

5 % SAMPLE CHECKING OF DISE DATA OF 2009-10 IN ORISSA

Sponsored by



Orissa Primary Education Programme Authority
Siksha Soudha, Unit-V, Bhubaneswar

Prepared by

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Acknowledgement

Free and compulsory education to all children up to the age of fourteen years is our constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE). Among the several programmes launched, Sarva Shiksha Abhiyan (SSA) is the most recent one in this regard. The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. Unlike the previous programmes of this nature, SSA is quite distinct in terms of implementation through mission as well as partnership mode.

The information/ data collected through DISE play a key role for preparation of Annual Work Plan and Budget for the Districts and State. Filling the Data Capturing Format is a crucial activity for each school that provides DISE data. The reliability of the data depends on the type of training imparted to all the functionaries involved in the process of data collection. The present study “5% Random Sample Checking of DISE Data of 2009-10” seeks to know the strengths and weaknesses in the process of DISE data collection and the deviation level through various indicators.

We are thankful to OPEPA, Govt. of Orissa for assigning AMC Research Group, New Delhi to undertake the study and for providing the financial assistance.

The present report is an outcome of dedicated commitment to the field survey by research investigators and cooperation received from Teachers, Headmasters, BRCCs and CRCCs concerned along with officials of District and Orissa Primary Education Programme Authority (OPEPA). The author duly thanks them for their fullest cooperation and facilities provided to successfully completing the Post Enumeration Survey.

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We hope the findings of this report will be useful to the teachers, schools, SSA functionaries, OPEPA, academicians, researchers and those having interest in spreading quality education in the State. It will help both the planners and the policy makers in designing appropriate policy interventions to improve the quality of elementary education in the State and country in general and to improve the quality DISE data collection in particular.

Maj. Gen A M Chaturvedi (Retd.)

Director

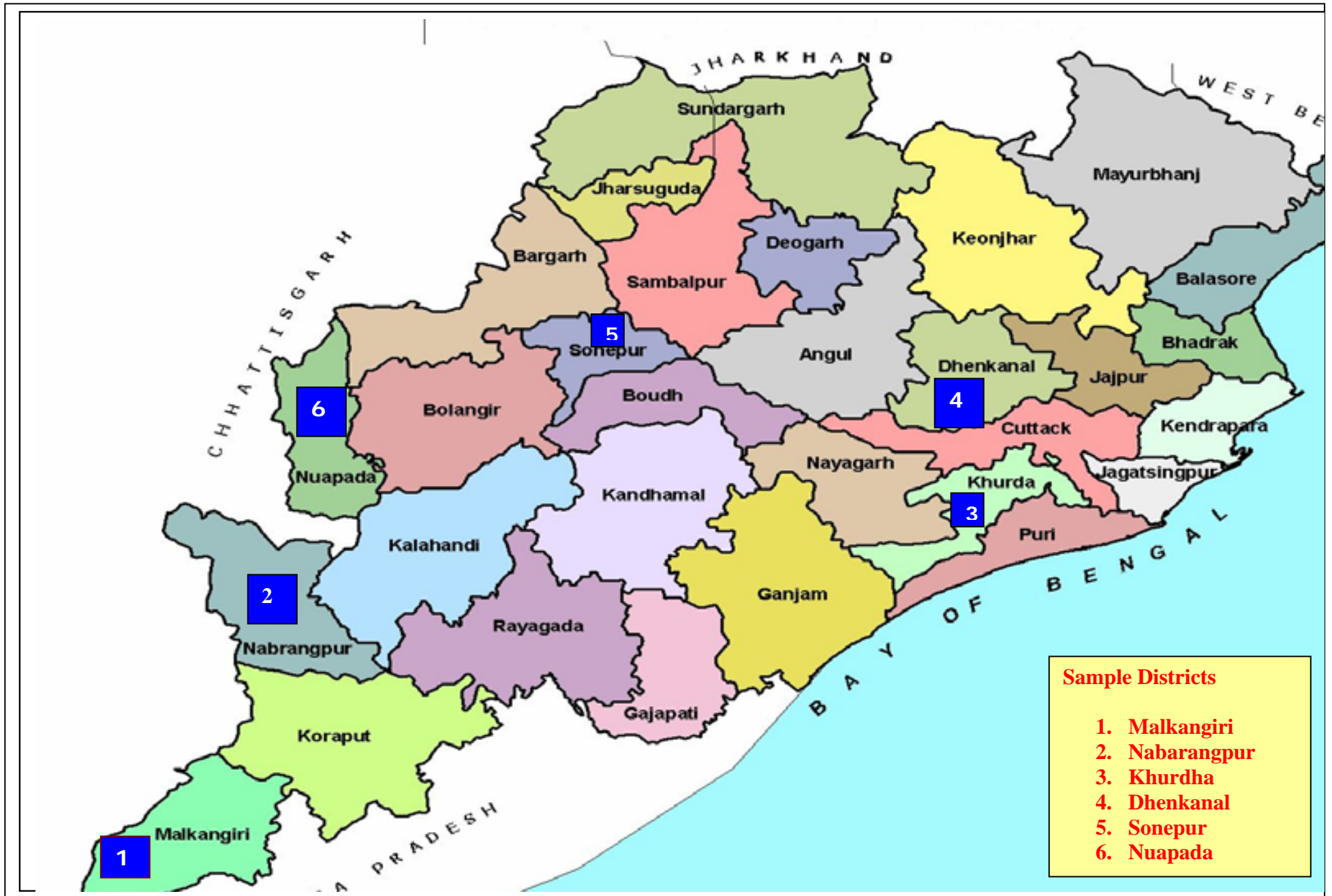
Abbreviations

BRC	: Block Resource Center
BRCC	: Block Resource Center Coordinator
CRC	: Cluster Resource Center
CRCC	: Cluster Resource Center Coordinator
DPC	: District Project Coordinator
DPC	: District Project Coordinator
DPO	: District Programme Officer
DISE	: District Information System for Education
DPEP	: District Primary Education Programme
DRP	: District Resource Person
EGS	: Education Guarantee Schools
EMIS	: Educational Management Information System
GoI	: Government of India
NCERT	: National Council of Educational Research and Training
NGO	: Non Government Organization
NIEPA	: National Institute of Educational Planning and Administration
NSSO	: National Sample Survey Organization
NUEPA	: National University of Educational Planning and Administration
SSA	: Sarva Shiksha Abhiyan
SPO	: State Project Office
SC	: Scheduled Caste
ST	: Scheduled Tribe
HT	: Head Teacher
HM	: Head Master
UEE	: Universalisation of Elementary Education
UNESCO	: United Nations Educational, Scientific and Cultural
UNICEF	: United Nations International Children Education Fund
UPE	: Universalisation of Primary Education
UEE	: Universal Elementary Education
VEC	: Village Education Committee

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Executive Summary

Free and compulsory education to all children up to the age of fourteen years is our constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE). Among the several programmes launched, Sarva Shiksha Abhiyan (SSA) is the most recent one in this regard. The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. Unlike the previous programmes of this nature, SSA is quite distinct in terms of implementation through mission as well as partnership mode.

In the context of implementation of Sarva Shiksha Abhiyan (SSA), a massive programme undertaken in the realm of education sector, what assumes greater significance is proper implementation of the programme itself to derive appropriate results. For effective implementation of such large-scale programme, collecting information, analyzing the results, identifying the corrective course, deriving instructions based on the actual situation, the Sarva Shiksha Abhiyan (SSA) is implemented throughout the country with the help of project authorities of state government concerned. An elaborate MIS mechanism has been laid to monitor the implementation of the programme, gauge the results and identify course of action from time to time. At the project authority level i.e. State level, the District Information System for Education (DISE) collects data pertaining to various aspects of education system through a structured schedule consisting of information on school education. At district level regular monitoring reports are being prepared and submitted to Ministry of HRD, Govt. of India at periodical intervals. In addition, with a view to establishing the veracity of information provided by the project authorities concerned, an external institution conducts similar survey i.e. DISE, based on a five per cent sample survey. Thus, appropriate MIS in essence properly guards the SSA.

As per the desire of the MHRD, Govt. of India, the 5% sample check of the DISE data by an external research agency has been asked by the State Project Director, OPEPA, AMC Research Group, New Delhi has taken up the study in 06 Districts of Orissa namely Sonapur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri. The report is aimed at verification of data collected through DISE and verifies data similarities as well as fluctuations, if any. In

essence, thus report is solely aimed at verification of actual data collected and submitted and thus leading to refining and also to maintain internal consistency of data to facilitate decision-making process in educational management.

Three prescribed data collection formats provided by SPO were used for data collection. Besides, a few CRCCs and BRCCs were interviewed to elicit their views on their role in DISE activity and on the difficulties faced by the Head Teachers during training, data collection and data entry. Their suggestions were also taken on how to overcome these difficulties so as to make the DISE data more authentic in the subsequent years. In the next stage the DCFs filled in with DISE data of sample schools covered under PES were collected from the DPOs of Sonapur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts and then processed in computers. Comparison between DISE and PES data was made to identify the number of schools showing variations on selected items. The percentage deviation and percentage precision were calculated and the reasons for such deviations were identified so as to suggest corrective measures to improve the qualitative aspects of the DISE activity in future.

The Five per cent sample check of DISE data was based on data collected in six districts viz. Sonapur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri representing Central, Northern and Southern regions of the state. Data for the study was collected from 510 schools spread over six districts selected for the study. However, comparison between DISE and PSE data could be established only in 510 schools. Further, in reference to certain variables there was no commonality between formats canvassed for DISE and PSE data. Hence, the report has not only the limitation of comparison among 510 schools but also in reference to certain common variables. However, the data on independent variables, for which there was a provision in PSE data format, description on findings was presented separately. The specific objectives of the **Post Enumeration Survey (PES)** are as follows:

1. To cross check the DISE data with the PES data and to find out the deviation as well as the precision levels.
2. To make field level observation on:
 - a) Cooperation of Principal/ Head Teacher in providing data
 - b) Status of records of schools
 - c) Training of Principal/ Head Teachers in filling up of DISE data
 - d) Availability of infrastructure and computer professional in the District MIS unit

- e) Data feeding arrangement made at District level
 - f) Feedback to schools in terms of School Report Cards
 - g) Availability of DISE data at all levels
 - h) Evidence of sharing workshops at all levels for dissemination and awareness about DISE data
 - i) Display of key information on the School Display/Information Board
 - j) Use of DISE data in planning
3. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES
 4. To suggest measure to reduce the extent of deviation between DISE data and PES data.
 5. To recommend the changes to be made in improving the DISE and PES operations as well as formats especially to make them more effective for cross checking and for making the DISE data more relevant for preparing Annual Work Plan and Budget by improving its quality.

Findings of the study:

- ❖ The overall deviation of DISE data from PES data, in respect of all comparable items, is 1.57%, which is within the range of permissible percentage of deviation i.e. 10%, and there by giving a precision level of 98.43% for DISE data in relation to PES
- ❖ The comparison of DISE and PES data 2009-10 has reflects that the DISE data differ from PES data in 4.12 percent schools in case of year of establishment, 2.54 percent schools in case of school category, 3.33 percent in type of school, 1.18 percent on lowest class, 5.09 percent on highest class, 3.72 percent on 'school management' and 0.98 percent on medium of transaction.
- ❖ Further, it reveals that the percentage deviation of DISE data from PES data is 4.33 percent on Teachers in position, 3.14 percent on status of school building, 4.08 percent on number of classrooms, 0.59 percent on children enrollment, 1.31 percent on SC children enrollment, 0.86 percent on ST children enrollment, 2.77 percent on number of repeaters, 16.03 percent on enrollment of children with disabilities, 3.12 percent on last year annual examination results and 1.57 percent on Source of drinking water.
- ❖ In many cases, due care has not been taken by the Head Teacher in filling up the DISE data and proper verification of DISE data has not been made by the CRCCs and BRCCs.

- ❖ The high level mismatch on items like number of repeaters and enrollment of children with disabilities have occurred due to wrong or no entry of data in DISE format and improper cross-checking of DISE data by the concerned CRCC, BRCC and other supervising personnel.
- ❖ A positive mindset of Principal / Head Teacher is required for accurate and timely DISE data collection. At aggregate level, 44.31 percent of sample Head Teachers/ Principals have shown very good initial response to the PES study team. Again, 43.52 percent of sample schools showed a very good status on maintaining the records of the schools
- ❖ With regard to training aspect of Principal / Head Teacher in filling up of DISE data, 78.62 percent of Head Teachers have received the training either at Cluster level. All of the sample Districts have the requisite softwares for DISE data entry and these softwares have been provided by State MIS Unit. The prescribed arrangements have been made in the sample Districts to provide computerized School Report Card.
- ❖ All the sample schools in six sample district did not have their own copy of DISE DCF. It was made available at the concerned DPO. The PES team further found that the compiled DISE data of 2008-09 were not available at any of the CRC and BRC of Sonapur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts. However, DPOs have planned to provide Block level and Cluster level compiled DISE data to BRCs and CRCs respectively later on.
- ❖ In Sonapur, Khurdha, Dhenkanal, Nuapada and Malkangiri Districts, DPOs had conducted District level sharing workshop with BRCCs and CRCCs but in Nabarangpur District it was not conducted still. VEC and MTA members had not been invited at CRC level to make an effort to disseminate and create awareness on DISE data.
- ❖ The field observation of the PES study team highlights that till the visit of the PES study team, no school of Sonapur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts had got the School Report Card for 2009-10.
- ❖ Further, it is revealed that 79.80 percent of the sample schools have School Display Board/ Information Board. The data on students' enrollment, students' attendance, teachers in position and grants received have been displayed in 86.73 percent, 79.85 percent, 83.78 percent and 25.79 percent respectively of sample schools respectively even though all schools are required to display such information.

- ❖ Despite organization of DISE training and sufficient consciousness of Principals/ Head Teachers on the DISE activity, mismatch between DISE and PES data has been found on almost all items of comparable data.
- ❖ Discussion on DCF guideline was partially done in Sonapur, Khurdha, Dhenkanal, Nuapada, Nabrangpur and Malkangiri Districts during the DISE training. Detailed explanation and doubt clarification of the DCF guidelines and concepts were not done during the training. Owing to short duration of time for data filling and cross-checking, some BRCCs and CRCCs could not properly rectify the mistakes done by the Head Teachers in the DCFs of some schools.

Recommendations:

- 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.
- Teachers don't take seriously the training imparted by the CRCCs. Alternatively, the DIETs can also be given the responsibility of training at the district, block and CRC levels.
- 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 in difficulty in establishing similarities or confirmation of data through Five Percent Check.

- The School 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 this year 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, 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.

1.1 Context

In the contemporary world economy, no country has achieved constant economic development without considerable investment in human capital. Previous studies have shown handsome returns to various forms of human capital accumulation: basic education, research, training, learning-by-doing and aptitude building. The distribution of education also matters in this regard. Unequal education tends to have a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and the use of appropriate functional form specifications consistent with the asset allocation model make a difference for the effects of average education on per capita income, while failure to do so leads to insignificant and even negative effects of average education. Investment in human capital can have little impact on growth unless people can use education in competitive and open markets. The larger and more competitive these markets are, the greater are the prospects for using education and skills.

In the earlier neoclassical models, education was not considered a major input for production and hence was not included in growth models (Harberger, 1998: 1-2). In the 1960s mounting empirical evidence stimulated the “human investment revolution in economic thought” (Bowman, 1960). The seminal works of (Schultz, 1961) and (Denison, 1962) led to a series of growth accounting studies pointing to education’s contribution to the unexplained residuals in the economic growth of western economies. Other studies looked at the impact of education on earnings or estimated private rate of returns (Becker 1964, Mincer 1974). A 1984 survey of growth accounting studies covering 29 developing countries found estimates of education’s contribution to economic growth ranging from less than 1 percent in Mexico to as high as 23 percent in Ghana (Psacharopoulos, 1984).

Prior to the nineteenth century, systematic investment in human capital was not considered especially important in any country. Expenditures on schooling, on-the-job training, and other similar forms of investment were quite small. This began to change radically during this century with the application of science to the development of new goods and more efficient methods of production, first in Great Britain, and then gradually in other countries.

During the twentieth century, education, skills, and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity. One can even call the twentieth century the "Age of Human Capital" in the sense that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills and knowledge, and furthering the health and educating the majority of its population.

1.2 Education: the Scenario

Though India has the rich tradition of having one of the oldest education system i.e. Gurukul, yet the present scenario is quite tardy in terms of spread of education among all sections of people as well as level of education. Whatever the historical reasons may be the backwardness in terms of spread of education was taken up as a great challenge by the time of Independence. Constitutional measures taken up to provide compulsory education among all sections of population. However, given the population growth on one side and the physical constraints like difficult terrain, habitations in remote areas, tribal dialect etc on the other hampered the progress in terms of spread of education. Given the tardy progress in education new programmes have been taking shape to further education across the country from time to time.

Free and compulsory education to all children up to the age of fourteen years is our constitutional commitment. The Government of India has initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE). Among the several programmes launched, Sarva Shiksha Abhiyan (SSA) is the most recent one in this regard. The Sarva Shiksha Abhiyan (SSA) is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. Unlike the previous programmes of this nature, SSA is quite distinct in terms of implementation through mission as well as partnership mode.

1.3 Education: pattern in Orissa

School education in India is organized in four stages, namely, Primary, Upper Primary, Secondary and Higher Secondary. Primary and Upper Primary together constitute the elementary stage. While the minimum number of years required for completing general school education is 10-year through out the country, the decision of the 10-year general

school education into Primary, Upper Primary and Secondary continues to be different in some of the states and Union Territories. Eighteen States and Union Territories have adopted the national pattern of 5+3+2 pattern of general school education. In twelve other States and Union Territories, the pattern of school education is 4+2+3 and three States and Union Territories follow a 5+2+3 pattern. One State follows a general school education system of 4+4+2. In Orissa, the pattern of school education has been 5+2+3 i.e. 5-year Primary, 2-year Upper Primary (that means of 7-year of elementary education) and 3-year Secondary education. Unlike the national pattern, Class – VIII is attached to secondary stage of schooling. But in HSC examination (i.e. the Secondary School Graduation Examination) is based on the curriculum prescribed for Classes – IX & X. in reality, Class – VIII remains as a buffer class between elementary and secondary stage of schooling. At present situation, there are at least two compelling reasons to upscale the elementary stage to include Class – VIII.

1.4 Effective implementation of Programme: Role of MIS

In the context of implementation of Sarva Siksha Abhiyan (SSA), a massive programme undertaken in the realm of education sector, what assumes greater significance is proper implementation of the programme itself to derive appropriate results. For effective implementation of such large-scale programme, collecting information, analyzing the results, identifying the corrective course, deriving instructions based on the actual situation assume much of significance.

Further, recent trends in programme implementation demand make the availability of timely and accurate information of the utmost importance to organizations engaged in education activities. Information is a critical resource in the operation and management of organizations. Timely availability of relevant information is vital for effective performance of managerial functions such as planning, organizing, leading, and control. An information system in an organization is like the nervous system in the human body: it is the link that connects all the organization's components together and provides for better operation and survival in a competitive environment. Indeed, today's organizations run on information.

In a programme of the magnitude of Sarva Shiksha Abhiyan (SSA), MIS thus plays a vital role in ensuring proper implementation of the programmes, assess corrective course of action, realign strategies and activities, measure the results and so on.

1.5 Sarva Siksha Abhiyan (SSA) and the MIS in vogue

Sarva Shiksha Abhiyan (SSA) is implemented throughout the country with the help of project authorities of state government concerned. An elaborate MIS mechanism has been laid to monitor the implementation of the programme, gauge the results and identify course of action from time to time. At the project authority level i.e. state level, through District Information System for Education (DISE) data pertaining to various aspects of education system is collected through a structured schedule consisting of information on school education at district level. Regular monitoring reports are being prepared and submitted to Ministry of HRD, Govt. of India at periodical intervals. In addition, in order to establish the veracity of information provided by the project authorities concerned, an external institution conducts similar survey i.e. DISE, based on a five per cent sample survey. Thus, appropriate MIS in essence properly guards the SSA.

1.6 District Information System for Education and Sample Check

As cited, effective implementation of programmes heavily depends on information system inbuilt in the programme implementation. This in view, District Information System for Education provision was made for strengthening of Educational Management. A number of Government and Quasi Government Institutions were involved in collection of information on important educational variables from the schools concerned to provide inputs for formulation of district elementary education plans under Sarva Shiksha Abhiyan. Further this intervention will also be useful to decentralize framework programme implementation. In order to facilitate the preparation of the Annual Work Plan and Budget, certain data are required especially relating to child population, schooling facilities, infrastructure availability at schools, different categories and extents of enrollment, examination performances etc. These data are gathered by 02 methods, namely child census/ child tracking system and DISE data collection. Like the Annual Work Plan and Budget, the DISE data are collected every year and utilized for Annual Work Plan preparation. These data give a picture of the infrastructure and learning achievement and thus help in prioritizing the activities of Sarva Shiksha Abhiyan. The DISE data are also very useful in monitoring the implementation of activities of Sarva Shiksha Abhiyan. To the researchers, these data are helpful to make a comparative analysis of different aspects of elementary education across both Districts and States and find out the reasons for differential degrees of progress of these aspects. Further, these data are sound source to analyze the efficacy of the Sarva Shiksha Abhiyan programme at various spatial levels.

Success of Sarva Shiksha Abhiyan programme greatly depends upon the credibility of Annual Work Plan and Budget which in turn largely depends on the authenticity of the DISE data. Thus one of the prime objectives of the Sarva Shiksha Abhiyan is to collect true and dependable DISE data. This certainly would become possible when the Data Capture Formats would be properly filled in with correct data. In order to make it possible, every DISE Data Capture Format has been structurally designed as far as possible with closed questions and each concept has been explained in an attached guidelines. Further, the data entry personnels at different levels, such as the Head Teachers, CRCCs and BRCCs are given training on DISE data entry. Besides, after the completion of the DISE data entry at school level, the CRCCs, BRCCs and DIs of schools supervise and certify the correctness of the data. Despite all precautionary measures taken at different levels, it had been pointed out by different studies that some of the DISE data were not authentic and hence were questionable. The Government of India then decided to take up a Post Enumeration Survey of some selected school level data from 5% sample schools with a purpose to cross-check these data that have already been collected in the school level DISE DCF. It is now mandatory for all states and UTs to check the DISE data on sample basis.

Post Enumeration Survey is not just concerned with the cross-checking of the DISE data for unraveling the areas of defective data entry. It also aims at identifying the main reasons that caused for defective data entry in DISE DCFs and to find out the possible measures that can reduce the extent of such defective data entry in future. Like the DISE data collection, the Post Enumeration Survey has now become an activity of every year undertaken not by the agency that implements Sarva Shiksha Abhiyan in different States/ UTs but by an external agency not involved in implementation of SSA.

Since DISE data provides the basic information provided by the project authority concerned, it is also quite essential to verify the data based on a sample check. The present report is thus based on data collected through five per cent sample of the actual DISE data in sample districts of Orissa. The report is aimed at verification of data collected through DISE and verifies data similarities as well as fluctuations, if any. In essence, the report is solely aimed at verification of actual data collected and submitted and thus leading to refining and also to maintain internal consistency of data to facilitate decision-making process in educational management.

Chapter – 2

Objectives and Methodology

Keeping in view the broad goal of the sample checking of DISE data, the methodology of the study needs to be precision oriented. Hence, careful sampling method and appropriate care for other aspect related to methodology were taken into account. The brief description of various components of the methodology followed in the study is provided in this chapter.

2.1 Objectives of the study

The objectives of the **Post Enumeration Survey (PES)** will be as follows:

1. To cross check the DISE data with the PES data and to find out the deviation as well as the precision levels.
2. To make field level observation on:
 - a. Cooperation of Principal/ Head Teacher in providing data
 - b. Status of records of schools
 - c. Training of Principal/ Head Teachers in filling up of DISE data
 - d. Availability of infrastructure and computer professional in the District MIS unit
 - e. Data feeding arrangement made at District level
 - f. Feedback to schools in terms of School Report Cards
 - g. Availability of DISE data at all levels
 - h. Evidence of sharing workshops at all levels for dissemination and awareness about DISE data
 - i. Display of key information on the School Display/Information Board
 - j. Use of DISE data in planning
3. To identify the major lacunae in conducting the DISE activities and in the formats used for both DISE and PES
4. To suggest measure to reduce the extent of deviation between DISE data and PES data.
5. To recommend the changes to be made in improving the DISE and PES operations as well as formats especially to make them more effective for cross checking and for making the DISE data more relevant for preparing Annual Work Plan and Budget by improving its quality.

2.2 Process of undertaking PES

The whole process of PES involved 03 stages. In the stage 1, preparatory activities were conducted. The first activity of this stage was a discussion between the PES team with the SPO authorities, especially those concerned with the DISE activity, on the strategy, concepts, sampling, data collection, data analysis, report design, draft report presentation and submission of the final report. It was a much difficult task especially because in 2009-10 in the State, the DISE data collection at school level took place in October 2009 and data compilation process at District level was not over when PES was started. Despite such situation, the PES team conducted its second preparatory activity, i.e. training to the PES team members on the data collection strategy and concepts used in the PES formats for 02 days. At the same time, 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. During this time, the printing work of the PES formats and guidelines as provided by the SPO was made over.

The stage 2 of PES involved data collection at different levels. Three prescribed formats (Annexure) provided by the SPO were used for collection of data at school level. Besides, from a few CRCCs and BRCCs data were collected 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, softwares and hardwares for conducting DISE activity etc.

During the stage 3 of PES, the DCFs filled in with DISE data of the sample schools covered under PES were brought from the DPOs of Khurdha, Dhenkanal, Sonapur, Nuapada, Malkangiri, and Nabrangpur. The data collected through PES and by DISE activities were entered into computers and then compared to identify the number of schools showing variations for the comparable items of PES. The percentage deviation and the percentage precision for each comparable item were then calculated and the nature of such deviation was then explained. The major reasons of such deviation were then identified and the opinions of various levels of personnel concerned with DISE activity were gathered to know

the major weakness in the DCFs and the process of DISE operation. Finally, some measures were identified basing upon the opinion of DISE activity operating personnel as well as our own observation and analysis and then suggested to improve the qualitative aspects of the DISE activity in future.

2.3 Sample Area and the sample size

The DISE data collection has been done all over the State covering all management categories of schools and in view of this, all schools imparting elementary level of education covering Class I to Class VIII students have been covered in 2009-10. But to cross-check the correctness of the DISE data collected at schools, all schools are not required to be visited. As already decided by the Government of India, only a sample of the total schools is to be covered for PES and the sample schools need not be covered from all Districts of the State. As a matter of fact, the Government of India has delineated since 2006-07 onwards to cover only 10% of the total Districts of the State and only 5% schools of each sample Districts for PES. But the District sample should include 5% schools of total schools of each Block / ULB. Further, at District level, the sample schools should include all types of schools across school management. In the context of Orissa, three districts should have been selected for the 5% sample check of DISE data. However, keeping the importance of DISE data, 06 Districts (**Dhankenal, Khordha, Malkangiri, Nabrangpur, Nuapada and Sonepur**) were selected by the SPO (i.e. OPEPA) for cross checking the DISE data 2009-10 since the State has 30 Districts. The selection of these districts was in accordance with the criteria of selection of districts prescribed by NUPEA.

For the purpose of PES, in all, total of 510 (5.22%) schools were covered selecting them out of 9723 schools by purposive random sampling method after classifying them into different Blocks / ULBs. Random sampling was operated in such a way that the total sample schools in each District represented about 05% of schools belonging to each Block and ULB and also to each category of school management. The details of sample schools are reflected in the Tables 1.1 and 1.2. Further, care has been taken to take sample schools from both rural and urban areas. While selecting the schools, due consideration has also been given to schools predominantly located in SC, ST and minority areas. The sample includes 169 schools (33.14 %) from these areas out of the total 510 sample schools (Table 1.3).

Table 2.1: Percentage of Schools Covered for PES, 2009-10 across the Blocks and ULBs

Sl.no.	District	Block	Total no. of schools in positions as per DPO	No. of schools covered for PES	% of schools covered for PES	
A	Nuapada	1	Khariar NAC	19	4	21.05
		2	Khariar Road NAC	23	2	8.69
		3	Khariar	207	10	4.83
		4	Boden	180	9	5.00
		5	Nuapada	267	13	4.87
		6	Sinapali	233	11	4.72
		7	Komna	285	15	5.26
			Total	1214	64	5.27
B	Malkangiri	1	Balimela NAC	12	1	8.33
		2	Mathili	233	14	6.01
		3	Podia	151	8	5.29
		4	Khairput	117	7	5.98
		5	Kalimela	287	15	5.22
		6	Kudumuluguma	167	9	5.38
		7	Malkangiri	156	8	5.12
		8	Malkangiri NAC	33	2	6.06
		9	Korkunda	301	15	4.98
			Total	1457	79	5.42
C	Nabarangpur	1	Nabarangpur NAC	40	2	5.00
		2	Nabarangpur	115	6	5.21
		3	Papadahandi	228	12	5.26
		4	Nandahandi	104	6	5.76
		5	Tantulikhunti	155	8	5.16
		6	Dabugam	109	6	5.50
		7	Umarkote NAC	29	2	6.89
		8	Umarkote	226	12	5.30
		9	Raighar	298	15	5.03
		10	Kosagumuda	236	12	5.08
		11	Chadahandi	128	7	5.46
		12	Jharigam	202	10	4.95
			Total	1870	98	5.24
D	Sonapur	1	Dunguripali	191	10	5.23
		2	Ullunda	203	10	4.92
		3	Binka NAC	25	2	8.00
		4	Binka	150	8	5.33
		5	B M Pur	188	10	5.31
		6	Tarva NAC	17	1	5.88
		7	Tarva	183	9	4.91
		8	Sonapur MPL	28	1	3.57
		9	Sonapur	147	7	4.76
			Total	1132	58	5.12

(Source: DPO data of mentioned Districts and PES, 2009-10)

Sl.no.	District	Block	Total no. of schools in positions as per DPO	No. of schools covered for PES	% of schools covered for PES	
E	Khordha	1	Balianta	156	8	5.12
		2	Balipatna	176	9	5.11
		3	Bhubaneshwar	172	9	5.23
		4	Balugaon NAC	20	1	5.00
		5	Chilika	121	6	4.96
		6	Banpur NAC	21	1	4.76
		7	Banpur	159	8	5.03
		8	Tangi	172	9	5.23
		9	Bolgarh	195	10	5.12
		10	Jatni MPL	42	2	4.76
		11	Jatni	122	6	4.91
		12	Begunia	190	10	5.26
		13	Khordha MPL	52	3	5.76
		14	Khordha	178	9	5.05
		15	Bhubaneshwar MC	458	26	5.67
		Total	2234	117	5.23	
F	Dhenkanal	1	Hindol	277	14	5.05
		2	Odapada	190	10	5.26
		3	Gondia	234	12	5.12
		4	Dhenkanal MPL	56	3	5.35
		5	Dhenkanal Sadar	232	12	5.17
		6	Bhuban NAC	19	1	5.26
		7	Bhuban	163	8	4.90
		8	Kamakhyanager NAC	21	1	4.76
		9	Kamakhyanager	184	10	5.43
		10	Kankdrahad	234	12	5.12
		11	Parjang	204	11	5.39
		Total	1814	94	5.18	

(Source: DPO data of mentioned Districts and PES, 2009-10)

Table 2.2: Percentage of Schools Covered for PES, 2009-10 across School Management Categories

Sl. no	School management Category	District																	
		Nuapada			Malkangiri			Nabarangpur			Sonepur			Khordha			Dhenkanal		
		No. of schools in positions as per DPO	No. of Schools Covered for PES		No. of schools in positions as per DPO	No. of Schools Covered for PES		No. of schools in positions as per DPO	No. of Schools Covered for PES		No. of schools in positions as per DPO	No. of Schools Covered for PES		No. of schools in positions as per DPO	No. of Schools Covered for PES		No. of schools in positions as per DPO	No. of Schools Covered for PES	
N	%		N	%		N	%		N	%		N	%		N	%		N	%
1	Dept. Of Education	1011	47	4.65	1304	64	4.91	1656	78	4.71	983	46	4.68	1581	95	6.01	1494	78	5.22
2	Tribal/ Social Welfare Dept.	45	01	2.23	64	06	9.37	81	08	9.87	11	02	18.18	19	01	5.26	38	03	7.89
3	Local Body	00	00	0.00	00	00	0.00	00	00	0.00	00	00	0.00	00	00	0.00	00	00	0.00
4	Pvt. Aided	75	04	5.33	27	05	18.52	40	04	10.00	54	05	9.26	111	03	2.70	132	06	4.54
5	Pvt. Unaided	37	06	16.21	16	01	6.25	40	03	7.50	43	02	4.65	167	08	4.79	80	03	3.75
6	Others	23	01	4.35	37	01	2.71	34	02	5.88	40	03	7.5	24	00	0.00	00	00	0.00
7	Central Govt. School	01	00	0.00	03	01	33.33	02	00	0.00	01	00	0.00	09	01	11.11	02	00	0.00
8	Pvt. Unrecognized	22	05	22.72	06	01	16.67	19	03	15.79	00	00	0.00	323	09	2.79	68	04	5.88
	Total	1214	64	5.27	1457	79	5.42	1872	98	5.23	1132	58	5.12	2234	117	5.23	1814	94	5.18

Table 2.3: Distribution of Sample Schools of PES, 2009-10 as per their Location Predominantly in SC/ ST / Minority / Others Areas

Sl.No.	District Name	Sample School	No. of sample schools located Predominantly in							
			SC Area		ST Area		Minority Area		Other Area	
			N	%	N	%	N	%	N	%
1	Sonepur	58	11	18.96	03	5.17	01	1.72	43	74.13
2	Khurdha	117	13	11.11	02	1.71	01	0.85	101	86.32
3	Dehenkanal	94	09	9.57	05	5.31	01	1.06	79	84.04
4	Nuapada	64	28	43.75	05	7.81	00	0.00	31	48.43
5	Nabarangpur	98	16	16.33	38	38.77	00	0.00	44	53.06
6	Malkangiri	79	15	18.98	21	26.58	00	0.00	43	67.01
	Total	510	92	18.03	74	14.50	03	0.59	341	66.86

2.4 Data Analysis and Presentation

A comparative analysis of DISE and PES were done on specific comparable indicators. After data collection, scrutiny of both the sets of formats, already filled up DISE formats and special DCF, were subjected to comparison by using simple deviation method. The school-wise and category-wise data were analyzed by using the simple deviation analysis tools in reference to all the comparable items of the survey. The overall deviation of data has been calculated as per following formula.

$$\frac{d1+d2+d3+d4+d5+d6+\dots\dots\dots +dx}{a+b+c+d+e+\dots\dots\dots +X} \times 100$$

Where d1, d2, d3, stands for deviation of items of DISE data from Post Enumeration Survey data ignoring + or – signs and a, b, c, denote items of Post Enumeration Survey data.

Based on the above cited formula, information pertaining to 510 schools, where commonality of data exists, is presented variable wise providing actual data obtained through PES and DISE and deviation observed there of.

2.5 Limitation of the Study

Though the study is carefully drawn keeping in view all the parameters of the study yet the study confronted the following limitations.

- Difference in Formats for post enumeration survey and DISE Data.
- Coverage of all types of school Managements
- Unfilled columns in prescribed formats of DISE data.

National University of Educational Planning and Administration, Government of India designed the format of DCF and is used for collecting the DISE data. The format is too lengthy and most of the items were self-explanatory. It is noticed that there is no point of collecting data on certain items again and again which were already available with concerned department. Some of the information is not available in the school instantly, for which they have to search the old records. Difference in formats for post enumeration survey with additions and with expanded items was made difficult as a result comparison

could not be under taken. Some of the DISE formats were not filled properly, particularly important items like type of management, number of blocks, class rooms, computer facility etc. Consequently, these aspects were kept outside the purview of this survey report presentation.

2.6 Chapterisation

Report is formatted in five chapters. Chapter I consists of general introduction pertaining to the importance of education, role of MIS for effective discharge of programme activities and the mandate of the report etc. Chapter II consists of methodology followed for the study with the description of study area. This chapter also depicts the limitations the study experienced and the reasons there of. Chapter III consists of comparative data between the outcome of PES and DISE data in reference to various variables where commonality exists. Chapter IV contains information on data analysed pertaining to additional data collected through PES survey format and information on which data is not available through DISE format. The final chapter, Chapter V, consists of summary of report and suggestive measures/recommendations derived through the survey for effective course of action in future for improvement of DISE under SSA.

Chapter – 3

Comparative Analysis on DISE Data and PES Data

As cited elsewhere in the report, the principal mandate of the report is to establish the accuracy of DISE survey in respect of various components of SSA in Orissa. However, the Data Collection Formats (DCF) used for PES survey consists of additional information than the Data Collection Formats (DCF) through which data were collected for DISE survey. However, given the mandate of the study and the methodology followed, each and every category of schools was covered under PES survey. As a result, 510 schools were selected randomly for the study and survey was carried out through trained and qualified research investigators. The data of 510 schools were compared with PES data and conclusions were arrived. Further, as the PES data format has additional information than DISE survey data, the additional components were also presented separately and for the purpose of comparison only common variables were taken up.

During the Post Enumeration Survey (PES) in 2009-10, data relating to the preparedness to DISE activity, to the use of DISE data and to some aspects of schools have been collected in the data capturing schedules/formats prescribed especially for the PES. This chapter contains a comparative analysis of common variables existing between PES and DISE survey data among the common schools covered and verifiable data generated through these tools.

As the report aimed at comparing the data collects through DISE DCF the common variables where deviations were established is furnished below:

School Management

- Year of Establishment
- Location of Schools
- Type of Schools
- Category of Schools
- Lowest Class in Schools
- Highest Class in Schools
- Management of Schools
- Medium of Transaction

Students Participation

- Children's Enrolment in 2009-10
- Enrolment of SC children
- Enrolment of ST children
- Enrolment of disabled children
- Status of Repeaters
- Examination Results 2008-09

School Infrastructure

- Status of Teachers In-position
- Type of school building
- Status of number of Classrooms
- Source of Drinking Water in Schools

The inadequacy, up-to-date, reliable and comprehensive data about the state of school education, especially the primary education, render it difficult for the Planners, Policy and Decision Makers to identify appropriate measures and action on how to improve the quality of education and make it more accessible and available to the people. The Post Enumeration Survey envisioned assessing the quality check, verifying the accuracy, consistency of data and actual coverage of schools.

The deviation on School code, District code, Village name /Ward number and Block name between the PES data and DISE data are not compared because these are made fixed for each school as communicated by OPEPA. Similarly the Block, MPL/ NAC name, School name, Rural/ Urban parameters are fixed as per School Master List. Thus no further investigation is required to find out any deviation during DISE survey and PES survey. The item viz. type of school building in PES has no corresponding similarity in the DISE format. So, the data obtained on this item are not comparable. For each indicator of comparable variables as cited above, the item wise and sub-item-wise comparison of PES data with DISE data along with calculation of deviation ignoring positive and negative signs is presented. Further the precision level for each indicator and overall precision is calculated and presented in tables 3.1 to 3.26.

The overall deviation of DISE data from PES data, in respect of all comparable items, is 1.57%, which is within the range of permissible percentage of deviation i.e. 10%, and there by giving a precision level of 98.43% for DISE data in relation to PES data (Table 3.1).

The comparison of DISE and PES data 2009-10 in school particulars reflects, that the DISE data differ from PES data in

- 4.12 percent schools in case of year of establishment,
- 2.54 percent schools in case of school category,
- 3.33 percent in type of school,
- 1.18 percent on lowest class,
- 5.09 percent on highest class,
- 3.72 percent on 'school management' and
- 0.98 percent on medium of transaction

The percentage deviation of DISE data from PES data in respect of quantitative item is

- 4.33 percent on Teachers in position,
- 3.14 percent on status of school building,
- 4.08 percent on number of classrooms,
- 0.59 percent on children enrollment,
- 1.31 percent on SC children enrollment,
- 0.86 percent on ST children enrollment,
- 2.77 percent on number of repeaters,
- 16.03 percent on enrollment of children with disabilities,
- 3.12 percent on last year annual examination results and
- 1.57 percent on Source of drinking water.

3.1 Percentage Deviation and Percentage Precision of DISE data vis-à-vis PES data on Comparable items

It is highly required to identify the items of DISE DCF in which more number of Head Teachers make mistakes in data filling. Accordingly, policy measures should be taken, on priority, to check the repetition of such mistakes next year. In this section the findings of the extent of deviation of DISE data from PES data on comparable items have been delineated. The comparable items include: (1) year of establishment, (2) school category, (3) type of school (4) lowest class, (5) highest class, (6) managed by, (7) medium of transaction (8) teachers in position, (9) status of school building , (10) number of class rooms, (11) children enrollment, (12) SC children enrollment, (13) ST children enrollment, (14) repeater children enrollment (15) enrollment of children with disabilities (16) examination results and (17) Source of drinking water and the analysis has been made in two ways. The first way of analysis has been made on the percentage of schools showing variation between DISE data and PES data. This analysis has been made on 07 school particulars (from 1 to 7 above mentioned items) for each District and

at the aggregate level. The second way of analysis has been made on the percentage of deviation of DISE data from PES data. This analysis has been made on 10 selected comparable items (from 8 to 17 above mentioned items).

The findings of comparison between DISE and PES data in Sonepur District reflects that the percentage of school showing difference is 3.69 percent at aggregate level (Table 3.3). It varies from 0.00 to 6.89 percent on 07 school characteristics. Analysis made on 10 comparable items shows that the deviation is in the range of 0.47 to 5.44 percent excepting the enrollment of children with disabilities (10.84%). The percentage precision between PES and DISE survey at aggregate level is found to be 1.79 percent with 98.21 percent of precision. (Table 3.4)

In Khurdha District, the comparison of DISE data with PES data on 07 school characteristics indicates that the percentage of school showing difference varies from 0.00 to 6.83 per cent with 2.93 percent at aggregate level (Table 3.5). Analysis made on percentage deviation on 10 selected comparable items indicates that the percentage deviation ranges from 0.72 to 6.08 percent except in case of enrollment of children with disabilities (16.07 %). At aggregate level, the percentage deviation is found to be 1.28 percent with 98.72 per cent of precision. (Table 3.6)

In Dhenkanal District, it is revealed from the Table 3.7 that the percentage of school showing difference between PES and DISE data varies from 0.00 to 6.38 percent in case of 07 school characteristics. With regard to 10 selected comparable items, it is reflects that the percentage deviation between DISE and PES data ranges from 0.00 to 4.26 percent except in case of enrollment of children with disabilities (26.41%). At the aggregate level, the percentage deviation is found to be 0.96 percent with 99.04 percent precision. (Table 3.8)

In case of Nuapada District, the comparison of DISE data with PES data on 07 school characteristics indicates that the percentage of school showing difference varies from 1.56 to 7.81 percent with 4.46 percent at aggregate level (Table 3.9). Analysis made on percentage deviation on 10 selected comparable items indicates that the percentage deviation ranges from 0.37 to 7.94 percent except in case of enrollment of children with disabilities (11.22 %). At aggregate level, the percentage deviation is found to be 2.19 percent with 97.81 percent of precision (Table 3.10).

In Nabrangpur District, it is revealed from the Table 3.11 that the percentage of school showing difference between PES and DISE data varies from 0.00 to 4.08 percent with 1.60 percent at aggregate level in case of 07 school characteristics. With regard to 10 selected comparable items, it is seen that the percentage deviation between DISE and PES data ranges from 0.37 to 4.81 percent except in case of enrollment of children with

disabilities (7.93%). At the aggregate level, the percentage deviation is found to be 1.45 percent with 98.55 percent precision (Table 3.12).

In Malkangiri District, the comparison of DISE data with PES data on 07 school characteristics indicates that the percentage of school showing difference varies from 1.26 to 5.06 percent with 3.43 percent at aggregate level (Table 3.13). Analysis made on percentage deviation on 10 selected comparable items indicates that the percentage deviation ranges from 0.37 to 6.01 percent except in case of enrollment of children with disabilities (21.12 %). At aggregate level, the percentage deviation is found to be 2.07 percent with 97.93 percent of precision (Table 3.14).

Analysis made on 07 school characteristics between the DISE and PES data taking all the 06 sample Districts together shows (Table 3.15) that the percentage of school showing difference varies from 0.98 to 5.09 percent with 2.99 percent at aggregate level. The analysis made on 10 comparable items indicates that the percentage deviation of DISE data from PES data ranges from 0.59 to 4.33 percent except in case of enrollment of children with disabilities (16.03%). The overall deviation on these selected comparable items is limited to 1.54 per cent with 98.46 per cent precision (Table 3.16).

3.1.1 Year of Establishment:

The Head Teachers have in 21 (4.12%) out of 510 schools made wrong/ no entry of the data relating to year of establishment of school in the DISE format. This has happened especially in some very old schools that do not have any authentic evidence regarding the year of establishment. In some UGME schools the Head Teacher has mentioned the year when the school got UGME status but not the year when the school was first established. The District wise disaggregated data (Table 3.2) reflects that the wrong / no entry of the year of establishment in the DISE format has occurred more in Nuapada District (7.81 % schools) than in Sonepur District (5.17% schools), Khurdha District (5.12% schools), Dhenkanal District (3.19% schools), Nabarangpur District (2.04% schools), and Malkangiri District (2.53% schools).

3.1.2 School Category:

As regard the data entry in the item of School Category is concerned, in 13 (2.54 %) out of 510 schools, there is mismatch between DISE data and PES data (Table 3.2). In Nabarangpur and Dhenkanal District, this mismatch has been very less, limited to only 1.02 percent and 1.06 percent schools. In Sonepur, Khurdha, Nuapada and Malkangiri Districts, this mismatch has been marked in a little higher percentages viz. 3.4 percent, 2.56 percent, 4.69 percent and 3.79 percent respectively. This has 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.

3.1.3 Type of School:

The data entry relating to type of school has been correctly done in both the PES and DISE formats in all sample schools of Sonapur District. However, in Khurdha, Dhenkanal, Nuapada, Nabarangpur 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 has 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.

3.1.4 Lowest Class:

The mismatch between DISE data and PES data relating to the item 'lowest class' is limited to only 06 (1.18%) out of 510 schools (Table 3.2). Out of the 06 sample Districts, 03 Districts namely Khurdha, Dhenkanal and Nabarangpur has been correctly done in both the PES and DISE formats in all sample schools. From rest 03 Districts namely Sonapur, Nuapada and Malkangiri, this mismatch has been reported from 02 schools. Again, primarily due to careless data entry and superficial cross checking of the DISE format such mismatch has occurred.

3.1.5 Highest Class:

The Head Teachers have 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 has been noticed in 26 (5.09 %) out of the 510 schools covered under PES (Table 3.2). The District wise disaggregated data indicate that in Khurdha District this mismatch is restricted to less (3.42 %) schools than in Sonapur 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.

3.1.6 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 has occurred in 19 (3.72%) out of 510 schools (Table 3.2). In Sonapur and Khurdha Districts, this mismatch has been

reported from 03 (5.17 %) out of 58 schools and 08 (6.83%) out of 117 schools. This is a little higher amongst that of Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts, where the mismatch has been 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 (Table 3.2). The main reasons of such mismatch are: (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.

3.1.7 Medium of Interaction:

The mismatch between DISE data and PES data relating to the item 'lowest class' is limited to only 05 (0.98%) out of 510 schools (Table 3.2). Out of the 06 sample Districts, only 02 Districts namely Dhenkanal and Nabarangpur has been correctly done in both the PES and DISE formats in all sample schools. From 03 Districts namely Sonepur, Khurdha, and Malkangiri, this mismatch has been reported from 01 schools and it has been reported in 02 schools from Nuapada District. Again, primarily due to careless data entry and superficial cross checking of the DISE format such mismatch has occurred.

3.1.8 Teachers in Position:

Table 3.17 points out that the deviation of DISE data in this item is only 4.33 per cent from PES data. The District wise disaggregated data (Table 3.17) reflects that the wrong/no entry of the year of establishment in the DISE format has 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.

3.1.9 Status of School Building:

In this item, the deviation of DISE data from PES data has been 21, i.e. 3.14 percent deviation (Table 3.18). The extent of deviation has been reported comparatively higher in Nuapada District (7.81%) 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).

3.1.10 Number of Classrooms:

As regard the number of classrooms, the deviation of the DISE data is 91 (4.08%) of the PES data. This deviation exists in all the 03 Districts (Table 3.19). This deviation has occurred mainly because the Head Teachers have made entry of data arbitrarily in the DISE formats and these have not been properly corrected by the CRCCs and BRCCs.

3.1.11 Children Enrollment and Repeaters:

The figures relating to enrollment of children and number of repeaters among children as on 30-09-2009 in different classes with sex variation have been collected in the DISE DCFs in 2009-10 from each school in the sample Districts. During the PES, 2009-10, these figures have also been collected in the PES formats from 5% sample schools for cross-checking of data. It is revealed from Table 3.20 that the percentage of deviation for total children enrolled varies from 0.37 to 0.81 per cent in the 06 sample Districts. The percentage of deviation between DISE and PES data is found to be substantially less than 1 percent at aggregate level. The percentage of deviation in Malkangiri District (0.81 %) is comparatively higher amongst Sonapur District (0.47% schools), Khurdha District (0.72% schools), Dhenkanal District (0.57% schools), Nuapada District (0.37%), and Nabarangpur District (0.44% schools). It is noteworthy to mention here that the deviation of DISE data from PES data on children enrollment is minimal.

Relating to the item, SC children enrolled, the percentage of deviation varies from 0.43 percent (Nabarangpur District) to 2.13 percent (Khurdha District) across the sample Districts whereas such magnitude is 1.31 percent at aggregate level (Table 3.21). The deviation of DISE data from PES data relating to ST children enrolled has been assessed across the sample Districts (Table 3.22). The extent of deviation ranges from 0.43 percent (Nabarangpur District) to 4.11 percent (Khurdha District).

As far as the figures relating to number of repeaters are concerned, the deviation of the DISE data from PES data ranges from 1.45 percent to 11.22 percent across the sample Districts (Table 3.23). The magnitude of such variation is found to be highest (11.22%) in Nuapada District.

In case of the item, enrollment of children with disabilities, the deviation has been found (16.03%) at aggregate level of DISE data from PES data (Table 3.24). This percentage of deviation ranges from minimum 7.93 percent (Nabarangpur District) to maximum 26.41 percent (Dhenkanal District)

All the above findings indicate that the Head Teachers have become very careless about filling up the DISE data especially on items like number of repeaters and enrollment of children with disabilities.

3.1.12 Examination Results:

During the PES 2009-10, data have been gathered relating to the 2008-09 Annual Examination for different classes especially on 03 items, namely: (1) total enrollment at the time of examination, (2) total children appeared in the examination and (3) total children passed in the examination. In the present study, these data have been compared with the corresponding DISE data only to the children of Class V and Class VII because in DISE format only these data have been collected. The findings have been presented in Table (Table 3.25) which reveals that there exists 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.

The District wise disaggregated data reveal that there exists deviation between DISE and PES data in all the 06 sample Districts. Such deviations on children enrolled, appeared and passed are found to be highest (6.01%) in Malkangiri District. Incorrect reporting of data by the Head Teachers has contributed to such deviation.

Table 3.1: Overall percentage Deviation and precision of DISE data in respect of PES data on school particulars and quantitative items

Sl. No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Year of Establishment	510	510	21	4.12	95.88
2	School Category	510	510	13	2.54	97.46
3	Type of School	510	510	17	3.33	96.67
4	Lowest Class	510	510	06	1.18	98.83
5	Highest Class	510	510	26	5.09	94.91
6	Managed by	510	510	19	3.72	96.28
7	Medium of Transaction	510	510	05	0.98	99.02
8	Teachers in Position	2214	2166	96	4.33	95.67
9	Status of School Building	510	494	16	3.14	96.86
10	No. of Classrooms	2228	2319	91	4.08	95.92
11	Children Enrollment	82367	82163	488	0.59	99.41
12	SC Children Enrollment	20489	20516	269	1.31	98.69
13	ST Children Enrollment	19249	19414	165	0.86	99.14
14	No. of Repeaters	4178	4222	116	2.77	97.23
15	Enrollment of Children with Disabilities	424	418	68	16.03	83.97
16	Examination Results 2008-09	45615	45341	1416	3.12	96.88
17	Source of Drinking water	510	502	8	1.57	98.43
	Total	181354	181125	2840	1.57	98.43

Table 3.2: Comparison of PES data with DISE data on School Particulars

Item of Comparison	Name of Districts	No. of sample schools	No. of Schools in which DISE data differed from PES data	Percentage of School showing difference
Year of Establishment	Sonepur	58	03	5.17
	Khurdha	117	06	5.12
	Dehenkanal	94	03	3.19
	Nuapada	64	05	7.81
	Nabarangpur	98	02	2.04
	Malkangiri	79	02	2.53
	Total	510	21	4.12
School Category	Sonepur	58	02	3.44
	Khurdha	117	03	2.56
	Dehenkanal	94	01	1.06
	Nuapada	64	03	4.69
	Nabarangpur	98	01	1.02
	Malkangiri	79	03	3.79
	Total	510	13	2.54
Type of School	Sonepur	58	00	0.00
	Khurdha	117	02	1.71
	Dehenkanal	94	04	4.26
	Nuapada	64	04	6.25
	Nabarangpur	98	03	3.06
	Malkangiri	79	04	5.06
	Total	510	17	3.33
Lowest class	Sonepur	58	02	3.44
	Khurdha	117	00	0.00
	Dehenkanal	94	00	0.00
	Nuapada	64	02	3.12
	Nabarangpur	98	00	0.00
	Malkangiri	79	02	2.53
	Total	510	06	1.18
Highest class	Sonepur	58	04	6.89
	Khurdha	117	04	3.42
	Dehenkanal	94	06	6.38
	Nuapada	64	03	4.69
	Nabarangpur	98	04	4.08
	Malkangiri	79	05	6.32
	Total	510	26	5.09
Managed by	Sonepur	58	03	5.17
	Khurdha	117	08	6.83
	Dehenkanal	94	04	4.26
	Nuapada	64	01	1.56
	Nabarangpur	98	01	1.02
	Malkangiri	79	02	2.53
	Total	510	19	3.72
Medium of Transaction	Sonepur	58	01	1.72
	Khurdha	117	01	0.85
	Dehenkanal	94	00	0.00
	Nuapada	64	02	3.12
	Nabarangpur	98	00	0.00
	Malkangiri	79	01	1.26
	Total	510	05	0.98

Table 3.3: Comparison of PES data with DISE data on School Particulars in Sonapur District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	58	58	03	5.17
2	School Category	58	58	02	3.44
3	Type of School	58	58	00	0.00
4	Lowest Class	58	58	02	3.44
5	Highest Class	58	58	04	6.89
6	Managed by	58	58	03	5.17
7	Medium of Transaction	58	58	01	1.72
Total		406	406	15	3.69

Source: DISE, 2009-10 and PES, 2009-10 of Sonapur District.

Table 3.4: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Sonapur District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Teachers in Position	312	299	13	4.17	85.83
2	Status of School Building	58	56	2	3.45	86.55
3	No. of Classrooms	239	252	13	5.44	94.56
4	Children Enrollment	8662	8703	41	0.47	99.53
5	SC Children Enrollment	2174	2192	18	0.82	99.18
6	ST Children Enrollment	648	667	19	2.93	97.07
7	No. of Repeaters	236	246	10	4.23	95.77
8	Enrollment of Children with Disabilities	83	74	9	10.84	89.16
9	Examination Results 2008-09	5110	4921	189	3.69	96.31
10	Source of Drinking water	58	56	2	3.44	96.56
Total		17580	17546	316	1.79	98.21

Source: DISE, 2009-10 and PES, 2009-10 of Sonapur District.

Table 3.5: Comparison of PES data with DISE data on School Particulars in Khurdha District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	117	117	06	5.12
2	School Category	117	117	03	2.56
3	Type of School	117	117	02	1.71
4	Lowest Class	117	117	00	0.00
5	Highest Class	117	117	04	3.42
6	Managed by	117	117	08	6.83
7	Medium of Transaction	117	117	01	0.85
Total		819	819	24	2.93

Source: DISE, 2009-10 and PES, 2009-10 of Khurdha District.

Table 3.6: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Khurdha District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring \pm with sub items	Deviation	Precision
1	Teachers in Position	576	541	35	6.08	93.92
2	Status of School Building	117	114	3	2.56	97.44
3	No. of Classrooms	546	563	17	3.11	96.89
4	Children Enrollment	28329	28126	203	0.72	99.28
5	SC Children Enrollment	5236	5348	112	2.13	97.87
6	ST Children Enrollment	1094	1139	45	4.11	95.89
7	No. of Repeaters	1284	1263	21	1.63	98.37
8	Enrollment of Children with Disabilities	112	84	18	16.07	83.93
9	Examination Results 2008-09	12708	12892	184	1.45	98.55
10	Source of Drinking water	117	113	4	3.41	96.59
Total		50119	50183	642	1.28	98.72

Source: DISE, 2009-10 and PES, 2009-10 of Khurdha District.

Table 3.7: Comparison of PES data with DISE data on School Particulars in Dhenkanal District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	94	94	03	3.19
2	School Category	94	94	01	1.06
3	Type of School	94	94	04	4.26
4	Lowest Class	94	94	00	0.00
5	Highest Class	94	94	06	6.38
6	Managed by	94	94	04	4.26
7	Medium of Transaction	94	94	00	0.00
	Total	658	658	18	2.73

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal District.

Table 3.8: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Dhenkanal District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Teachers in Position	309	297	12	3.88	96.12
2	Status of School Building	94	90	4	4.26	95.74
3	No. of Classrooms	382	393	11	2.88	97.12
4	Children Enrollment	12877	12803	74	0.57	99.43
5	SC Children Enrollment	2631	2602	29	1.10	98.90
6	ST Children Enrollment	2631	2662	31	1.17	98.83
7	No. of Repeaters	804	826	22	2.73	97.27
8	Enrollment of Children with Disabilities	53	67	14	26.41	73.59
9	Examination Results 2008-09	8299	8224	75	0.91	99.09
10	Source of Drinking water	94	94	0	0.00	100.00
	Total	28174	28058	272	0.96	99.04

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal District.

Table 3.9: Comparison of PES data with DISE data on School Particulars in Nuapada District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	64	64	05	7.81
2	School Category	64	64	03	4.69
3	Type of School	64	64	04	6.25
4	Lowest Class	64	64	02	3.12
5	Highest Class	64	64	03	4.69
6	Managed by	64	64	01	1.56
7	Medium of Transaction	64	64	02	3.12
	Total	448	448	20	4.46

Source: DISE, 2009-10 and PES, 2009-10 of Nuapada District.

Table 3.10: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Nuapada District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Teachers in Position	264	271	07	2.65	97.35
2	Status of School Building	64	59	5	7.81	92.19
3	No. of Classrooms	302	326	24	7.94	92.06
4	Children Enrollment	7702	7731	29	0.37	99.63
5	SC Children Enrollment	3473	3419	54	1.55	98.45
6	ST Children Enrollment	1843	1867	24	1.30	98.70
7	No. of Repeaters	312	347	35	11.22	88.78
8	Enrollment of Children with Disabilities	42	49	7	16.67	83.33
9	Examination Results 2008-09	6026	5771	255	4.23	95.72
10	Source of Drinking water	64	63	1	1.56	98.44
	Total	20092	19903	441	2.19	97.81

Source: DISE, 2009-10 and PES, 2009-10 of Nuapada District.

Table 3.11: Comparison of PES data with DISE data on School Particulars in Nabarangpur District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	98	98	02	2.04
2	School Category	98	98	01	1.02
3	Type of School	98	98	03	3.06
4	Lowest Class	98	98	00	0.00
5	Highest Class	98	98	04	4.08
6	Managed by	98	98	01	1.02
7	Medium of Transaction	98	98	00	0.00
Total		686	686	11	1.60

Source: DISE, 2009-10 and PES, 2009-10 of Nabarangpur District.

Table 3.12: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Nabarangpur District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Teachers in Position	437	454	17	3.89	96.11
2	Status of School Building	98	97	1	1.02	98.98
3	No. of Classrooms	423	437	14	3.31	96.69
4	Children Enrollment	16374	16446	72	0.44	99.56
5	SC Children Enrollment	4139	4157	18	0.43	99.57
6	ST Children Enrollment	8139	8167	28	0.34	99.66
7	No. of Repeaters	643	628	15	2.33	97.67
8	Enrollment of Children with Disabilities	63	58	5	7.93	92.07
9	Examination Results 2008-09	8046	8433	387	4.81	95.19
10	Source of Drinking water	98	98	0	0.00	100.00
Total		38460	38975	557	1.45	98.55

Source: DISE, 2009-10 and PES, 2009-10 of Nabarangpur District.

Table 3.13: Comparison of PES data with DISE data on School Particulars in Malkangiri District

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	79	79	02	2.53
2	School Category	79	79	03	3.79
3	Type of School	79	79	04	5.06
4	Lowest Class	79	79	02	2.53
5	Highest Class	79	79	05	6.32
6	Managed by	79	79	02	2.53
7	Medium of Transaction	79	79	01	1.26
Total		553	553	19	3.43

Source: DISE, 2009-10 and PES, 2009-10 of Malkangiri District.

Table 3.14: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Malkangiri District Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring ± with sub items	Deviation	Precision
1	Teachers in Position	316	304	12	3.79	96.21
2	Status of School Building	79	78	1	1.27	98.73
3	No. of Classrooms	336	348	12	3.57	96.43
4	Children Enrollment	8423	8354	69	0.81	99.19
5	SC Children Enrollment	3836	3798	38	0.98	99.02
6	ST Children Enrollment	4894	4912	18	0.37	99.63
7	No. of Repeaters	899	912	13	1.45	98.55
8	Enrollment of Children with Disabilities	71	86	15	21.12	78.88
9	Examination Results 2008-09	5426	5100	326	6.01	93.99
10	Source of Drinking water	79	78	1	1.26	98.74
Total		24359	23970	505	2.07	97.93

Source: DISE, 2009-10 and PES, 2009-10 of Malkangiri District.

Table 3.15: Comparison of PES data with DISE data on School Particulars in Sample Districts

Sl.No.	Description of Comparable items	Quantitative Value under		No. of Schools in which DISE data differed from PES data	Percentage of school showing difference
		PES	DISE		
1	Year of Establishment	510	510	21	4.12
2	School Category	510	510	13	2.54
3	Type of School	510	510	17	3.33
4	Lowest Class	510	510	06	1.18
5	Highest Class	510	510	26	5.09
6	Managed by	510	510	19	3.72
7	Medium of Transaction	510	510	05	0.98
Total		3570	3570	107	2.99

Source: DISE, 2009-10 and PES, 2009-10 of sample Districts.

Table 3.16: Percentage Deviation and Percentage Precision of DISE data in respect of PES data on Selected Comparable Items in Sample Districts Quantitative

Sl.No.	Description of Comparable items	Quantitative Value under			Percentage	
		PES	DISE	Deviation ignoring \pm with sub items	Deviation	Precision
1	Teachers in Position	2214	2166	96	4.33	95.67
2	Status of School Building	510	494	16	3.14	96.86
3	No. of Classrooms	2228	2319	91	4.08	95.92
4	Children Enrollment	82367	82163	488	0.59	99.41
5	SC Children Enrollment	20489	20516	269	1.31	98.69
6	ST Children Enrollment	19249	19414	165	0.86	99.14
7	No. of Repeaters	4178	4222	116	2.77	97.23
8	Enrollment of Children with Disabilities	424	418	68	16.03	83.97
9	Examination Results 2008-09	45615	45341	1416	3.12	96.88
10	Source of Drinking water	510	502	8	1.57	98.43
Total		177784	177555	2733	1.54	98.46

Source: DISE, 2009-10 and PES, 2009-10 of Sample Districts.

Table 3.17: Comparison of PES data with DISE data on Teachers in Position

Sl.No.	District Name	Sample School	Teacher in position											
			Male				Female				Total			
			PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%
1	Sonepur	58	196	189	07	3.57	116	110	06	5.17	312	299	13	4.17
2	Khurdha	117	318	302	16	5.03	258	239	19	7.36	576	541	35	6.08
3	Dehenkanal	94	188	172	16	8.51	121	125	05	4.13	309	297	12	3.88
4	Nuapada	64	152	164	12	7.89	112	107	05	4.46	264	271	07	2.65
5	Nabarangpur	98	231	246	15	6.49	206	208	02	0.97	437	454	17	3.89
6	Malkangiri	79	217	201	16	7.37	99	103	04	4.04	316	304	12	3.79
	Total	510	1302	1274	28	2.15	912	892	20	2.19	2214	2166	96	4.33

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khordha, Malkangiri, Nuapada, Nabarangapur, and Sonepur Districts.

- Note: i) Quantitative value of items as per DISE data = 2166
 ii) Quantitative value of items as per PES data = 2214
 iii) Quantitative value of deviations ignoring ± signs = 96
 iv) %age deviation of DISE data from PES data = 4.33%
 v) Precision level of DISE data with relation to PES data = 95.67%

Table 3.18: Comparison of PES data with DISE data on Status of School Building

Sl.No.	District Name	Sample School	Status of School Building															
			Private				Rented				Government				Total			
			PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%
1	Sonepur	58	8	5	3	37.50	3	2	1	33.33	47	49	2	4.25	58	56	2	3.45
2	Khurdha	117	13	12	1	7.69	9	10	1	11.11	95	92	3	3.15	117	114	3	2.56
3	Dehenkanal	94	10	9	1	10.00	2	1	1	50.00	82	80	2	2.44	94	90	4	4.26
4	Nuapada	64	12	10	2	16.67	3	1	2	66.67	49	48	1	2.04	64	59	5	7.81
5	Nabarangpur	98	8	7	1	12.50	2	4	2	100	88	86	2	2.27	98	97	1	1.02
6	Malkangiri	79	1	2	1	100	2	1	1	50.00	76	72	4	5.26	79	78	1	1.27
	Total	510	52	45	7	13.46	21	19	2	9.52	437	427	10	2.29	510	494	16	3.14

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note: i) Quantitative value of items as per DISE data = 494
 ii) Quantitative value of items as per PES data = 510
 iii) Quantitative value of deviations ignoring ± signs = 16
 iv) %age deviation of DISE data from PES data = 3.14%
 v) Precision level of DISE data with relation to PES data = 96.86%

Table 3.19: Comparison of PES data with DISE data on Number of Classrooms

Sl.No.	District Name	Sample School	No. of Classrooms			
			PES	DISE	Deviation	%
1	Sonepur	58	239	252	13	5.44
2	Khurdha	117	546	563	17	3.11
3	Dehenkanal	94	382	393	11	2.88
4	Nuapada	64	302	326	24	7.94
5	Nabarangpur	98	423	437	14	3.31
6	Malkangiri	79	336	348	12	3.57
	Total	510	2228	2319	91	4.08

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 2319
 - ii) Quantitative value of items as per PES data = 2228
 - iii) Quantitative value of deviations ignoring \pm signs = 91
 - iv) %age deviation of DISE data from PES data = 4.08%
 - v) Precision level of DISE data with relation to PES data = 95.92%

Table 3.20: Comparison of PES data with DISE data on Children Enrollment

Sl.No.	District Name	Sample School	Total Enrollment			
			PES	DISE	Deviation	%
1	Sonepur	58	8662	8703	41	0.47
2	Khurdha	117	28329	28126	203	0.72
3	Dehenkanal	94	12877	12803	74	0.57
4	Nuapada	64	7702	7731	29	0.37
5	Nabarangpur	98	16374	16446	72	0.44
6	Malkangiri	79	8423	8354	69	0.81
	Total	510	82367	82163	488	0.59

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 82163
 - ii) Quantitative value of items as per PES data = 82367
 - iii) Quantitative value of deviations ignoring \pm signs = 488
 - iv) %age deviation of DISE data from PES data = 0.59%
 - v) Precision level of DISE data with relation to PES data = 99.41%

Table 3.21: Comparison of PES data with DISE data on SC Children Enrollment

Sl.No.	District Name	Sample School	SC Enrollment			
			PES	DISE	Deviation	%
1	Sonepur	58	2174	2192	18	0.82
2	Khurdha	117	5236	5348	112	2.13
3	Dehenkanal	94	2631	2602	29	1.10
4	Nuapada	64	3473	3419	54	1.55
5	Nabarangpur	98	4139	4157	18	0.43
6	Malkangiri	79	3836	3798	38	0.98
	Total	510	20489	20516	269	1.31

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 20518
 - ii) Quantitative value of items as per PES data = 20489
 - iii) Quantitative value of deviations ignoring \pm signs = 269
 - iv) %age deviation of DISE data from PES data = 1.31%
 - v) Precision level of DISE data with relation to PES data = 98.69%

Table 3.22: Comparison of PES data with DISE data on ST Children Enrollment

Sl.No.	District Name	Sample School	ST Enrollment			
			PES	DISE	Deviation	%
1	Sonepur	58	648	667	19	2.93
2	Khurdha	117	1094	1139	45	4.11
3	Dehenkanal	94	2631	2662	31	1.17
4	Nuapada	64	1843	1867	24	1.30
5	Nabarangpur	98	8139	8167	28	0.34
6	Malkangiri	79	4894	4912	18	0.37
	Total	510	19249	19414	165	0.86

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 19414
 - ii) Quantitative value of items as per PES data = 19249
 - iii) Quantitative value of deviations ignoring \pm signs = 165
 - iv) %age deviation of DISE data from PES data = 0.86%
 - v) Precision level of DISE data with relation to PES data = 99.14%

Table 3.23: Comparison of PES data with DISE data on Number of Repeaters

Sl.No.	District Name	Sample School	No. of Repeaters			
			PES	DISE	Deviation	%
1	Sonepur	58	236	246	10	4.23
2	Khurdha	117	1284	1263	21	1.63
3	Dehenkanal	94	804	826	22	2.73
4	Nuapada	64	312	347	35	11.22
5	Nabarangpur	98	643	628	15	2.33
6	Malkangiri	79	899	912	13	1.45
	Total	510	4178	4222	116	2.77

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 4222
 - ii) Quantitative value of items as per PES data = 4178
 - iii) Quantitative value of deviations ignoring \pm signs = 116
 - iv) %age deviation of DISE data from PES data = 2.77%
 - v) Precision level of DISE data with relation to PES data = 97.23%

Table 3.24: Comparison of PES data with DISE data on Enrollment of Children with Disabilities

Sl.No.	District Name	Sample School	Disability Enrollment			
			PES	DISE	Deviation	%
1	Sonepur	58	83	74	9	10.84
2	Khurdha	117	112	84	18	16.07
3	Dehenkanal	94	53	67	14	26.41
4	Nuapada	64	42	49	7	16.67
5	Nabarangpur	98	63	58	5	7.93
6	Malkangiri	79	71	86	15	21.12
	Total	510	424	418	68	16.03

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- i) Quantitative value of items as per DISE data = 418
 - ii) Quantitative value of items as per PES data = 424
 - iii) Quantitative value of deviations ignoring \pm signs = 68
 - iv) %age deviation of DISE data from PES data = 16.03%
 - v) Precision level of DISE data with relation to PES data = 83.97%

Table 3.25: Comparison of PES data with DISE data on Annual Examination Results in Grade V & VII of the year 2008-09

Sl. No.	District Name	Sample School	Annual Examination result of the year 2008-09															
			Enrolled				Appeared				Passed				Total			
			PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%
1	Sonepur	58	1738	1677	61	3.50	1709	1636	73	4.27	1663	1608	55	3.30	5110	4921	189	3.69
2	Khurdha	117	4286	4362	76	1.77	4249	4293	44	1.03	4173	4237	64	1.53	12708	12892	184	1.45
3	Dehenkanal	94	2867	2783	84	2.92	2786	2748	38	1.36	2646	2693	47	1.78	8299	8224	75	0.91
4	Nuapada	64	2082	1956	126	6.05	2016	1929	87	4.31	1928	1886	42	2.18	6026	5771	255	4.23
5	Nabarangpur	98	2779	2864	85	3.05	2693	2807	114	4.23	2574	2762	188	7.30	8046	8433	387	4.81
6	Malkangiri	79	1863	1794	69	3.70	1834	1742	92	5.02	1729	1564	165	9.54	5426	5100	326	6.01
	Total	510	15615	15436	501	3.21	15287	15155	448	2.93	14713	14750	561	2.93	45615	45341	1416	3.12

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- Quantitative value of items as per DISE data = 45341
 - Quantitative value of items as per PES data = 45615
 - Quantitative value of deviations ignoring ± signs = 1416
 - %age deviation of DISE data from PES data = 3.12%
 - Precision level of DISE data with relation to PES data = 96.78%

Table 3.26: Comparison of PES data with DISE data on source of drinking water

Sl. No.	District Name	Sample School	Source of drinking water																			
			Handpump				Well				Tap water				Others				Total			
			PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%	PES	DISE	Deviation	%
1	Sonepur	58	43	44	1	2.32	5	4	1	20.00	2	2	0	0.00	8	6	2	25.00	58	56	2	3.44
2	Khurdha	117	74	72	2	2.70	10	13	3	30.00	23	21	2	8.69	10	7	3	30.00	117	113	4	3.41
3	Dehenkanal	94	65	67	2	3.08	13	12	1	7.69	8	6	2	25.00	8	9	1	12.50	94	94	0	0.00
4	Nuapada	64	53	49	4	7.55	0	0	0	0.00	5	6	1	20.00	6	8	2	33.33	64	63	1	1.56
5	Nabarangpur	98	79	78	1	1.26	2	3	1	50.00	9	11	2	22.22	8	6	2	25.00	98	98	0	0.00
6	Malkangiri	79	70	69	1	1.43	0	0	0	0.00	4	3	1	25.00	5	6	1	20.00	79	78	1	1.26
	Total	510	384	379	5	1.30	30	32	2	6.67	51	49	2	39.21	45	42	3	6.67	510	502	8	1.57

Source: DISE, 2009-10 and PES, 2009-10 of Dhenkanal, Khurdha, Malkangiri, Nuapada, Nabarangpur, and Sonepur Districts.

- Note:
- Quantitative value of items as per DISE data = 502
 - Quantitative value of items as per PES data = 510
 - Quantitative value of deviations ignoring ± signs = 8
 - %age deviation of DISE data from PES data = 1.57%
 - Precision level of DISE data with relation to PES data = 98.43%

Chapter – 4

Findings on Field Observation

In order to make the DISE data collection more effective in terms of both time of operation and quality of data collection, each District should have adequate availability of infrastructure and computer professionals. Besides, the Head Teachers should be trained adequately on filling up of DISE data and on cooperating with the PES team. They should also keep all records relating to both DISE and PES activities properly updated and stored for immediate use as and when required for both DISE and PES activities. In the post DISE operation period, each school should have a School Report Card on DISE data and its own copy of the School DCF. The compiled data of Cluster, Block and District levels should be available at CRC, BRC and DPO levels especially for reference and use in the preparation of the Annual Work Plan and Budget every year. The DISE data for this purpose should also be shared at all levels for awareness of the people involved in plan preparation as well as implementation. Some of the DISE data are also to be mentioned in the School Information / Display Board for public awareness and for making SSA a transparent programme. In this chapter, a detailed deliberation has been made on these issues basing upon the field level observations made by the PES study teams. The findings have been reflected in different tables. The main items discussed are as follows:

4.1 Cooperation of Principal/ Head Teacher in Providing Data:

Cooperation of Principal/ Head Teacher is a bare necessity in getting correct data for filling up of the DISE DCFs. A positive mindset of Principal / Head Teacher to provide the DISE data is also required to complete the DISE data collection activity in time. It has been reported by some CRCCs and BRCCs that Principals/ Head Teachers especially of the private unaided schools and unrecognized schools have shown less/ no cooperation in some cases to provide the DISE data and owing to this reason, they have failed to collect DISE data from some schools. However an assessment on the extent of cooperation of Principal / Head Teacher to the PES study team had been made during the PES, 2009-10 and the findings have been classified into 05 qualitative categories, such as (i) very good (where initial response is completely positive and immediately cooperative after getting identity of the PES study team), (2) good (where the initial response is positive and cooperative after the Principal/ Head Teacher completes his/ her own work), (3) average (where the initial response is positive and cooperative only after the Principal / Head Teacher confirms the identity of the PES study team), (4) poor (where the initial response is not positive and cooperative but data are given under compulsion) and (5) very poor (where the initial response is completely negative and non-cooperative to give data). The findings as

presented in Table 4.1, indicate that 44.31% of sample Principals/ Head teachers have shown very good initial response to the PES study team. But the disaggregated data reveal that most (49.36%) of the Principals/ Head Teachers in Malkangiri District have shown very good initial response. However, majority of the respondents of all the rest 05 Sonapur, Khurdha, Dhenkanal, Nuapada, and Nabarangpur District are under good category.

As far as the initial response of the Principal / Head Teacher to provide data to the PES study team is concerned, the findings have been classified into 05 categories, such as (1) 'very good' where the Principal/ Head teacher whole heartedly and immediately provided the required data), (2) 'good' (where the Principal / Head Teacher provided the data after completing his/ her work), (3) average (where the Principal/ Head Teacher provided the data after consulting with the concerned authority), (4) 'poor' (where the Principal / Head Teacher provided the data under compulsion), (5) 'very poor' (where the Principal/ Head Teacher did not provide the data). The findings show that 43.52 and 46.27 percent of the total sample Principals and Head Teachers have shown very good and good initial response respectively to provide data to the PES study team (Table 4.2). The disaggregated data show that significantly greater percentages of Principals and Head Teachers of Dhenkanal District (48.93%) and Nabarangpur District (48.97%) have exhibited very good initial response.

The above findings indicate that a greater extent of the Principals / Head Teachers of Sonapur, Khurdha, Dhenkanal, Nuapada, Malkangiri, and Nabarangpur Districts have shown 'very good' to 'good' cooperation in providing data to the PES study team.

Table 4.1: Quality of Initial Response of P/HT to the Investigators during PES, 2009-10

Sl. No.	District Name	Sample School	No. of schools where the initial reaction of P/HT									
			Very good		Good		Average		Poor		Very poor	
			N	%	N	%	N	%	N	%	N	%
1	Sonapur	58	24	41.37	31	53.44	3	5.17	0	0.00	0	0.00
2	Khurdha	117	56	47.86	43	36.75	14	11.96	4	3.41	0	0.00
3	Dehenkanal	94	36	38.29	52	55.31	4	4.25	2	2.12	0	0.00
4	Nuapada	64	26	40.06	32	50.00	6	9.37	0	0.00	0	0.00
5	Nabarangpur	98	45	45.91	43	43.87	8	8.16	2	2.04	0	0.00
6	Malkangiri	79	39	49.36	33	41.77	6	7.59	1	1.26	0	0.00
	Total	510	226	44.31	234	45.88	41	8.03	9	1.76	0	0.00

Table 4. 2: Quality of Initial Response of P/HT to Provide Information during PES, 2009-10

Sl. No.	District Name	Sample School	No. of schools where the initial reaction of P/HT									
			Very good		Good		Average		Poor		Very poor	
			N	%	N	%	N	%	N	%	N	%
1	Sonepur	58	26	44.82	24	41.37	8	13.79	0	0.00	0	0.00
2	Khurdha	117	49	41.88	48	41.02	17	14.52	3	2.56	0	0.00
3	Dehenkanal	94	46	48.93	44	46.80	3	3.19	1	1.06	0	0.00
4	Nuapada	64	21	32.81	35	54.68	7	10.93	1	1.56	0	0.00
5	Nabarangpur	98	48	48.97	44	44.89	4	4.08	2	2.04	0	0.00
6	Malkangiri	79	32	40.51	41	51.89	5	6.32	1	1.26	0	0.00
	Total	510	222	43.52	236	46.27	44	8.62	8	1.57	0	0.00

4.2. Status of Records of Schools:

Availability of proper records in the schools is very important as it enables the exercise like DISE more reliable and fruitful. A precondition to get correct DISE data is the availability of the official records in proper condition and timely updated. In the absence of such official records, the Principal/ Head Teacher is likely to provide incorrect data. Obviously, one can hypothesize that in a District where more percentage of schools have fully updated, un-torn official records with legible recording of data, there would be less percentage of mismatch between DISE data and PES data. During the PES, 2009-10, an assessment has been made in this regard taking some indicators, such as (1) availability of records on the day of visit of PES study team to school, (2) untorn and legibly written records, and (3) fully updated records that contain DISE data and the records verified are: (1) log book, (2) admission register of students, (3) students' attendance register, (4) teachers' attendance register, (5) annual examination register, (6) VEC register, (7) free textbook register, (8) visit register for CRCC and BRCC, (9) summary report card and (10) CWSN status report.

In order to measure the status of school as regard availability of record, 01 mark has been given for availability of each report in school on the day of visit of the PES study team. Similarly, 01 mark has been given if the available report is found untorn and legibly written and 01 mark has again been given if the report is found fully updated with relevant data. And in this way basing on the availability of records, the schools have been classified into 05 categories such as:

1. Very good (where 9 or 10 number of records out of the selected 10 records are physically available),
2. Good (where 7 or 8 number of records are available),
3. Average (where 5 or 6 number of records are available),
4. Poor (where 3 or 6 number of records are available), and
5. Very poor (where < 3 number of records are available).

Following the same classification model, the schools have been classified into these 05 categories relating to the quality of conditions of records and the updation of records. The findings in this regard have been presented in Table 4.3, 4.4 and 4.5.

It is evident from Table 4.3 that only 130 (25.49%) out of 510 schools belong to the very good status as far as the availability of records is concerned. The school summary report of DISE data for 2009-10 had not been given to the schools by the DPO till the visit of the PES, study team. Furthermore, these schools had also not kept either the CWSN status report or visit register for CRCC and BRCC. However, in a majority (50.98%) of the schools who belong to good category, 7 or 8 out of the 10 records are available. The District wise disaggregated data show that the extent of availability of records is the best in Dhenkanal District amongst all the 06 (Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri) Districts.

Table 4.4 reveals that only 161 (31.56 %) out of the 510 schools belong to very good category because 9 or 10 out of 10 records are untorn and legibly written. A majority (42.54 %) of the schools however belong to 'good' category because 7 to 8 out of the 10 records are untorn and legibly written. Similarly, Table 4.5 indicates that only 121 (23.72%) out of the 510 schools fall under 'very good' category whereas a majority (48.82%) belong to 'good' category so far as the updation of records is concerned.

The above findings point out that nearly 90 per cent schools do not have all records that are relevant for DISE data collection in perfect condition and updation. Hence there is a chance of Principal/ Head Teacher making no/wrong entry of data in the DISE DCF.

Table 4.3: Extent of Availability of Records at Schools on the Day of PES, 2009-10

Sl. No.	District Name	Sample School	No. of schools where the initial reaction of P/HT									
			Very good		Good		Average		Poor		Very poor	
			N	%	N	%	N	%	N	%	N	%
1	Sonepur	58	17	29.31	30	51.72	10	17.24	1	1.72	0	0.00
2	Khurdha	117	28	23.93	59	50.42	27	23.07	3	2.56	0	0.00
3	Dehenkanal	94	24	25.53	52	55.31	16	17.02	2	2.12	0	0.00
4	Nuapada	64	16	25.00	34	53.12	13	20.31	1	1.56	0	0.00
5	Nabarangpur	98	31	31.63	47	47.96	18	18.36	2	2.04	0	0.00
6	Malkangiri	79	14	17.72	38	48.10	26	32.91	1	1.27	0	0.00
	Total	510	130	25.49	260	50.98	110	21.57	10	1.96	0	0.00

Table 4.4: Quality of Conditions of Records Maintained at Schools on the Day of PES, 2009-10

Sl. No.	District Name	Sample School	No. of schools where the initial reaction of P/HT									
			Very good		Good		Average		Poor		Very poor	
			N	%	N	%	N	%	N	%	N	%
1	Sonepur	58	24	41.37	15	25.86	18	31.03	1	1.72	0	0.00
2	Khurdha	117	32	27.35	60	51.28	21	17.94	4	3.42	0	0.00
3	Dehenkanal	94	29	30.85	38	40.42	24	25.53	3	3.19	0	0.00
4	Nuapada	64	21	32.81	25	39.06	17	26.56	1	1.56	0	0.00
5	Nabarangpur	98	36	36.73	37	37.75	23	23.46	2	2.04	0	0.00
6	Malkangiri	79	19	24.05	42	53.16	16	20.25	2	2.53	0	0.00
	Total	510	161	31.56	217	42.54	119	23.34	13	2.54	0	0.00

Table 4.5: Quality of Updation of Records Maintained at Schools on the Day of PES, 2009-10

Sl. No.	District Name	Sample School	No. of schools where the initial reaction of P/HT									
			Very good		Good		Average		Poor		Very poor	
			N	%	N	%	N	%	N	%	N	%
1	Sonepur	58	17	29.31	16	27.59	23	39.65	2	3.44	0	0.00
2	Khurdha	117	23	19.65	64	54.70	26	22.22	4	3.41	0	0.00
3	Dehenkanal	94	27	28.72	46	48.93	18	19.14	3	3.19	0	0.00
4	Nuapada	64	18	28.12	26	40.62	19	29.68	1	1.56	0	0.00
5	Nabarangpur	98	22	22.44	47	47.95	27	27.55	2	2.04	0	0.00
6	Malkangiri	79	14	17.72	50	63.29	14	17.72	1	1.26	0	0.00
	Total	510	121	23.72	249	48.82	127	24.90	13	2.54	0	0.00

4.3 Training of Principal/ Head Teacher in Filling up of DISE Data

A set of guidelines has been attached with each DISE DCF and it describes the procedure to be followed for filling up of the DCFs and it explains the meaning of the terms used in the DCFs. The purpose is to enable the Principal/ Head Teacher to properly fill up the DCFs. Furthermore, it is mandatory under the DISE activities to give training to the Principals / Head Teachers adequately, clarifying all their doubts so that they would fill up the data correctly. It is hypothesized that the District, where imperfect and inadequate DISE training has been conducted, would have greater extent of mismatch between DISE data and PES data. An assessment in this regard has been made during the PES, 2009-10 especially analyzing the aspects, such as (1) extent of Principal / Head Teacher received DISE training, (2) level of organization of DISE training, (3) duration of DISE training, (4) category of trainers giving DISE training, (5) extent of explanation of DCF during DISE training, and (6) extent of doubts removed during DISE training.

The findings regarding the extent of Principal/ Head Teacher received training on DISE in 2009-10 have been presented in Table 4.6. The table reveals that 401 (78.62%) out of 510 Principals / Head Teachers have got DISE training in 2009-10. The District wise disaggregated data indicate that lowest percentage of Principal/ Head Teachers have got DISE training in Khurdha District (70.08%) than in Sonapur District (81.03%), Dhanekanal District (77.65%), Nuapada District (81.25%), Nabarangpur District (79.59%) and Malkangiri District (87.34%).

From the report given by the Programmers of the all sample Districts, it is noticed that DISE training programmes had been organized for the Principals/ Head Teachers by CRCC at cluster level. However, during the PES it has been found that Principals / Head Teachers of some schools especially belonging to 'private aided', 'private unaided' 'unrecognized' and 'others' categories have not been invited for the training.

Efficacy of DISE training partly depends upon the level of its organization. It is obvious that if the training is organized at Cluster level instead of the Block / District level, the quality of trainer and trainee interaction will be better leading to greater efficacy of training and hence less mismatch between DISE data and PES data. The findings on the level at which the Principal/Head Teachers have got DISE training in 2009-10 have shown that in all the 06 Districts all Principals / Head Teachers have got DISE training at Cluster level. (Table 4.7)

Duration of training (i.e. number of days covered for DISE training) is another significant factor that contributes to the efficacy of DISE training. It is hypothesized that a greater duration of training in terms of number of days covered would lead to more efficacy of DISE

training and would cause less mismatch between DISE data and PES data. Table 4.8 reveals that in all the 06 Districts, DISE training has been given to the Principals / Head Teachers for 01 day only.

There are 03 categories of trainers to impart DISE training, namely BRCC, CRCC and DRP. The BRCCs and CRCCs have mostly given DISE training to the Principals/ Head Teachers. Table 4.9 shows that in all the 06 Districts, the principals/ Head Teachers have been trained by the CRCCs.

Irrespective of the category of trainer, the efficacy of DISE training no doubt depends largely on the extent the trainers have explained the DCF to the trainees i.e. Principals/ Head Teachers. Accordingly it may be hypothesized that the District where more percentage of Principals/ Head Teachers have been fully explained by the trainers regarding the details of DCF, there the percentage of mismatch between DISE data and PES data will be less. Table 4.10 shows that in 237 (59.10%) out of 401 trained Principals/ Head Teachers have got full explanation of DCF by the trainers. District wise disaggregated data reflects that in Malkangiri District lowest (53.62%) percentage of Principals /Head Teachers have been fully explained than in Sonapur District (59.57%), Khurdha District (59.75%), Dhenkanal District (60.27%), Nuapada District (69.23%), and Nabarangpur District (55.12%).

The job of the trainers is also to remove all kinds of doubts of the trainee Principal / Head Teacher during the training programme because partial/ no removal of doubts would finally yield no/wrong entry of data by the latter in the DISE DCFs. It is therefore likely that a District, where more percentage of Principals / Head Teachers have no doubts on DCF would yield less defects in DISE DCFs and less mismatch between DISE data and PES data, A study in this regard reveals that the trainers have fully removed the doubts on DCF of only 245 (61.09%) out of 401 trained Principals/ Head Teachers (Table 4.11). The corresponding percentages in Sonapur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts are 68.08, 63.41, 63.42, 72.07, 55.12 and 59.42 percent respectively.

Another strategy to reduce defect in data filling in DCF is to ensure that the DCFs are filled up by the same teacher of the school who has got the DISE training. Table 4.12 points out that in 403 (79.01 %) out of the 510 schools the same teacher, who had got DISE training, had filled up the DISE DCF.

The above findings relating to various aspects of DISE training indicate that each of these aspects needs further improvement to make the DISE training more effective in reducing the percentage of defects in DISE DCFs and the percentage of mismatch between DISE data and PES data.

Table 4.6: Extent of Principal / Head Teacher Received Training on DISE in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher interviewed for PES	No. of them got training on DISE in 2009-10	
		N	N	%
1	Sonepur	58	47	81.03
2	Khurdha	117	82	70.08
3	Dehenkanal	94	73	77.65
4	Nuapada	64	52	81.25
5	Nabarangpur	98	78	79.59
6	Malkangiri	79	69	87.34
Total		510	401	78.62

Table 4.7: Level of Organization of DISE Training in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher received DISE training	No. of Principal / Head Teacher got training at					
			Cluster level		Block level		District level	
			N	%	N	%	N	%
1	Sonepur	47	47	81.03	0	0.00	0	0.00
2	Khurdha	82	82	70.08	0	0.00	0	0.00
3	Dehenkanal	73	73	77.65	0	0.00	0	0.00
4	Nuapada	52	52	81.25	0	0.00	0	0.00
5	Nabarangpur	78	78	79.59	0	0.00	0	0.00
6	Malkangiri	69	69	87.34	0	0.00	0	0.00
Total		401	401	78.62	0	0.00	0	0.00

Table 4.8: Duration of DISE Training in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher received DISE training	No. of Principal / Head Teacher got training for					
			01 day		02 day		03 day	
			N	%	N	%	N	%
1	Sonepur	47	47	81.03	0	0.00	0	0.00
2	Khurdha	82	82	70.08	0	0.00	0	0.00
3	Dehenkanal	73	73	77.65	0	0.00	0	0.00
4	Nuapada	52	52	81.25	0	0.00	0	0.00
5	Nabarangpur	78	78	79.59	0	0.00	0	0.00
6	Malkangiri	69	69	87.34	0	0.00	0	0.00
Total		401	401	78.62	0	0.00	0	0.00

Table 4.9: Category of Trainers giving Training on DISE in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher received DISE training	No. of Principal / Head Teacher got training from					
			BRCC		CRCC		DRP	
			N	%	N	%	N	%
1	Sonepur	47	0	0.00	47	81.03	0	0.00
2	Khurdha	82	0	0.00	82	70.08	0	0.00
3	Dehenkanal	73	0	0.00	73	77.65	0	0.00
4	Nuapada	52	0	0.00	52	81.25	0	0.00
5	Nabarangpur	78	0	0.00	78	79.59	0	0.00
6	Malkangiri	69	0	0.00	69	87.34	0	0.00
	Total	401	0	0.00	401	78.62	0	0.00

Table 4.10: Extent of Explanation of DCF during DISE Training in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher received DISE training	No. of Principal / Head Teacher stated that DCF had been					
			Fully Explained		Partially Explained		Not at all Explained	
			N	%	N	%	N	%
1	Sonepur	47	28	59.57	18	38.29	1	2.12
2	Khurdha	82	49	59.75	30	36.58	3	3.65
3	Dehenkanal	73	44	60.27	28	38.35	1	1.36
4	Nuapada	52	36	69.23	14	26.92	2	3.84
5	Nabarangpur	78	43	55.12	34	43.59	1	1.28
6	Malkangiri	69	37	53.62	31	44.92	1	1.44
	Total	401	237	59.10	155	38.65	9	2.24

Table 4.11: Extent of Doubts Removed During DISE Training in 2009-10

Sl. No.	District Name	No. of Principal / Head Teacher received DISE training on DISE 2009-10	No. of Head Teacher /Principal stated that doubts on DCF were					
			Fully removed		Not removed at all		Partially removed	
			N	%	N	%	N	%
1	Sonepur	47	32	68.08	4	8.51	11	23.40
2	Khurdha	82	52	63.41	6	7.31	24	29.26
3	Dehenkanal	73	39	53.42	3	4.10	31	42.46
4	Nuapada	52	38	73.07	2	3.84	12	23.07
5	Nabarangpur	78	43	55.12	3	3.85	32	41.02
6	Malkangiri	69	41	59.42	2	2.89	26	37.68
	Total	401	245	61.09	20	4.98	136	33.91

Table 4.12: Extent of Schools Where the DISE DCF had been filled up by the Same Teacher who had got DISE Training in 2009-10

Sl. No.	District Name	Sample School	No. of schools where the same trained teacher had filled up the DISE DCF	
		N	N	%
1	Sonepur	58	46	79.31
2	Khurdha	117	83	70.94
3	Dehenkanal	94	76	80.85
4	Nuapada	64	52	81.25
5	Nabarangpur	98	82	83.67
6	Malkangiri	79	64	81.01
	Total	510	403	79.01

4.4 Availability of Infrastructure and Computer Professionals in the District MIS Unit:

After completion of the data filling activities at school level, the data entry activity is to be taken up. This involves entering the data obtained in the DCFs into the computers. The data entry activity depends, largely upon the availability of requisite infrastructure and computer professionals in the District MIS Unit for smooth and timely operation.

It has been noticed during the PES that in Dhenkanal District, the MIS Unit of DPO had adequate space and furniture for conducting data entry activity. But it had 03 computers with 01 server and 02 numbers of printers. Since these were not adequate to complete the data entry activity in time; it had borrowed 02 numbers of computers from other Units of DPO. Similarly, there are 02 numbers of Data Entry Operators and 01 Programmer in the District MIS Unit but for the purpose of timely entry of DISE data, 02 numbers of Data Entry Operators were borrowed from the office of DI of schools. Besides, the MIS Unit also has 01 telephone, internet facility, 01 server, air conditioner and 01 LCD projector.

In the District MIS Unit of Nuapada District there were 01 Programmer and 01 Data Entry Operator. Besides, it had 03 computers with 01 server, 01 LCD projector, internet facility, 01 telephone, 01 scanner, 02 printers and the necessary furniture. However, the air-conditioner available at the MIS Unit is not functioning due to mechanical problem. In order to complete the DISE data entry activity in time, the DPO had hired only 01 Data Entry Operator for 01 month.

In the District MIS Unit of Khurdha District, there were 04 computers, 01 heavy duty laser printer, 01 air conditioner, 01 telephone, internet facility, 01 server and the requisite furniture. Besides, it had 01 Programmer and 01 Data Entry Operators. But these facilities

were not enough for data entry activity of the entire District that has 15 Blocks (Rural and ULB). Hence, the DPO had hired 02 Data Entry Operators for one month.

In the District MIS Unit of Sonepur District there were 01 Programmer and 02 Data Entry Operator. Besides, it had 04 computers with 01 server, 01 LCD projector, internet facility, 01 telephone, 01 scanner, 02 heavy duty laser printers, 01 air-conditioner and the necessary furniture. In order to complete the DISE data entry activity in time, the DPO had hired only 01 Data Entry Operator for 01 month.

In the District MIS Unit of Malkangiri District, there were 05 computers with 01 server, 02 printers, 01 air conditioner, 01 telephone, internet facility, and the requisite furniture. Besides, it had 01 Programmer and 01 Data Entry Operators. But these facilities were not enough for data entry activity of the entire District. Hence, the DPO had hired 04 Data Entry Operators for one month.

In the District MIS Unit of Nabarangpur District, there were 03 computers with 01 server, 02 printers (one is not functioning), 01 air conditioner, 01 telephone, internet facility, and the requisite furniture. Besides, it had 01 Programmer and 01 Data Entry Operators. But these facilities were not enough for data entry activity of the entire District. Hence, the DPO had hired 02 Data Entry Operators for one month.

In the District MIS Unit of all the 06 Districts, there were the requisite softwares for DISE data entry and these softwares had been provided by the State MIS Unit.

4.5 Data Entry / Feeding Arrangement at District Level:

In Malkangiri and Nabarangpur District, for the purpose of effective data entry in computers at District level, the data were first fed into the computers and the print outs were given to the BRCCs to cross-check at BRC level and return to the District MIS Unit pointing out the defects. The defects were then rectified in the computers at the DPO.

In Sonepur, Nuapada and Dhenkanal Districts, during the time of data entry in computers of DPO, the DI of schools and the District Coordinators of DPO had cross-checked the DISE data at some schools and had reported the defects in the DCFs. Accordingly, the computerized data were then rectified.

Khurdha being a very large District the data entry activity was first done at Educational District level and then at District level. At both levels, some selected BRCCs and CRCCs had been engaged to cross-check the data.

4.6 Feedback to Schools in terms of School Report Cards:

In all the 06 Districts, the prescribed arrangement was to provide a computerized Schools Report Card furnished with relevant data to each school by the DPO. Certainly, it has to be done only after the completion of the data entry activity at DPO level. The field observation of the PES study team highlights that till the visit of the PES study team, no school of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts had got the School Report Card for 2009-10.

Table 4.13: Extent of Schools Received School Summary Report (SSR) of 2009-10

Sl. No.	District Name	Sample School	No. of schools received SSR of 2009-10	
		N	N	%
1	Sonepur	58	0	0.00
2	Khurdha	117	0	0.00
3	Dehenkanal	94	0	0.00
4	Nuapada	64	0	0.00
5	Nabarangpur	98	0	0.00
6	Malkangiri	79	0	0.00
	Total	510	0	0.00

4.7 Availability of DISE data at all levels:

The PES study teams had observed that in Angul as well as Rayagada Districts, no school had its own copy of the DISE DCF with filled in data till the visit of the teams. It has happened because these districts had used only 01 copy instead of 2 copies of computerized DCF. Further, no CRC and BRC also had the compiled DISE data of their respective schools. It is because, the compilation of DISE data had directly been made at District level and not at Cluster and Block levels. Although District level data entry had been over, yet the Cluster and Block level disaggregated DISE data had not been given to any CRC and BRC till the completion of PES.

Apart from the schools, the Cluster level compiled DISE data should be available at each CRC. Similarly, the Block level compiled DISE data should be available at each BRC. But the PES study teams had found that the compiled DISE data (Cluster/ Block level) of 2009-10 were available at no CRC and BRC of Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri Districts. The DPOs have planned to provide the Block level and Cluster level compiled DISE data to BRCs and CRCs respectively later on.

Table 4.14: Extent of Schools Having DISE Format with Filled in Data of 2009-10

Sl. No.	District Name	Sample School	No. of schools having DISE format with filled in data 2009-10	
		N	N	%
1	Sonepur	58	0	0.00
2	Khurdha	117	0	0.00
3	Dehenkanal	94	0	0.00
4	Nuapada	64	0	0.00
5	Nabarangpur	98	0	0.00
6	Malkangiri	79	0	0.00
Total		510	0	0.00

4.8 Evidence of Sharing Workshops at all levels for Dissemination and Awareness of DISE Data

In Sonepur District the DPO had conducted a District level sharing work shop in 26th February 2010 to disseminate the DISE data among the participants that included the BRCCs and the Coordinators of DPO Office. However, it had also conducted similar sharing workshops at BRC level inviting the CRCCs and at CRC level inviting the VEC and MTA members along with the Head Teachers.

In Nabaranpur District, sharing workshop had not been conducted till the completion of PES. The DPO had a plan to organize it in the month of April 2010. Owing to delay in DISE data filling and entry activities and advent of the planning process, the DPO had preferred to defer the sharing workshops to April 2009 and instead get engaged in plan preparation for 2010-11.

In Malkangiri District, the DPO had conducted a District level sharing workshop on 20.02.2010 disseminate the DISE data among the participants that included the BRCCs and the Coordinators of DPO Office. It had also plan to conduct workshops at BRC level inviting the CRCCs and at CRC level inviting the VEC and MTA members along with the Head Teachers.

In Dhenkanal District the DPO had conducted a District level sharing work shop in 4th December 2009 to disseminate the DISE data among the participants that included the BRCCs and the Coordinators of DPO Office. However, it had also conducted similar sharing workshops at BRC level inviting the CRCCs and at CRC level inviting the VEC and MTA members along with the Head Teachers.

In Nuapada District, the DPO had conducted a District level sharing workshop on 10.02.2010 disseminate the DISE data among the participants that included the BRCCs and

the Coordinators of DPO Office. It had also plan to conduct workshops at BRC level inviting the CRCCs and at CRC level inviting the VEC and MTA members along with the Head Teachers.

In Khurdha District the DPO had conducted a District level sharing work shop in 18th January 2010 to disseminate the DISE data among the participants that included the BRCCs and the Coordinators of DPO Office. However, it had also conducted similar sharing workshops at BRC level inviting the CRCCs and at CRC level inviting the VEC and MTA members along with the Head Teachers.

4.9 Display of Key Information on the School Display/ Information Board

In all the 06 Districts, i.e. Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri, the DPO had given instruction to the Head Teacher of each school covered under the SSA programme to prepare a School Display/ Information Board in a visible place and display some key DISE data like (1) students' enrollment, (2) students' daily attendance, (3) teachers in position, and (4) grants received. During the PES, it had been observed that only 407 (79.80%) out of the 510 schools had a School Display/ Information Board (Table 4.15). In Sonepur and Khurdha District, 81.03 and 75.21 per cent schools had this Board whereas in Dhenkanal and Nuapada Districts 78.72 and 82.81 per cent schools have this Board respectively. It was 83.67 and 79.74 percent in Nabaranpur and Malkangiri Districts. This indicates that the concerned DPOs of 06 Districts had failed to ensure the formation of such a Board in all schools even after completion of 07 years of SSA activities.

It can be observed that in Table 4.16, all the prescribed 04 kinds of DISE data had not been displayed in the School Display / Information Board of all schools. Out of the total 407 schools that had the School Display / Information Board, students' enrollment data had been displayed in 353 (86.73%) schools; students' daily attendance data had been displayed in 325 (79.85%) schools; teachers in position data had been reflected in 341 (83.78%) schools; and grants received data had been displayed in 105 (25.79%) schools. This indicates that all these 04 key data had not been displayed in all of those schools that had the School Display / Information Board.

Table 4.15: Extent of Schools Having School Display Board

Sl. No.	District Name	Sample School	No. of schools having School Display Board	
		N	N	%
1	Sonepur	58	47	81.03
2	Khurdha	117	88	75.21
3	Dehenkanal	94	74	78.72
4	Nuapada	64	53	82.81
5	Nabarangpur	98	82	83.67
6	Malkangiri	79	63	79.74
Total		510	407	79.80

Table 4.16: Extent of Schools Mentioned DISE Data in School Display Board (SDB) on the Day of Visit of PES Study Team in 2009-10

Sl. No.	District Name	No. of schools having SDB	Extent of schools mentioned DISE Data on							
			Student enrollment		Student daily attendance		Teachers in position		Grant received	
			N	%	N	%	N	%	N	%
1	Sonepur	47	41	87.23	38	80.85	40	85.10	16	34.04
2	Khurdha	88	79	89.77	76	86.36	79	89.77	23	26.13
3	Dehenkanal	74	62	83.78	53	71.62	58	78.37	18	24.32
4	Nuapada	53	45	84.90	42	79.24	43	81.13	14	26.41
5	Nabarangpur	82	74	90.24	69	84.14	72	87.80	21	25.60
6	Malkangiri	63	52	82.53	47	74.60	49	77.78	13	20.63
Total		407	353	86.73	325	79.85	341	83.78	105	25.79

4.10 Use of DISE Data in Planning:

The DPOs of all the 06 Districts, Sonepur, Khurdha, Dhenkanal, Nuapada, Nabarangpur and Malkangiri had developed 25 number of tables out of the DISE data of 2009-10 and had utilized them in preparation of the Annual Work Plan and Budget of 2010-11. Due to delay in starting as well as completion of the DISE activity, the DPOs had not been able to ensure preparation of the Annual Work Plan at BRC, CRC or habitation level and hence had not used DISE data for plan preparation at these levels.

Chapter – 5

Conclusions and Recommendations

The principal objective of the 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 deals with a few relevant issues concerning DISE format and mechanism made for implementation of DISE in Orissa. Overall 510 schools were covered from 6 sampled districts for comparison of DISE data with PES data. State Level Office of Orissa Primary Education Programme Authority (OPEPA), provided tools (NUEPA) for survey. Major recommendations for strengthening the DISE system in Orissa are as follows:

- 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.
- Teachers don't take seriously the training imparted by the CRCCs. Alternatively, the DIETs can also be given the responsibility of training at the district, block and CRC levels.
- 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 this year 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 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.

(Annexure –A)

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- *Overview of Quality Related Interventions under SSA*, (www.ssa.nic.in)
- World Bank (1997), '*Primary Education in India*', Washington DC: the World Bank.
- Access and Retention, The Impact of DPEP: The National Overview, Department of Education, Government of India, MHRD, New Delhi.

(Annexure – B)

List of Sample Schools Covered for PES, 2009-10

District – Sonapur

S.no.	Block	School Name	School Code	No. of School
1	Dunguripali	Badnuapai U P School	0303001	10
		Little Angels Public School	0304573	
		Dunguripali High School	0304503	
		Chinajuri Govt. U P School	0303701	
		Panchayat High School, Chinajuri	0303771	
		Sannuapali P U P School	0305101	
		Kushamal Govt. Primary School	0303401	
		Sibanandapada Primary School	0304506	
		Dunguripalli Primary School	0304504	
		Kendupali Primary School	0305201	
2	Ullunda	Ullunda Saraswati Sisu Mandir	0619252	10
		Nimna High School	0613351	
		Govt. P U P School, Gandabahal	0618302	
		Govt. Primary School, Pipilikani	0601401	
		Govt. U P School, Keutipali	0617001	
		Sindhol Harijanpada Project Primary School	0615701	
		Daldaba Sevashram	0600601	
		Palas Govt. P U P School	0601301	
		Nodal U P School, Ulunda	0619203	
		Govt. Primary School	0616701	
3	Binka NAC	Sri Aurobindo Integral Education Centre, Binka	0700151	2
		Saraswati Sishu Mandir, Binka	0700651	
4	Binka	Bisalpali U P School	0108701	8
		Julunda High School	0104151	
		Gulunda P U P School	0102601	
		Gajbandh Govt. Primary School	0102501	
		Sindurpur Primary School	0108601	
		Kadapalai Primary School	0109001	
		Mahulpali Project Upper Primary School	0102801	
		Silati Primary School	0108403	
5	B M Pur	Sandha Primary School	0201001	10
		Hilung U P School	0204401	
		Kendupali U P School	0200302	
		Kamalpur Primary School	0215001	
		B M Pur Nodal U P School	0215601	
		Chakabar U P School	0204501	
		Jharkumunda Primary School	0204503	
		Luchabandha Primary School	0204801	
		Saraswati Sisu Mandir, B M Pur	0204251	
		Panchyat Samiti Girls High School	0204901	

S.no.	Block	School Name	School Code	No. of School
6	Tarva NAC	Tarva Nuapara Primary School	0900101	1
7	Tarva	S N Govt. High School, Sibatula	0516702	9
		Govt. Primary School, Sibatula	0516703	
		Garja Project U P school	0508001	
		Sargijharia Primary School	0501101	
		Jhartarbha U P School	0508302	
		Sargoj G T O U P School	0515501	
		Khairbhadi Sebashram	0505101	
		Narda Harijan Para Primary School	0507201	
		Dubula U P School	0506601	
8	Sonepur MPL	Sureswari Primary School	0801103	1
9	Sonepur	Briganjuri Primary School	0404901	7
		Bhoipali New Primary School	0407501	
		Saradhapali Govt. U P School	0407502	
		Kolapathar Primary School	0406501	
		Babupali U P School	0404701	
		Kabattali Primary School	0406401	
		Sardhapali High School	0407551	

(Total number of sampled school = 58)

District – Khurdha

S.no.	Block	School Name	School Code	No. of School
1	Balianta	Bhagabati Vidyapitha Sarakana	0108703	8
		Sisila Primary School	0107703	
		Purean Padhan Primary School	0107501	
		Bhagabati Nodal U P School	0108702	
		Jaydev U P School	0107701	
		Pratapsasan Centre Primary School	0106604	
		Nuapatna Primary School	0106603	
		Sri Bakreshwar Vidya Mandir	0102471	
2	Balipatna	Balipatna Model Centre Primary School	0202201	9
		Barilo Primary School	0201601	
		Giringo U P School	0202071	
		Gadibrahama Centre Primary School	0200605	
		Nuasahi Centre Primary school	0204405	
		Athantara U G U P School	0201501	
		Chanahatta Model Centre Primary School	0206302	
		Chanahatta People High School	0206304	
		Banchhanidhi U P School	0208801	
3	Bhubaneshwar	Dhaulti Primary School	0503401	9
		Sisupala Centre Primary School	0510404	
		Jamadevi High School	0510401	
		Pragnyabharti Sishu Vidya Mandir	0501573	
		Gringaput P School	0507001	
		Sarakantara Primary School	0509401	
		Joginath U P School	0510402	
		Kantunia Primary School	0502301	
		ST. Xavier Public School, Lingipur	0510172	
4	Balugaon NAC	Saraswati Sishu Mandir	1100271	1
5	Chilika	Gabapadar Project Primary School	0711101	6
		Bidharpur Project Primary School	0710501	
		Chandraput Project U P School	0710701	
		Badakul Centre Primary School	0702501	
		Kharibandha Project U P School	0703201	
		Chilika High School	0702551	
6	Banpur NAC	Raghunathpur Primary School	1200502	1
7	Banpur	Salia Vidya Niketan High School	0325471	8
		Pratap Primary School	0325701	
		Pratap Manikapur U G U P School	0325401	
		Bhimpur Primary School	0309703	
		Bhimpur Upper Primary School	0309702	
		Matia Pokhari Primary School	0309801	
		Bheteshwar Primary School	0300602	
		Borigaon Betuli Project U P School	0300701	

S.no.	Block	School Name	School Code	No. of School
8	Tangi	Tangi Girls High School	1021306	9
		Gobindapur Patna Primary School	1021303	
		Panaspur Patna Primary School	1021304	
		Tangi Primary School	1021307	
		Ramakrishna Siksha Kendra School	1021372	
		Badapari Primary School	1001203	
		Jharia Project U P School	1001801	
		Badapari Nodal U P M E School	1001202	
		Bariko Badhipatna Primary School	1001401	
9	Bolgarh	Madhusudan Nodal U P School	0609401	10
		Daleisahi Urdu Primary School	0608001	
		Naupada Primary School	0616602	
		Nabakishore Vidya Niketan, Khanguria	0618302	
		Harirajpur Centre Primary School	0617102	
		Nuasahi Primary School	0605304	
		Vivekananda Siksha Kendra, Bolgarh	0605373	
		Baman High school, Bolgarh	0605301	
		Bolgarh Centre Primary School	0606601	
		K C Nodal U P School, Kalang	0615802	
10	Jatni MPL	Kudiari Bazar Primary School	1402001	2
		Loco Settlement U G U P School	1401901	
11	Jatni	K C Vidyapitha Mundamuhana Janla	0807102	6
		Gobindapur Primary School	0802801	
		Ogarasuan Primary School	0803201	
		Palaspur Primary School	0801002	
		William Carey School	0807172	
		Janla Nodal U P School	0807101	
12	Begunia	Panchayatsamiti Primary School	0401305	10
		Badaberana Nodal U P School	0400101	
		Gangpur Kantamalima U G U P School	0416301	
		Kushapalla U P (M.E) School	0402002	
		Kunjabihari Dev High School, Simore	0416601	
		Rautapada Primary school	0414002	
		Dingar Centre Primary School	0404601	
		Golapatna Primary School	0401601	
		Sraswati Sishu Mandir, Begunia	0401352	
		Girls M E School, Begunia	0401303	
13	Khurdha MPL	Bhaliabadi Bauri Sahi Primary School	1500802	3
		Saraswati Sishu Vidya Mandir	1500773	
		Gadakhordha Project U P school	1500401	

S.no.	Block	School Name	School Code	No. of School
14	Khurdha	Gopapuria Patapur Primary School	0908301	9
		Jagulipatna Centre Primary School	0909001	
		Pubusahi High School	0912501	
		Godipada Primary School	0903301	
		Taratua U P U G School	0909003	
		Sardhapur Primary School	0908901	
		Residential ST Primary School	0902252	
		Chandapur Primary School	0912101	
		Jayamangala Nodal U P School	0912201	
15	Bhubaneswar MC	Delta Colony Centre Primary School	1302901	26
		Saraswati Sishu Mandir Kharvel Nagar Unit-3	1303752	
		Rasugarh Govt. Sevashram School	1300705	
		Bapuji Nagar U G U P School	1303601	
		Govt. Primary School Unit-3	1303704	
		Kendrapaliy Primary School	1303606	
		Sahid Nagar (B) Primary school	1302003	
		Rajbhaban Project U P School	1302905	
		Govt. Girls High School Unit-8	1301701	
		Saraswati Sishu Vidya Mandir Unit-8	1303051	
		Govt. High school, Sahid Nagar	1302001	
		Sri Aurbindo Integral Education	1302276	
		Sitanath U P School	1300255	
		Chandrasekharpur Housing Board Colony P School	1300201	
		Chandrasekharpur Phase II U G U P School	1300101	
		Rasulgarh U G U P School	1300706	
		Govt. High School, Chandrasekharpur	1300303	
		S S Mandir Nuasahi, Rasulgarh	1300786	
		Lingraj Primary School	1304002	
		Gautam Nagra Primary school	1301403	
		D A V Public School, Chandrasekharpur	1300256	
Raghunathpur Primary school	1303204			
Khandagiri U P School	1303102			
Kendriya Vidyalaya No.-3	1300408			
Gopabandhu Vidya Mandir, Nayapalli	1301672			
Harihara Vidyapitha U G U P school	1304107			

(Total number of sampled school = 117)

District – Dhenkanal

S.no.	Block	School Name	School Code	No. of School
1	Hindol	Saraswati Sishu Mandir, Nizigarh	0412351	14
		Baunsapokhari GP High school	0401004	
		Hindol High school	0412806	
		Baunsapokhari U P school	0401002	
		Kukuta U G M E School	0417202	
		Panchachita U P School	0401902	
		Ranjagol Govt. Nodal U P School	0415904	
		Ranjagol Upper Primary School	0416001	
		Town Primary School	0412307	
		Baunsapokhari Primary School	0401001	
		Bansala Primary School	0417201	
		Tentulisingha Primary School	0402003	
		Balini Primary School	0415901	
		Amlapada Primary School	0412301	
2	Odapada	Odapada High School	0713501	10
		Nadhapara Upper Primary School	0712902	
		Bangursing U P School	0702202	
		Jarada Pannelo Primary School	0702401	
		Nua Bangursing Primary School	0702602	
		Talabaghalunda Primary School	0713001	
		Upper Bhaghalunda Primary School	0713101	
		New Odapada Primary School	0713502	
		Bangursing High School	0702201	
Saraswati Sishu Mandir Odapada	0713551			
3	Gondia	Dhanianali Sevashram	0313302	12
		Annapur U P School	0301602	
		Saraswati Sishu Mandir, Gondia	0304351	
		Sadangi High School	0317703	
		Barada U P School	0317202	
		Sadangi Nodal U P School	0317704	
		Baniapada Primary School	0315201	
		Radhakrishna primary School	0315501	
		Eloijanga primary School	0313001	
		Gondia Primary School	0304302	
		Bishwanath Primary School	0302901	
		Ramchandrapur Primary School	0304403	
4	Dhenkanal MPL	Gudianali Primary School	1000402	3
		Sri Balram High School, Jubile Town	1000902	
		Amalapada Primary School	1000501	

S.no.	Block	School Name	School Code	No. of School
5	Dhenkanal Sadar	Rangiapal Primary School	0202406	12
		Beguniapal U P School	0202331	
		Bhapur Girls Primary School	0202401	
		Vivekanand Public School	0202471	
		Bhapur Govt. U P school	0202402	
		Majuri Primary School	0210501	
		Mangalpur Primary School	0212003	
		Satyabadi High School	0212001	
		Salapada Bishnupur Primary School	0202501	
		Aurobinda U P School	0201601	
		Tenua Primary School	0202407	
		Khamar Saraswati Sishu Mandir	0204771	
6	Bhuban NAC	Girls Primary School, Bhuban	0900501	1
7	Bhuban	Sri Sathya Sai Vidya Vihar, Kingoi	0103702	8
		Sri Aurobindo Itegral Education Centre, Jiral	0108672	
		Samal Primary School	0108001	
		Bushal Primary School	0101102	
		Anantapur U P School	0100701	
		Mahabir U P School	0106402	
		Ektali Nodal U P School	0106501	
		Konakhai Primary School	0104201	
8	Kamakhyanagar NAC	Nuarekula Primary School	1101201	1
9	Kamakhyanagar	Bampu Primary School	0511701	10
		Guneibil High School	0504701	
		Khankasa Nuasahi Primary School	0512001	
		Mahulapal Nodal U P School	0512101	
		Kakudia Primary School	0511901	
		Nigamanada High School, Mahulpal	0512102	
		Tunior Basic School, Motta	0512202	
		Rankia Primary School	0505002	
		Kadua U P School	0507101	
		Udayagiri Primary School	0503901	
10	Kankadrahad	Kantol Govt. High School	0607201	12
		Batagaon GP High School	0601571	
		Koi U P School	0601002	
		Sahala P U P School	0602201	
		Batagaon U P School	0601502	
		Tarenipasi Primary School	0601301	
		Kairatanagar Primary School	0602001	
		Kelahata Primary School	0602101	
		Palasadangi Primary School	0601202	
		Pakatamunda Primary School	0600501	
		Bramhania Primary School	0601601	
		Birasala U P School	0602603	

S.no.	Block	School Name	School Code	No. of School
11	Parjang	Pitiri U P School	0807602	11
		Jahnpada Primary School	0802301	
		Dihadol Primary School	0802101	
		Sarang Nodal U P School	0808804	
		Garh Parjang Primary School	0802205	
		Govt. U P School, Parjang	0802204	
		Sraswati Sishu Mandir, Sarang	0808852	
		Khandualmunda Primary School	0802401	
		IGIT Campus Primary School	0808802	
		IGIT Campus High School	0808851	
		Raghunathpur Sevashram	0800601	

(Total number of sampled school = 94)

District – Nuapada

S.no.	Block	School Name	School Code	No. of School
1	Khariar NAC	Taj Urdu P U P School	0600502	4
		Sri Aurbindo Integral Education Centre	0600451	
		Khariar Public School	0600271	
		Shastri Primary School	0600507	
2	Khariar Road NAC	Netaji Project Primary School	0700301	2
		Project U P School, Banka	0700101	
3	Khariar	Golmundi P U P School	0206301	10
		Chindaguda U P school	0203502	
		S S M School	0206351	
		Gadramunda Project U P School	0203701	
		Kamajore Project. P.School	0201006	
		Kotenmunda P.School	0202601	
		Kusmal High School	0203201	
		Salepada NCLP	0204807	
		Danial Public School	0201971	
		Sarasswati Sishu Mandir	0202871	
4	Boden	Bneshkela Project U P School	0101301	9
		Govt. (SSD) High School Boden	0101402	
		Project Primary School, Temri	0101706	
		Kusumkhunta P Primary School	0101603	
		Boirgaon U P School	0101902	
		Centre Primary School, Boden	0101401	
		Block Colony Primary School, Ranimonda	0101403	
		Kerapadar Upper primary School	0101502	
		Astapalli U P School	0101701	
5	Nuapada	National High School, Nuapada	0413302	13
		Mahulibhata P U P School	0416201	
		Bhera (Kala) U P School	0407201	
		Tolipada Primary School	0413404	
		Sirtol Primary School	0413303	
		Sarabong Nodal U P School	0415602	
		Mandirpada Primary School	0413401	
		Ratapalli U P School	0415501	
		Bhainshmundi Project U P School	0415101	
		Govt. Girls High School, Nuapada	0413001	
		Kukurimundi Primary School	0414001	
		Sarasswati Sishu Mandir	0413051	
KHOKSA P.S	0416101			

S.no.	Block	School Name	School Code	No. of School
6	Sinapali	Rajshree Public School	0511171	11
		Jamgaon Primary School	0500105	
		Saraswati Sishu Mandir	0511152	
		Sinapalli Nodal U P School	0511105	
		Kapsi U P School	0511001	
		Sardhapur P U P School	0501801	
		Kapsi Primary School	0511002	
		Palsapala P U P School	0503201	
		Padarbhatta Project Primary school	0511003	
		Sinapali High School	0511104	
		Bahalpada Project primary School	0511101	
7	Komna	Bagalapada Project Primary School	0304501	15
		Sri Airbindo Integral Centre, Bhela	0300871	
		Girls Project U P School	0304506	
		High School, Kureshwar	0305801	
		Kureshwar U P School	0305802	
		Rang U P School	0305901	
		Chahakapada Project Primary School	0305501	
		Panchayat Primary School	0304507	
		Jethupali Project U P School	0315501	
		Sri Aurbindo Integral Centre, Komna	0304551	
		Sraswati Sishu Vidya Mandir	0304552	
		Tikrapada Primary School	0315802	
		S S M School	0305871	
		Komna Boys Primary School	0304504	
		Mahulbhata P U P School	0315601	

(Total number of sampled school = 64)

District – Nabarangpur

S.no.	Block	School Name	School Code	No. of School
1	Nabrangpur NAC	Saura St. Primary School	1100702	2
		Ex Board P U P School	1100801	
2	Nabrangpur	Ekalabya Model School	0500503	6
		Rajib Gandhi H S Jambaguda	0502204	
		Sindhigam NCLP	0505103	
		Rathamijhiguda P S	0500403	
		L.D. Pur Sasan, U G U P School	0500701	
		Bhatiguda P S	0501703	
3	Papadahandi	Patraguda Primary School	0701601	12
		Tandaguda Primary School	0705912	
		Chatrabara primary School	0701301	
		Sarishpadar Primary School	0707501	
		Miriguda Primary School	0705907	
		Kangumanjhiguda P U P School	0701501	
		Papadahandi U G U P School	0705911	
		T O M E School	0705910	
		Shatguda U P School	0701302	
		Kanyashram Girls High School	0704303	
		Doleiguda Sevashram Primary School	0705903	
		Manigam S S	0704202	
4	Nandahandi	Mernas Primary School	0601601	6
		Soruguda P U P School	0600802	
		Nuaguda Primary School	0604602	
		Dangarbheja Govt. M E School	0600602	
		Dahana Primary School	0601405	
		Beloguda Primary School	0601402	
5	Tantulikhunti	Gaudaguda Primary School	0907001	8
		Siraguda Primary School	0906005	
		Udayapur Primary school	0907002	
		J E L C Primary School	0906902	
		Primary School Khandiaguda	0906201	
		Charamala U G U P School	0900801	
		U G M E School Tentulikhunti	0906904	
		Primary School Kurmakote	0905901	
6	Dabugam	Nuaguda Primary School	0202903	6
		Majhiguda (A) Primary School	0205201	
		Chachanaguda Primary School	0204002	
		Kenouguda Primary School	0205501	
		Block Colony Primary School	0203002	
		Kusumabandh U G U P School	0202402	

S.no.	Block	School Name	School Code	No. of School
7	Umarkote NAC	Arabinda Integral School	1201371	2
		Umerkote SS Govt. HS	1200904	
8	Umarkote	Mendabada Primary School	1009001	12
		Khutuguda Primary School	1000803	
		Pujariguda primary School	1000501	
		Primary school Mithuguda	1005602	
		Siunaguda Primary School	1009202	
		Khanda – 12 P U P School	1005502	
		Potuguda Primary School	1009001	
		Sanabharandi U P School	1000601	
		Umergam P U P School	1004601	
		Govt. Boys High School Jamurunda	1006105	
		Jangal Unnayan P School	1000771	
		Taraguda Primary School	1003201	
9	Raighar	S L N Public School, Raighar	0810974	15
		Ex DNK U P School Saraguli	0800702	
		Mohand P U P School	0808405	
		Lalpara Primary School	0806605	
		Kumuli DNK U P School	0806603	
		Kosharabhata Primary School	0808407	
		Khutugam U P School	0810801	
		Govt. High School Kumuli	0806606	
		Nuapara Residential School	0800502	
		Kotuwalpara Primary School	0800301	
		Hatibena DNK P U P School	0801501	
		Siunapalli Primary School	0803101	
		NAKTISEMDA SS Primary School	0809002	
		Sri Aurbindo Integral School, Turudihi	0811851	
Krishnanagar Nivedita Vidya Mandir	0808451			
10	Kosagumuda	Panchaayat High School, Temera	0411303	12
		Ex Board P U P School	0406502	
		Maliatigam Primary School	0401201	
		Saraswati sishu Mandir, Kasakamuda	0406551	
		Holadiguda Primary School	0401003	
		B Duragam P U P School	0411401	
		Gajagam Primary School	0411601	
		Pujariguda P U P school	0401202	
		Primary School Teliguda	0410702	
		Residential Sevashram Santoshpur	0401701	
		Jhitikaguda Primary School	0408102	
Kosagumuda NCLP	0406503			

S.no.	Block	School Name	School Code	No. of School
11	Chadahandi	Chadahandi Block Colony Primary School	0101701	7
		Govt. Panabeda H.S. Chadahandi	0101703	
		Pujariguda U P School	0107101	
		Belmajhiguda Primary School	0101101	
		Dhodipani Primary School	0103102	
		Chadahandi TRW Primary School	0101704	
		Mohara Jadav Majhi Girls H.S.	0106971	
12	Jharigam	Dhanapur P U P School	0307301	10
		Bakadabeda Primary School	0300701	
		Tendakaguda New Primary School	0300732	
		Residential Sevshram, Dhodra	0306703	
		Primary School, Janipani (A/c)	0301803	
		Pandalabandi Primary School	0304701	
		P U P School Dhodra	0306701	
		Managuda Primary School	0304602	
		Goramba Primary school	0307501	
		Bijapur S.M.B. High School	0304051	

(Total number of sampled school = 98)

District – Malkangiri

S.no.	Block	School Name	School Code	No. of School
1	Balimela NAC	Durg Line Upper Primary School	0800751	1
2	Mathili	Nuaguda Block Colony Primary School	0607806	14
		Guruguda Primary School	0602201	
		P.U.P. Dalapatiguda	0603601	
		Sarada put U P School	0602101	
		Hatiram Guru Vidya Mandir, Pangam	0609651	
		Primary School Ramaguda	0603201	
		Primary school, Burutiguda	0600301	
		Sindhaguda U G M E School	0602203	
		Nuaguda NCLP	0602202	
		Nayakguda N P school	0602102	
		T O M E School Mathili	0607807	
		Primary Sevashram School, Madakamiguda	0600501	
		U G M E School, Talasahi	0607808	
		Ex Board Primary School	0607802	
3	Podia	MV 59 Project U P S	0701302	8
		Motumguda U P S	0703603	
		Nabin Ch. High School, Gathanpalli	0700204	
		Itaguada N P School	0700202	
		MPV 67 Primary School	0700103	
		Block Colony Primary School	0703601	
		MV 58 Primary School	0700203	
		Govt. High School	0703606	
4	Khairput	Lamtaguda Projrct U P School	0204701	7
		Kumarput Primary School	0203602	
		Govt. High School, Khirput	0203501	
		Dantipada Primary School	0205101	
		Residential Sevashram, Khairput	0203502	
		Sargiguda New Primary school	0204001	
		Upperput Primary School	0204001	
5	Kalimela	MV 66 N U P School	0103203	15
		Potakhal Primary School	0103602	
		Ambaguda Primary School	0104201	
		Potakhal Colony Primary School	0103603	
		MV 23 P U P School	0103601	
		MV 31 P U P School	0104202	
		MV 69 P U P School	0104310	
		Block Colony P U P School	0104302	
		Pusuguda Nodal Primary School	0104312	
		Primary Sevashram, Kalimela	0104306	
		MV 90 Projrct U P School	0104211	
		MV 35 New Primary School	0104309	
		Hatapadasahi N P S	0104305	
		Kalimela Colony P S	0104307	
		Firm Colony New Primary School	0104304	

S.no.	Block	School Name	School Code	No. of School
6	Kudumuluguma	Parkanmala Colony Primary School	0409404	9
		Govt. High School, Kudumuluguma	0404402	
		Parkanmala sevashram	0409403	
		Panighat U P School	0419102	
		Kudumluguma U P School	0410602	
		Puranaguma Govt. Primary School	0411701	
		Padiapalli Primary School	0411301	
		NPS Durukaguda	0404401	
		NCLP School, Tumurkonda	0409802	
7	Malkangiri	Sargiguda Primary School	0503401	8
		Pakonamunda Colony U P School	0501101	
		Bijapadar Primary School	0503001	
		Sindhnmal Project U P School	0505701	
		Champakhari Primary School	0504901	
		Bandhaguda Primary School	0504501	
		Pandnipani sevashram Primary School	0503201	
		Nayakguda Primary School	0504402	
8	Malkangiri NAC	Jawahar Nabodaya Vidyalaya, Malkangiri	0900704	2
		Kumudiguda Primary School	0900805	
9	Korkunda	MV 41 Primary School	0300106	15
		S L N High School, Sikhapalli	0309571	
		MV 19 Govt. Nodal U P School	0400501	
		MV 40 P U P School	0300105	
		Ashram School Sikhapalli	0309502	
		MV 40 N P School	0300102	
		Saraswati Sishu Mandir	0300171	
		Pananguda NCLP	0303604	
		MV 18 Project Upper Primary School	0309303	
		MV 16 Project U P School	0309203	
		MV 17 Project U P School	0309501	
		S tanoapalli Primary School	0309003	
		MV 15 P U P School	0309202	
		MV 45 Project U P School	0300902	
		Stadimal primary School	0301001	

(Total number of sampled school = 79)

Orissa Primary Education Programme Authority
District Information System for Education
Special DCF for Post Enumeration Survey

Academic Year School Code

District Code

A. School Location Particulars

1. Village Name / Ward No. _____

2. Block /Municipality/ NAC Name _____

3. Rural / Urban (1/2)

4. School pre dominantly located in SC (1) / ST (2) / Minority (3)/ Others area (4)

B. School Particulars

1. School Name _____

2. Year of Establishment of School

3. School Category

Primary (1)/ Primary with upper primary (2)/ Upgraded to class VIII/IX under SSA (2.1)/
Primary with Upper Primary and Secondary or Higher Secondary (3)/ Upper Primary Only
(4) /Upper Primary with Secondary or Higher Secondary (5)/ Secondary only (6)/
Secondary with Higher Secondary (7)/ Sri Aurobinda institute of integral education (8)/ Others(9)

4. Type of School

School for Boys only (1) /School for Girls only (2)/ Co-educational (3)

5. Lowest class in the school

6. Highest class in the school

Primary

Upper primary

Secondary

7. Total Student

8. Total SC Students in Classes

9. Total ST Students in Classes

10. Total Students with disabilities

11. School Managed by

1.	Department of Education	5.	Private Unaided
1.1	School under S&ME department	5.1	Private recognized only
1.2	Taken over school	5.2	Madrassa private
1.3	New PS under (SSA/DPEP)	5.3	Sanskrit toll private
1.4	New UPS under (SSA/DPEP)	6.	Others
1.5	Madrassa Govt.	6.1	School under labour department
1.6	Maktab Govt.	6.2	NCLP centre
1.7	Sanskrit toll Govt.	6.3	Special school
1.8	Other school under S&ME department	6.4	Founded by WCD
2.	Tribal/ Social Welfare Department	6.5	Any other type school
2.1	School under SC/ST department	7.	Centre Govt. school like K.V.S.
2.1	UPS upgraded under SSA by SC/ST	7.1	K.V.S. (Kendriya Vidiyalaya)
3.	Local Body	7.2	J.N.V (Jawahar Navodaya Vidiyalaya)
3.1	School under urban development department	7.3	Railway Department School
4.	Private Aided	7.4	Sainik School
4.1	Full GIA (Grant in Aid)	7.5	Any other central Govt. school
4.2	40%/60% block grant	8.	Unrecognized
4.3	Madrassa Aided	8.1	Private unrecognized
4.4	SC/ST Aided	8.2	Madrassa Unrecognized
4.5	Mission aided school	8.3	Sanskrit toll unrecognized
4.6	Sanskrit toll Aided	9.	No Response
4.7	Any other private aided school		

C. Teacher in Position

Category (for teacher in position only)

Sl. No.	Teacher Category	Primary		Upper primary		Secondary	
		Male	Female	Male	Female	Male	Female
1	Head Teacher						
2	Active Head Teacher						
3	Teacher						
4	Para Teacher						
4.1	Siksha Sahayak (SS)						
4.2	Contract Teacher						
4.3	Gana Shikshak						
5	Part Time Teacher						
6	Community Teacher						
7	Language Teacher						
8	Others						

D. VEC / SMC Composition

	Male		Female	
Total member (including HT)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total SC Member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ST Member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

No. of VEC meetings held in the last three months (dt.01/07/09 to 30/09/09)

--	--

E. Facilities

1. Type of school building

--

Pucca (1)/ Partially Pucca (2) / Kuccha (3)/ Tent (4)/ No Building (5)

2. Status of school building

--

Private (1)/ Rented (2)/ Government (3)/ Govt, School in rent free building (4)/No building (5) {Dilapilated (5.1)/ Under Construction (5.2)/ No Land (5.3)/ Disputed land (5.4)/ Fund not released (5.5)}

3. Number of Classroom

--	--

4. Source of drinking water

--

Handpump (1)/ Well (2)/ Tap Water (3)/ Others (4)/ None (5)

5. Medium of Instruction

--

Hindi (1)/ Oriya (2) {Koya (2.1)/ Munda (2.2)/ Kui (2.3)/ Juango (2.4)/ Kissan (2.5)/ Oram (2.6)/ Saura (2.7)/ Santali (2.8)} / Sanskrit (3)/ Telgu (4)/ Urdu (5)/ English (6)/ None (7)

F. Enrollment (All students) as on 30.09.09

Class	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Section																
Total Enrollment																
Total repeaters																
SC Children																
ST Children																
Students given free textbooks																
Children with disabilities																

B – Boys G – Girls

Investigator's Feedback Schedule

School Code

1. Date of visit to the school: _____
2. Was the school open on the day of the visit? Yes No
3. If no when was the school visited second time (Date) _____
4. Was the school open on the second visit? Yes No

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

5. Attribute/s pertaining to the Principal (P) Head Teacher (HT) and the investigator:

Attribute	Responses from the school				
	Very good	Good	Average	Poor	Very poor
Initial reaction of the P/HT					
Response of the P/HT to provide information					
Availability of records					
Condition of records maintained					
Updation of records maintained					

6. Children enrolled/ attending School on the day of the Survey (Date. _____)

Class	Enrollment						Attendance						Attendance (MDM)					
	Total		SC		ST		Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Class I																		
Class II																		
Class III																		
Class IV																		
Class V																		
Class VI																		
Class VII																		
Class VIII																		

B: Boys G: Girls

(Annexure – C.3)

School Observation Schedule

School Code

Activities conducted in connection with DISE implementation i.e, for data collection corresponding to dt.30.09.2009

Q1.

1.1 Where was the training of HTs organized?

Cluster (1) Block (2) District (3) No training (4)

1.2 Duration of training

One day (1) / Two days (2) / More than two days (3)

1.3 Training conducted by

BRCC (1)/ CRCC (2)/ District resource person (3)

1.4 Whether DCF/ Concept was explained clearly

Yes (1) No (2) Partially (3)

1.5 Whether the same teacher who obtained training provided the data for 2008-09 DISE data Capture Format for this School

Yes (1) No (2)

If no, then who did it and why she/ he did it?

Q2.

2.1 Did the school receive the School Summary Report? Yes (1) No (2)

If no, why?

2.2 If yes, was it shared with the VEC? Yes (1) No (2)

If no, why?

2.3 Did the school summary report reflect the real situation in the school?

Yes (1)

No (2)

If no, which items are not properly / correctly reflected in the report? Find out the reason for not reflecting correctly.

Q3.

3.1 No. of visits by CRC coordinator to the school in the last three months

July 09

August 09

September 09

Total

3.2 No. of teachers who received in-service training under SSA and DPEP in 2008-09.

Q4.

Did the school have the DISE format with filled in data of 2009-10?

Yes (1) No (2)

If no, why?

Q5.

5.1 Does the school have a school display board?

Yes (1) No (2)

If yes, does the school display board have data on	Yes (1)	No (2)
Students' enrollment	<input type="checkbox"/>	<input type="checkbox"/>
Students' daily attendance	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' in position	<input type="checkbox"/>	<input type="checkbox"/>
Grants received	<input type="checkbox"/>	<input type="checkbox"/>