tuned up as quite a substantial proportion of schools have remained un-supervised by both CRC as well NPRC coordinators.
- **Absenteeism pattern:**
 - ✓ **About teachers:** There were over 5 percent of schools which were running with no (permanent) teachers, which does not spell good for the programme. Though in about 57 percent of the schools, no incidence of absenteeism was reported, however in the remaining about 43 percent schools, incidence of absenteeism was found though the magnitude of absenteeism had varied according to the type of schools. The incidence of absenteeism was found to be more pronounced in private schools.
 - ✓ **About Students:** About one-third of the students were found to be absent on the day of validation. The incidence of absenteeism was more pronounced among the boy students belonging to Schedule castes. The incidence of absenteeism among the students appeared to be more in the schools of Pratapgarh district. Likewise, it could be said that private schools performed better than government schools in terms of registering the attendance of student.

10) Suggestions:

- On the basis of the analysis of DISE data, supplemented with the interactions and observations of the survey team it is being increasingly realized that in order to tackle the problem of this magnitude, a multi-pronged strategy needs to be devised that addresses the problems at multiple-levels.
- The study also shows that the quality of data suffers from many accounts. Further, it also shows that the variation in DISE data and sample survey data has accrued not because of the flaw in the system but largely on account of channels or mode through which it is being gathered. Thus, on the basis of analysis, the analysis comes up with the following:

- **Strengthening of the training aspect**

- ✓ Training forms a crucial and important segment of any programme. Repeated and periodic training, on sustained basis not only help channelizing the routes out also motivates the programme functionaries that ultimately helps in improving the quality of data. The study also shows that many of the problems with regards to filling up of the DCF form could have been taken care off by toning up the training mechanism. The study shows that quite a substantial proportion of principal/Head Teachers have not received training for filling up DISE format and this is true for teachers of the schools managed by other government departments and private schools. It has strongly been felt that many of the inconsistencies that have arisen were largely been on account of teacher's untrained status, therefore it is recommended that.
- ✓ The training of teachers needs to be organized periodically and on sustained basis so as to equip and acquaint the teachers about the latest happening in their field.
- ✓ There is also a need for taking the training on a more serious mode. So far, the interaction with teachers revealed fails to capture the attention of teachers.

- **Strengthening of the Supervision Monitoring Mechanism**

- ✓ Supervision and monitoring mechanism has been an important and significant part of SSA. It not only helps in identifying the weaker aspects or areas but also provides vital Information about the status of on going programme to the higher up concern authorities. The study clearly shows that monitoring and supervision aspect has been one of the weaker links and needs to be strengthened.
- ✓ Many of the irregularities, in consistencies and other related issues could be effectively tacked if the monitoring and supervision aspect is adequately strengthened. The study also shows that the pattern of supervision for different types of schools has not been uniform and the schools managed by other government departments and these managed privately were least monitored.

11) Investigator's Feedback / Conclusion

- The validation of DISE data has clearly shown that it suffers from many inconsistencies and in majority of the cases, they were not of any significance. It is felt that there was need to address them, on priority basis, so as to make them consistent and relevant.

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
56-A, Chandganj Garden
Lucknow
- 2) **Name of Investigator:** B. N.Tyagi
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:**
- 5) **Number of Districts in the State:** 20
- 6) **Number and name of Districts selected in the sample:** 03, Agra, Budaun and Mohoba
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** For purposes of checking the information being supplied to the State Project Director (SPD) through DISE, three districts viz. Agra, Budaun and Mohoba were selected and entrusted to the Centre of Advanced Development Research, Lucknow. In these three districts, there were 7993 schools (3040 schools in Agra and 3612 schools in Budaun and 1341 schools in Mahoba district. A random sample of about 5% schools (152 in Agra, 181 in Budaun and 67 in Mahoba) was selected and basic data related to these schools in a format given by SPD was collected and then compared with the data already available with SPD in the DISE format. Besides collecting comparable data, some additional information related to functioning of these schools was also collected.
- 9) **Major Findings:**
 - **Type of schools:** In all the 400 sample schools, there was complete matching in respect of 398 sample schools as regard type of schools was concerned. Even in the remaining two schools, there was 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 the schools as 'for girls' only whereas these were 'co-educational'. Had any official at NPRC/BRC or even BSA level taken a little more care, such mistake could have been detected and corrected. This needs thorough scrutiny at NPRC/BRC level.
 - **Lowest class:** In one of the primary school having primary classes, class V was recorded as the lowest class. This clearly shows the lack of scrutiny of DISE formats at NPRC/BRC level.
 - **Establishment Year:** Establishment year was a little bit more complicated. Some head-teachers had taken it to be the year of starting the lowest class in any building. Some had understood it to be the year of starting construction of their own building and some had assumed this to be the year where classes

started running in their own building. This needs classification and elaboration in the DISE format itself and scrutiny at the NPRC/BRC level. This also indicates that the training programme conducted at various levels is not of desirable standard.

- **Enrolment of children:** There was very close matching in the enrolment figures given in the DISE format and collected through sample survey.

10) Suggestions:

- **Need for sample checking:** Sample checking established that although DISE data of schools had matched very closely with sample data, this should not cause a sense of complacency. May be this was due to sample checking that schools officials were now a little more vigilant and careful in providing information in DISE format. A system like DISE needs regular inbuilt sub-system of checking by an external agency.

11) Investigator's Feedback / Conclusion: Not mentioned in the Report

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:** 2009-10
- 4) **Month in which report was submitted:** Not mentioned in the Report
- 5) **Number of Districts in the State:** 13
- 6) **Number and names 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:** 03 blocks from each district: Total = 39
- 8) **Sampling Methodology Adopted:** In all the 13 districts 3 blocks were selected as sample blocks, with due consideration of type of population and geographical representation. While selection of 3 blocks care was also taken to see that the 3 sample blocks in each district. Thus, all the blocks taken together, a total of 39 blocks were selected for the purpose. 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. The sample included rural and primary schools as well as mix of primary as well as upper primary schools picked up through the process of stratified random sampling method. In the process of selecting 5 percent schools, simple random sampling method was used. The procedure for selection of school was also discussed with the concerned officials of State Project Offices and finalized after their consent.

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

9) Major Findings

- Despite certain variations in school category (2.5%) in the available data, there was quality improvement in almost all variables. There was still less knowledge about year of establishment. At times where the principal was not available and rest of the data was given by other teachers, this could be another reason for lack of knowledge. Around 91 percent of the schools, the survey data regarding the type of building in DISE format and the sample survey data were found to be completely matching. However, in respect of the ownership and number of classrooms, a variation of 10 percent and 11 percent, respectively was observed.
- The variation due to blank fields and difference in information provided could also be on account of lack of participation in training and/or of the school authorities having not been able to understand the method of counting the number of rooms being used for teaching activities.
- The basic amenities required in schools were electricity, toilet, source of drinking water, furniture for children, and teachers. The data collected from the schools revealed that in more than 77 % of the schools, survey data matched with the departmentally collected data in all the cases. The maximum numbers of blank entries were there in case of condition of boundary walls. As many schools had kuchha boundary or wired boundaries. Many schools did not have play grounds. Drinking water facilities should be available in all the schools.
- In the sample schools (480 in numbers) there was variation of 3.8% in information related to number of class rooms. As per DISE the number of class rooms should have been 1403 whereas the PES data provided information on availability and usability of class rooms.
- A comparative analysis of the DISE and sample survey data in respect of the number of teachers in position indicated a matching in case of around 80 percent of the schools. In majority of the remaining schools, a variation of +1 was observed in the overall number of teachers. The variation was more in case of non government schools. The variation could be because of filling the data formats by untrained teacher.
- The low percentage of matching of data in case of schools run by Social Welfare Department was because of a very small sample size.
- No or negligible macro-level variation was observed between the enrolment figures (in overall enrolment of boys and girls given in the DISE data and those collected during the sample checking survey. However, caste-wise variation in this respect was found to be within 12 percent in case of OBC girls, which could be owing to either drop out or transfer taken by these girls during the period between DISE data collection and post enumeration data verification study. The variation was in districts namely Haridwar (>50%), US Nagar (> 40%) and Uttarkashi (~ 30%) where OBC population is quite high as compared to other social categories.
- The age pass percentage of Boys and Girls in Class VIII differed by 1% only. Boys seemed to have done better. The pass percentage was highest in Rudra

Prayag (99.3% for both boys and girls both) followed by Uttarkashi. (98.1% for boys and 97.3% for girls).

- The number of Boys who abstained from exams were more than number of remaining absent in exams. The pass percentage of Class V was found to be higher than Class VIII.
- On the whole the experience of Field Investigator was good except at few places where the co-operation received was average.

10) Suggestions

- The orientation and capacity building of CRCs on DISE should be such that they get motivated to contribute by taking initiatives in all clusters of the Blocks, districts and the State. The training of all the stake holders should be compulsory. These trainings are to be organised regularly with specific inclusion of the new teachers recruited.
- Better quality data can be given to district for making district report cards by involving the MIS in-charge at Block level. Some BRC coordinators (Bahadrabad in Haridwar and Dugadda in Pauri Garhwal) had expressed interest in learning the data entry through DISE software, such persons should be utilized for maintenance of data.
- The language of DCF formats used was Hindi and this helped some of the teachers and even CRCs who had filled the DISE DCF. The problems will be faced at the data entry level if the order of questions does not match with data entry software and nature of field (numerical or Yes or No type).
- Because of the mushrooming of private school, the quality data is essential in order to plan the educational system in the state. DISE data should be made compulsory for schools under all managements. It should be made mandatory for all schools to register with DISE and get school code and regularly provide data for DISE.
- There are certain basic fields which remain unchanged which do not require up-dating every year. If possible the first page of the forms with DISE school codes, name of the school, address, year of establishment etc. can be personalized for each school and made available to them.
- Data capture format /DISE format should be designed in triplicate copies. Colour coded sheets with carbon may be designed within the format to keep the same copy of the data at school level. It would be more beneficial if the triplicate forms may be used so the same would also be retained at cluster level.
- There should be an MIS in-charge in every district. The efforts should be made for placement of functional MIS in-charge in every district for the period from June to March when the DISE work is at the peak. In case of computer education being part of the curriculum the Computer teacher could be given the responsibility.
- It was noticed during the field visits in the schools that the food prepared in the school under mid day meal was prepared in the Aluminium utensils. It is

recommended not to use the aluminium utensil as it can lead to migraine rheumatism and other dangerous diseases.

- The School, Cluster, Block and District report cards should be generated well in time after data entry so as to ensure the data authenticity of the schools could be cross checked. There should be dead set up and adhered to at all levels.
- It will help DISE data maintenance if data entry operators and computers are available at Block level.
- Some terms need to be clarified. The 'Repeater' could be child who can not go to higher class and has to repeat the same class. Reason could be short attendance or low scores in exam. Usually child with low scores is only taken as Repeater.
- The major area of errors is data in enrolment section. There needs to be proper coordination between Administration section of the schools and teacher/Principal so that every new admission, transfer gets reflected timely in DISE data.
- Most of the BRC, CRC and the district coordinator have indicated that the process of recognition of the schools should be considered complete only when school gets its code number generated at DISE office. They have also suggested that there is a need to add the following data elements in the DCF.
- Location needs to be specified by adding information related to the nearest railway and bus stand from the schools.
- It was observed during the field work that teachers consider the DISE information as a routine one and hence did not pay desired attention while filling the DISE DCFs. In such a situation the quality of DISE data is always at stake. It is, therefore, suggested that Head Master/Teacher concerned should be made personally responsible for providing correct and accurate data.

11) Investigators Observations

- DISE formats in adequate numbers were given in all the schools having primary and elementary classes. This helped in data compilation from private and aided schools.
- The availability of filled DISE formats in the schools had improved because of the instructions given to the schools. They sent the second copy to block and district for computer feeding.
- The quality of data was monitored by the officers associated with DISE at state level.
- The School Headmasters/Principals (in Primary/Alternate schools) still lacked proper knowledge of filling the DISE DCF formats. Usually record keeping of DISE DCF formats, was not given priority and the information were filled from files or reports sent from time to time from schools.
- A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 37.92 percent of sample Head

Major Findings: 2009-10

Teachers/ Principals had shown very good initial response to the survey team. Again, 40 percent of sample schools showed a very good status on maintaining the records of the schools

- Despite organization of DISE training and sufficient consciousness of Principals/ Head Teachers on the DISE activity, mismatch between DISE and collected data has been found on almost all items of comparable data.

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

WEST BENGAL

- 1) **Agency that conducted the Survey:**
Society for Socio-Economic Studies and Services (SSESS)
Krishanpur, Kolkata
- 2) **Name of Investigator:** Nachiketa Roy
- 3) **Year for which the PES is conducted:** 2009-10
- 4) **Month in which report was submitted:** March, 2010
- 5) **Number of Districts in the State:** 20
- 6) **Number and name of Districts selected in the sample:** 07, Bankura, Bardhaman, Birbhum, Murshidabad, Nadia, Paschim Medinipur, Purulia
- 7) **Number of Blocks selected in each sample district and total number of blocks selected:** Not mentioned in the Report.
- 8) **Sampling Methodology Adopted:** Basically a statistically well-designed circular systematic sampling approach was adopted. In all the Blocks, Schools both primary and upper primary run during the reference years were arranged and thereby ensuing due representatives of schools, these schools had been selected by applying CSS method.
- 9) **Major Findings**
 - Average number of students per teacher per class worked out to be 42. About 92% of the students reported satisfactory position with regularity and punctuality of the teachers. On the whole, the study-team was satisfied with the quality of teachers and all the teaching materials and methods as has been progressing currently.
 - Major degree of Variation was observed :
 - ✓ In Burdwan Item : School for boys – variation 12.5% with DISE
 - ✓ In Bankura Item : School for Girls – variation 33% with DISE
 - ✓ In Paschim Medinipur Item : Primary with upper primary – variation 25% with DISE
 - ✓ In Burdwan Item : Primary with upper primary – variation 50% with DISE
 - ✓ In Murshidabad Item : Primary with upper primary – variation 33% with DISE
 - ✓ In Birbhum Item : Local body – variation 10% with DISE
 - ✓ Relating structures of school building : Item partially pucca - 97% variations with DISE
 - ✓ Relating to Item no building : 50% variations with DISE

Major Findings: 2009-10

- ✓ Relating to status of school building Item private - 15% variations with DISE
- It was found that there was:
 - ✓ No electricity in 62% schools
 - ✓ No playground for students available in 69% schools
 - ✓ Only 4% schools having computer facilities
 - ✓ Average number of students per teacher per class 42
 - ✓ 90% schools having the facility of Mid-day Meal
- The SSA's progress has been varied and uneven across districts and on parameters such as enrolment, learning levels, infrastructure, ability of teachers and community participation. The sizeable numbers of out of school children were concentrated in several districts of West Bengal. This fact needed attention.
- Progress made towards the provision of permanent primary schools buildings in most parts of the districts has been impressive and this progress now needs to be sustained to meet the needs of the upper primary level. But the quality of design of school buildings, including the design of rooms, open spaces and the material used for windows continues to be a matter of concern. School repairs need to be perceived as a necessary routine for sustaining a positive school environment and to make provisions for a sustainable system to ensure cleanliness in the school.
- SSA has effectively enable system of elementary education to expand itself by the recruitment of teachers for effective implementation of SSA.

10) Suggestions:

- The SSA authority should take immediate steps to ensure more and more children for enrolment especially from SC/ST concentrates pockets through awareness generation programmes.
- The positive initiative should have been taken in Sarva Shiksha Abhiyan for improvement of quality in mathematics learning in the schools.
- In order to cater to the needs of increasing proportion of illiterates, the books & teaching materials should be more and more easy and practical oriented.
- Periodic monitoring, achievement tests and evaluation studies should be designed to assess the total outcome of the scheme.
- Besides community based monitoring, SSA should encourage independent research and supervision by independent autonomous research institutions to get reliable picture of the scheme.
- The structural proportions in-terms of infrastructural facilities should be more and more stabilized in those schools of remote areas where the students can get ample opportunity to get their teaching appropriately.
- It has been observed that 'Follow-up-methods' should be introduced at the ground level. Public Demonstration shows and periodic visits system should be introduced at all levels.

- Regularize temporary staffs at all levels should be done as early as possible.
- Mid-day meal programmes in every primary school should be introduced and strengthened systematically.
- It is the extent of community involvement, its resistance and long term sustainability that will ensure SSA effectiveness. All management and supervisory structures should be instituted accordingly the institutional frame work, right from the national, up to the village level – state, district, block and gram panchayat – should be dynamically structured for successful implementation of the SSA scheme and adequate representation of women in these structures, especially in decision making roles, should be ensured.
- A ‘Research Cell’ should be created along with MIS. It should be designed for data collection and analysis.

11) Investigator’s Feedback / Conclusion

- In-spite of a number of problems faced and various inherent administrative limitations, the 5% PES has been successfully completed to achieve its goals. While concluding, it is considered pertinent and important to point out main areas of strength as well as weaknesses with factors responsible and remedial measures needed to be taken in future.
- During the years, undoubtedly the programmes of SSA have been efficiently organized and executed with a significant increasing trend of student’s enrolments with low drop-out rates. This is a good sign should be kept up.
- On the whole, the quality of teaching with TLM was ensured and found good. Teachers were all found well qualified and/or experienced with an acceptable mode of teaching.
- SSA norms have been revised to accommodate recruitment of Maths and Science teachers, promotion of Learning Enhancement Programmes with focus on acquisition of Literacy & numeracy skills, remedial teaching etc.
- At present the SSA in encouraging to design organized learning enhancement programmes to improve the classroom process in different subject areas at both Primary and Upper Primary level.
- The State Project office with seven districts offices are well designed with strong administrative infrastructure. The Survey teams noted with appreciation the quality, efficiency and diligence of the Project Director’s office in particular and other staff members both at state and district level in general in executing the programmes.
- The variation level with DISE appeared to be not more than 8%. The precision >90% signifies the positive reliable data base have been generated by the office of the Project Director, Paschim Banga Sarva Shiksha Mission.

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 (School Information Schedule)

School Code: Academic Year: -

A. School Particulars

1. School name: _____
2. School located in Rural area or Urban area [*Rural = 1, Urban=2*]
3. Habitation name (for rural area)/Mohalla or equivalent urban unit for planning (urban area) _____
4. Village name (Rural Area) /Ward No. (Urban Area) _____
5. Pin code
6. Village Panchayat name (Rural areas only) _____
7. Name of Cluster Resource Centre (CRC) _____
8. Revenue Block/Mandal/Taluka name* _____
9. Educational Block/Mandal/Taluka name* _____
10. Assembly Constituency* _____
11. Municipality (if applicable)* _____ 12. City (if applicable)* _____
13. Geographical Information of the school, if available
 - a) Latitude [°] ' N
 - b) Longitude [°] ' E
14. Phone / Mobile No.

	STD code	Landline No.	Mobile No.
(i) Office/Head of School	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
(ii) Respondent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. Distance of school in Kms.
 - a) From Block Resource Center (BRC)
 - b) From Cluster Resource Center (CRC)
16. Whether school is approachable by all weather roads? [*Yes=1, No=2*]
17. Year of establishment of school
18. Year of recognition of school, if recognized
- 18a. Year of upgradation from Primary to Upper Primary (if applicable)
19. Type of school [*Boys = 1, Girls = 2, Co-educational = 3*]
20. School category
 [*Primary=1, Primary with Upper Primary=2, Primary with upper primary and secondary/higher secondary =3, Upper Primary only =4, Upper Primary with secondary/higher secondary =5*]
21. Managed by (School Management)
 [*Department of Education = 1, Tribal/Social Welfare Department = 2, Local body = 3, Pvt. Aided = 4, Pvt. Unaided = 5, others = 6, Central Govt. = 7, Unrecognised = 8, Madarsa recognized (by Wakf board/Madarsa Board)=97, Madarsa unrecognized=98*]
22. Lowest class in school
23. Highest Class in school
24. Medium of Instruction

a) <input type="checkbox"/> <input type="checkbox"/>	b) <input type="checkbox"/> <input type="checkbox"/>	c) <input type="checkbox"/> <input type="checkbox"/>	d) <input type="checkbox"/> <input type="checkbox"/>
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 [*Assamese = 01, Bengali = 02, Gujarati = 03, Hindi = 04, Kannada = 05, Kashmiri =06, Konkani = 07, Malayalam = 08, Manipuri =09, Marathi = 10, Nepali = 11, Oriya = 12, Punjabi = 13, Sanskrit = 14, Sindhi =15, Tamil =16, Telugu =17, Urdu =18, English =19, Bodo =20, Mising =21, Dogri = 22, Khasi = 23, Garo = 24, Mizo = 25, Bhutia = 26, Lepcha = 27, Limboo = 28, French = 29, Others = 99*]

* To be filled by CRC Coordinator

A (I) School Particulars

- 1. Pre-primary section (other than Anganwadi) attached to school [Yes = 1, No = 2]
 If yes, a) Total students
 b) Total teachers
 - 2. Anganwadi Centre in or adjacent to school [Yes = 1, No = 2]
 If yes, a) Total students
 b) Total teachers/Anganwadi workers
 - 3. Is the school residential [Yes = 1, No = 2]
 If yes, Type of residential school
- [Ashram (Govt.) =1, Non-Ashram type (Govt.) =2, Others =4, Not Applicable=5, Kasturba Gandhi Balika Vidhyalaya (KGBV) =6]
- 4. Whether this is a Special school for CWSN? [Yes=1/No=2]
 - 5. Is the school building used as a part of shift school [Yes=1, No=2]
 - 6. Last academic year details
 - a) Number of academic inspections b) Number of visits by CRC coordinators
 - c) Number of visits by Block Resource Persons d) Number of visits by Resource Teacher for CWSN
 - 7. School funds (last completed financial year) excluding MDM (Not to be filled by unaided schools)

	Receipt (₹)	Expenditure (₹)
a. School Development Grant (under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. School Maintenance Grant (Under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c. TLM/Teachers Grant (Under SSA)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d. Funds from other sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

8. Staff category (furnish details for Primary and upper primary sections only)

	No. of sanctioned posts (if applicable)	Number in- position	
		For Primary	For Upper Primary
a. Teaching Staff (Regular Teachers)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. Contract Teachers		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
c. Part-time instructor (for upper primary classes)			<input type="checkbox"/> <input type="checkbox"/>
d. Non-teaching Staff			<input type="checkbox"/> <input type="checkbox"/>

- 9. State Defined Supplementary Variable _____
- 10. State Defined Supplementary Variable _____
- 11. State Defined Supplementary Variable _____
- 12. State Defined Supplementary Variable _____
- 13. State Defined Supplementary Variable _____

A (ii) School Particulars

1. Details of instructional days and school hours

	Primary level	Upper primary level
Number of instructional days (previous academic year)		
School hours for children (per day) - Number of hours children stay in school (current academic year)		
Teacher working hours (per day) – Number of hours teachers stay in school (current academic year)		

2. Is CCE being implemented in school? [Yes=1, No=2]

If Yes, a. Are pupil cumulative records being maintained? [Not Applicable=0, Yes=1, No=2]

b. Are pupil cumulative records shared with parents? [Not Applicable=0, Yes=1, No=2]

3.1 Only for Private unaided schools (provide information for current academic year)

a) Number of children belonging to weaker section or disadvantaged group applied for admission in grade I in current academic year (under 25% quota as per RTE)

b) Number of children enrolled in grade I from weaker section or disadvantaged group (under 25% quota as per RTE)

3.2 Only for Aided schools

a) Percentage of Aid being received from Govt. for elementary education

b) Number of children admitted in grade I (for Free education)

3.3 Only for Govt./ Aided school

Whether School Management Committee (SMC) has been constituted? [Not Applicable=0, Yes=1, No=2]

If yes,

a) Total number of Members in SMC Male Female

b) Number of Parents/Guardians members Male Female

c) Number of representatives/ nominee from local authority Male Female

d) Number of meetings held by SMC during the previous academic year

e) Whether SMC Prepare the School Development Plan [Not Applicable=0, Yes=1, No=2]

f) Whether record of children being maintained as per RTE [Not Applicable=0, Yes=1, No=2]

g) Whether separate bank account for SMC is being maintained [Not Applicable=0, Yes=1, No=2]

If yes, Bank name: _____ Branch: _____ Account No: _____ IFSC Code _____

4. Details of Special Training (Only for Govt. school)

a) Number of children enrolled with need of 'Special Training' in current year Boys Girls

b) Number of children provided/being provided Special Training in current year (upto 30th Sep.) Boys Girls

c) Number of children enrolled for special training during previous completed academic year Boys Girls

d) Number of children completed special training during previous academic year Boys Girls

e) Who conducts the special training?
[School teachers = 1, specially engaged teachers =2, Both 1 & 2 = 3, NGO =4, Others =5, None=6]

f) Where is the Special Training being conducted? [School premises=1, Other than school premises=2, Both 1 & 2= 3]

g) Type of training being conducted [Residential=1, non-residential=2, Both=3]

h) Number of teacher(s)/EVs available for conducting special training?

i) Number of teacher(s) received training for conducting special training?

j) Whether special training material to children is made available [Yes=1, No=2]

5. When does the academic session starts: Month

6. Whether any text book received in current academic year (upto 30th September) [Yes=1, No=2]

If yes, a) When was the text books received in the current academic year: Month Year

7. Availability of Text Books, Teaching Learning Equipment (TLE) and play material grade-wise (in current academic year)

	Grades ->	I	II	III	IV	V	VI	VII	VIII
Whether complete set of text books received [Not applicable=0, Yes = 1, No = 2]									
Whether TLE available for each grade [Not applicable=0, Yes = 1, No = 2]									
Whether play material, games and sports equipment available for each grade [Not applicable=0, Yes = 1, No = 2]									

B. Physical facilities and equipment

1. Status of School Building

[Private =1, Rented=2, Government=3, Government school in a rent free building=4, No Building=5, Dilapidated=6, Under Construction=7]

2. Details of classrooms and other rooms (not to be filled for schools without building)

a) Total Classrooms used for instructional purposes b) Total other rooms

	Type of building	No. of classrooms (used for instructional purposes) in			No. of other rooms in		
		Good condition	Need minor repair	Need major repair	Good condition	Need minor repair	Need major repair
a.	Pucca						
b.	Partially pucca						
c.	Kuchcha						
d.	Tent						

3. No. of classrooms under construction 4. Land available for Additional Classrooms [Yes=1, No=2]

5. Separate room for Head Teacher/ Principal available [Yes = 1, No = 2]

6. Number of Blackboards (Including Green/white boards)

7. Number of classrooms having blackboard for students at ground level (excluding item 6)

8. Toilets (Except Urinals)

	Boys only	Girls only	Common	Total
No. of Toilet Seats Constructed/Available				
No. of Toilet Seats Functional				

9. Source of drinking water facility [Hand pumps =1, Well =2, Tap water =3, others =4, none =5]

a. Whether drinking water facility functional [Yes = 1, No = 2]

10. Status of electricity connection in school [Yes = 1, No = 2, Yes but not functional =3]

11. Boundary wall

[Pucca=1, Pucca but broken=2, barbed wire fencing=3, Hedges=4, No boundary wall=5, others=6, Partial=7, Under Construction= 8]

12. Whether school has Library [Yes=1, No=2] If yes, 12a. No. of books in school library

13. Does the school subscribe for magazine/news paper [Yes=1, No=2]

14. Playground [Yes=1, No=2] 14a. If no, whether land is available for developing playground [Yes=1, No=2]

15. Total number of computers available 15a. Total computers Functional

16. Does the school have Computer Aided Learning (CAL) Lab [Yes = 1, No = 2, Yes but not functional =3]

17. Whether Medical check-up of students conducted last year [Yes=1, No=2] 18. Ramps for disabled children [Yes = 1, No = 2]

18a. if Ramp(s) is/are available, whether Hand-rails for ramp is available [Not Applicable=0, Yes=1, No=2]

19. Furniture for Teachers [All=1, Some=2, None=3] 20. Furniture for Students [All=1, Some = 2, None=3]

21. Whether measured campus plan prepared [Yes=1, No=2]

22. State Defined Supplementary Variable

23. State Defined Supplementary Variable

24. State Defined Supplementary Variable

25. State Defined Supplementary Variable

26. State Defined Supplementary Variable

27. State Defined Supplementary Variable

28. State Defined Supplementary Variable

29. State Defined Supplementary Variable

30. State Defined Supplementary Variable

31. State Defined Supplementary Variable

B (i). Mid Day Meal Information
(Only for Govt. / Aided Schools)

1. Status of Mid-day Meal

[Not applicable=0, Not provided=1, provided & prepared in school premises=2, provided but not prepared in school premises=3]

(i) If 'Provided & prepared in school premises',

a. Give status of Kitchen Shed [Not applicable=0, Available=1, Not Available=2, Under Construction=3, Classroom used as kitchen=4]

b. No. of Cook-cum-helpers available

Male Female

(ii) If 'Provided but not prepared in school premises',

Provide source of MDM [From nearby school=1, NGO=2, Self Help Group=3, PTA/MTA=4, others =5, Gram panchayat=6]

2. Did the school receive the one-time Kitchen Devices Grant [Not applicable=0, Yes = 1, No = 2]

3. Number of student opted for MDM during the last academic year Boys Girls

4. Total number of meals served during the previous academic year

5. Number of days on which MDM was served

6. Number of inspections made by the supervisory official during the previous academic year

7. Number of inspections made by the community members during the previous academic year

C. Teachers and Part-time instructors

Sl. No.	Teacher code	Name of the teacher	Gender (Male=1, Female=2)	Date of birth dd/mm/yy	Category ¹	Type of teacher ²	Year of joining in present service	Highest qualification		Classes Taught ⁵	Main subjects taught		Total days of in-service training received in last academic year				No. of working days spent on non-teaching assignments	Maths studied upto ³	English/Language as per schedule VIII Studied upto ³	Social studies studied upto ³	Working in present school since (Year)	Type of Disability, If any ⁷	Whether trained for teaching CWSN [Yes=1, No=2]	Ten State defined variables
								Academic ³	Professional ⁴		Subject 1 ⁶	Subject 2 ⁶	BRC	CRC	DIET	Others								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								

Codes:

1. **Category** - [General=1, SC =2, ST =3, OBC =4, ORC = 5, Others = 6]

2. **Type of teacher** - [Head teacher = 1, Acting head teacher = 2, Regular Teacher=3, Contract Teacher=4, Part-time instructor positioned as per RTE=5]

3. **Academic qualification** - [Below secondary=1, Secondary =2, Higher secondary=3, Graduate=4, Post graduate=5, M.Phil. or Ph.D.=6]

4. **Professional qualification** - [Diploma or certificate in basic teachers' training of a duration not less than two years=1, Bachelor of Elementary Education (B.El. Ed.) =2, B.Ed. or equivalent= 3, M.Ed. or equivalent =4, Others =5, None =6, Diploma/degree in special education = 7]

5. **Classes taught** - [Primary only=1, Upper primary only=2, Mostly primary=3, Mostly upper primary=4]

6. **Subjects taught** - [All subjects=1, Language=2, Mathematics=3, Environment studies=4, Sports=5, Music=6, Science=7, Social studies=8, Art education=91, Health & physical education=92, Work education=93, Other=0]

7. **Disability** - [Not applicable=1, Locomotor=2, Visual=3, others=4]

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D. New admissions during previous academic year

Classes →		I		II		III		IV		V		VI		VII		VIII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Previous academic Session	New admissions after 30 th Sep. (with TC)																
	New admissions after 30 th Sep. (direct entrants)																
Current academic Session	New admissions before 30 th Sep. (with TC)																
	New admissions before 30 th Sep. (direct entrants)																

D(i). New Admissions in Grade I

	Age (in years)					Total children admitted in grade 1	Number of children with pre-school experience in		
	< 5	5	6	7	> 7		Same school (out of Total in grade 1)	Another school (out of Total in grade 1)	Anganwadi/ECCE centre (out of Total in grade 1)
Boys									
Girls									
Total									

E. Enrolment in current academic session (by social category)

Classes →	Pre-Primary		I		II		III		IV		V		VI		VII		VIII	
Sections in classes	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A - General																		
B – SC																		
C – ST																		
D – OBC																		
E- Total Enrolment (A+B+C+D)																		
Muslim out of E																		
*																		
*																		

F. Enrolment in current academic session (by Age) – All children

Note: Total students (class wise) should match with class wise enrolment in block E of DCF.

Class	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
< 5																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
>16																
Total																

G. Enrolment in current academic session (By medium of instruction)

Note: Do not fill this table in case of single medium school

Note: Total students (class wise) should match with class wise enrolment in block E of DCF. Order of Medium of Instructions should match with order given in School Particulars section

Classes	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Total																

H. Repeaters in current academic session (by social category)

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
General																
SC																
ST																
OBC																
Total Repeaters																
Out of total repeaters provide details for children belonging to Minority/Castes																
Muslim																

I. Facilities provided to children (Last academic year, only for primary classes)

Type of facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free text books												
Free stationary												
Free uniforms												
Scholarships												
Free transport facility												
Free residential facility												
(10 State defined incentives)												

J. Facilities provided to children (Last academic year, only for upper primary classes)

Type of facility	General Students		SC Students		ST Students		OBC Students		Total Students		Muslim Minority	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Free text books												
Free stationary												
Free uniforms												
Scholarships												
Free transport facility												
Free residential facility												
(10 State defined incentives)												

K. Children with Special Needs

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Type of Impairment																
Visual Impairment (Blindness)																
Visual Impairment (Low-vision)																
Hearing impairment																
speech impairment																
Loco motor impairment																
Mental Retardation																
Learning disability																
Cerebral Palsy																
Autism																
Multiple disability																
Total																

L. Facilities provided to CWSN (Last academic year)

Type of facility	Total Students	
	Boys	Girls
Brail books		
Brail kit		
Low vision kit		
Hearing aid		
Braces		
Crutches		
Wheel chair		
Tri-cycle		
Caliper		

M. Attendance (Previous Academic Year)

Classes →	I		II		III		IV		V		VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Annual attendance*																
Total Enrolment (Prev.Year)																

* Add all the presents of all the children for each grade separately for boys and girls.

For example:

If there are 10 boys in Grade I;

The school functioned for 220 days;

If all children attended school for 210 days

The value for Grade I boys will be $210 \times 10 = 2100$