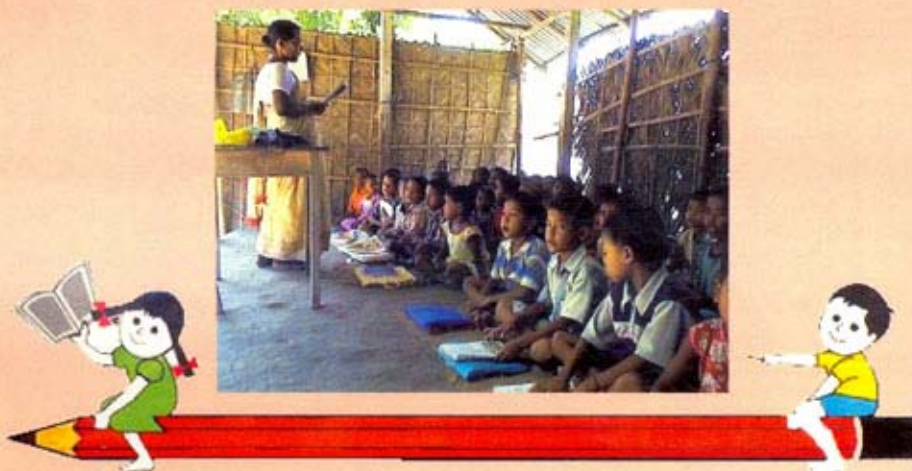


R E P O R T

REPORT ON POST ENUMERATION SURVEY OF DISE DATA (2009-10) OF

Bankura, Bardhaman, Birbhum, Murdhidabad,
Nadia, Paschim Medinipur & Purulia
(Seven Districts) in West Bengal



**** Assigned by ****

Paschim Banga Sarva Shiksha Mission (PBSSM)
Bikash Bhawan (2nd Floor)
Salt Lake, Kolkata 700 091

**** Conducted by ****

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**REPORT ON POST ENUMERATION SURVEY OF DISE DATA
(2009-10)
OF
BANKURA, BARDHAMAN, BIRBHUM, MURSHIDABAD,
NADIA, PASCHIM MEDINIPUR & PURULIA
(SEVEN DISTRICTS) IN WEST BENGAL**

REPORT

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**Post Enumeration Survey of DISE – Seven Districts,
Of West Bengal**

C O N T E N T S

		<i>Page No.</i>
Preface		
Executive Summary		
District(s) MAP		
Chapter – 1	Introduction	1-6
Chapter – 2	Survey Methodology	7-8
Chapter – 3	Survey Findings I & II	9-60
Chapter – 4	Statistical test of significance of different variable	61-82
Chapter – 5	Conclusion	83
Chapter – 6	Recommendation	84
<i>Annex : 1</i>	<i>Technical Advisory Board</i>	

PREFACE

The Sarva Shiksha Abhiyan (SSA) aiming for Universalisation of quality elementary education for each child in the 6 to 14 age group has undertaken several measures by incorporating (i) 2.5% physical verification, (ii) 2.5% computer entry check followed by (iii) 5% post enumeration survey to strengthen the qualitative aspect of SSA programme both at Primary and Upper Primary schools in West Bengal. It is in this context the **office of the State Project Director Paschim Bangya Sarva Shiksha Mission (PBSSM)** entrusted the task of above mentioned three-tier verification in cluster-1 i.e. Seven districts [Murshidabad, Birbhum, Burdwan, Nadia, Bankura, Purulia, Paschim Medinipur] of West Bengal to the Society For Socio Economic Studies and Services (SSESS), Kolkata.

At the outset, we express our deep sense of gratitude to the State Project Director, PBSSM, for placing faith in our capabilities and giving an opportunity to undertake this important job. Additionally, I am also extremely thankful to the Additional State Project Director and his team in the Directorate for giving us comprehensive support to evaluate the task successfully.

The entire exercise basically aimed at unbiased assessment of the quality and quantity of the activities performed by different primary & upper primary schools under SSA scheme. We are extremely grateful to all the District project officers and their team, for all their cordiality and assistance, but for which it would not have been possible to make any headway.

I shall be failing in my duty if I do not express my gratitude to the Executive officer, other staff members whom we meet from time to time.

Last but not the least, sincere thanks are due to all the members of our Technical Advisory Board and the project team who worked untiringly to bring the project to a successful end.

I trust, the report will be found useful not only to the sponsor of the Project but also to other Data-Users and Readers at large.

(Nachiketa Roy)

SRO cum Chief Executive Officer
Society For Socio Economic Studies and Services (SSESS)

Dated : March,2010

Place : Kolkata

EXECUTIVE SUMMARY

1.	Name of the Project :	Post Enumeration Survey of DISE[District Information System for Education] -2009-10			
2.	Coverage of the Study :	Seven Districts – Cluster-1 [Murshidabad, Birbhum, Burdwan, Nadia, Bankura, Purulia, Paschim Medinipur]			
3.	Universe & Sample :	Total no. of Primary & Upper Primary schools – 26,829 Sample - 1421			
4.	Major Findings :	<ul style="list-style-type: none"> ◆ No electricity in 62% schools ◆ No playground for students available in 69% schools ◆ Only 4% schools having computer facilities ◆ Average number of students per teacher per class 42 ◆ 90% schools having the facility of Mid-day Meal 			
5.	Major degree of variation :	<ul style="list-style-type: none"> ◆ In Burdwan Item : School for boys – variation 12.5% with DISE ◆ In Bankura Item : School for Girls – variation 33% with DISE ◆ In Paschim Medinipur Item : Primary with upper primary – variation 25% with DISE ◆ In Burdwan Item : Primary with upper primary – variation 50% with DISE ◆ In Murshidabad Item : Primary with upper primary – variation 33% with DISE ◆ In Birbhum Item : Local body – variation 10% with DISE 			
	Cluster -1 altogether	<ul style="list-style-type: none"> ◆ Relating structures of school building : Item partially pucca - 97% variations with DISE ◆ Relating to Item no building : 50% variations with DISE ◆ Relating to status of school building Item private - 15% variations with DISE 			
6.	Statistical Test of Significance	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;"> <p>No. of boys school: →</p> <p>Source of drinking water facility</p> <p>Status of school building</p> <p>Mid-Day-Meal</p> <p>Drinking water facility available</p> </td> <td style="width: 5%; border: none; text-align: center;">}</td> <td style="width: 35%; border: none; vertical-align: middle;"> <p>Consistency, Unbiasedness Efficiency and sufficiency level are quiet satisfactory. Test have been designed with cautions to measure the reliability factor of the survey findings</p> </td> </tr> </table>	<p>No. of boys school: →</p> <p>Source of drinking water facility</p> <p>Status of school building</p> <p>Mid-Day-Meal</p> <p>Drinking water facility available</p>	}	<p>Consistency, Unbiasedness Efficiency and sufficiency level are quiet satisfactory. Test have been designed with cautions to measure the reliability factor of the survey findings</p>
<p>No. of boys school: →</p> <p>Source of drinking water facility</p> <p>Status of school building</p> <p>Mid-Day-Meal</p> <p>Drinking water facility available</p>	}	<p>Consistency, Unbiasedness Efficiency and sufficiency level are quiet satisfactory. Test have been designed with cautions to measure the reliability factor of the survey findings</p>			

7. District wise Score Sheets :

Score Sheet

District: Murshidabad

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
2. Staff details/ Availability	[20]	18.4
3. Enrolment of Students	[30]	27.1
4. Performance of Students	[10]	7.3
5. Investigator's Feed back	[10]	7.9

From such above derivation, the assigned score for Murshidabad is 84.7

Score Sheet

District: Birbhum

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
2. Staff details/ Availability	[20]	15.9
3. Enrolment of Students	[30]	27.4
4. Performance of Students	[10]	7.2
5. Investigator's Feed back	[10]	8.1

From such above derivation, the assigned score for Birbhum is 79.6

Score Sheet

District: Burdwan

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	26
2. Staff details/ Availability	[20]	18.3
3. Enrolment of Students	[30]	26.1
4. Performance of Students	[10]	8.1
5. Investigator's Feed back	[10]	7.0
From such above derivation, the assigned score for Burdwan is 85.5		

Score Sheet

District: Nadia

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	22
2. Staff details/ Availability	[20]	14.8
3. Enrolment of Students	[30]	22.1
4. Performance of Students	[10]	6.3
5. Investigator's Feed back	[10]	7.2
From such above derivation, the assigned score for Nadia is 72.4		

Score Sheet

District: Bankura

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
2. Staff details/ Availability	[20]	15.9
3. Enrolment of Students	[30]	24.8
4. Performance of Students	[10]	7.1
5. Investigator's Feed back	[10]	5.8

From such above derivation, the assigned score for Bankura is 77.6

Score Sheet

District: Purulia

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	22
2. Staff details/ Availability	[20]	14.1
3. Enrolment of Students	[30]	22.8
4. Performance of Students	[10]	6.2
5. Investigator's Feed back	[10]	6.0

From such above derivation, the assigned score for Purulia is 71.1

Score Sheet

District: Paschim Medinipur

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	23
2. Staff details/ Availability	[20]	14.9
3. Enrolment of Students	[30]	23.2
4. Performance of Students	[10]	7.9
5. Investigator's Feed back	[10]	6.3

From such above derivation, the assigned score for Paschim Medinipur is 75.3

8. Conclusion :

- ✓ In-spite of a number of problems faced and various inherent administrative limitations, the 5% PES has been successfully completed to achieve its goals. While concluding, it is considered pertinent and important to point out main areas of strength as well as weaknesses with factors responsible and remedial measures needed to be taken in future.
- ✓ During the years, undoubtedly the programmes of SSA have been efficiently organized and executed with a **significant increasing trend of students enrolments with low drop-out rates. This is a good sign should be kept up.**
- ✓ On the whole, the quality of teaching with TLM **was ensured and found good.** Teachers were all found well qualified and/or **experienced** with an acceptable mode of teaching.
- ✓ SSA norms have been revised to accommodate recruitment of Maths and Science teachers, promotion of Learning Enhancement Programmes with focus on acquisition of Literacy & numeracy skills, remedial teaching etc.

- ✓ At present the SSA is encouraging to design organized learning enhancement programmes to improve the classroom process in different subject areas at both Primary and Upper Primary level.
- ✓ The State Project office with Seven districts offices are well designed with strong administrative infrastructure. The Survey teams noted with appreciation the quality, efficiency and diligence of the Project Director's office in particular and other staff members both at state and district level in general in executing the programmes.
- ✓ The variation level with DISE appeared to be not more than 8%. The precision >90% signifies the positive reliable data base have been generated by the office of the Project Director, Paschim Banga Sarva Shiksha Mission.

9. Recommendation :

- **First Recommendation** : The SSA authority should take immediate steps to ensure more and more children for enrolment specially from SC/ST concentrates pockets through awareness generation programmes.
- **Second Recommendation** : The positive initiative should have been taken in Sarva Shiksha Abhiyan for improvement of quality in mathematics learning in the schools.
- **Third Recommendation** : In order to cater to the needs of increasing proportion of illiterates, the books & teaching materials should be more and more easy and practical oriented.
- **Fourth Recommendation** : Periodic monitoring, achievement tests and evaluation studies should be designed to assess the total outcome of the scheme.
- **Fifth Recommendation** : Besides community based monitoring, SSA should encourage independent research and supervision by independent autonomous research institutions to get reliable picture of the scheme.
- **Sixth Recommendation** : The structural proportions in-terms of infrastructural facilities should be more and more stabilized in those schools of remote areas where the students can get ample opportunity to get their teaching appropriately.

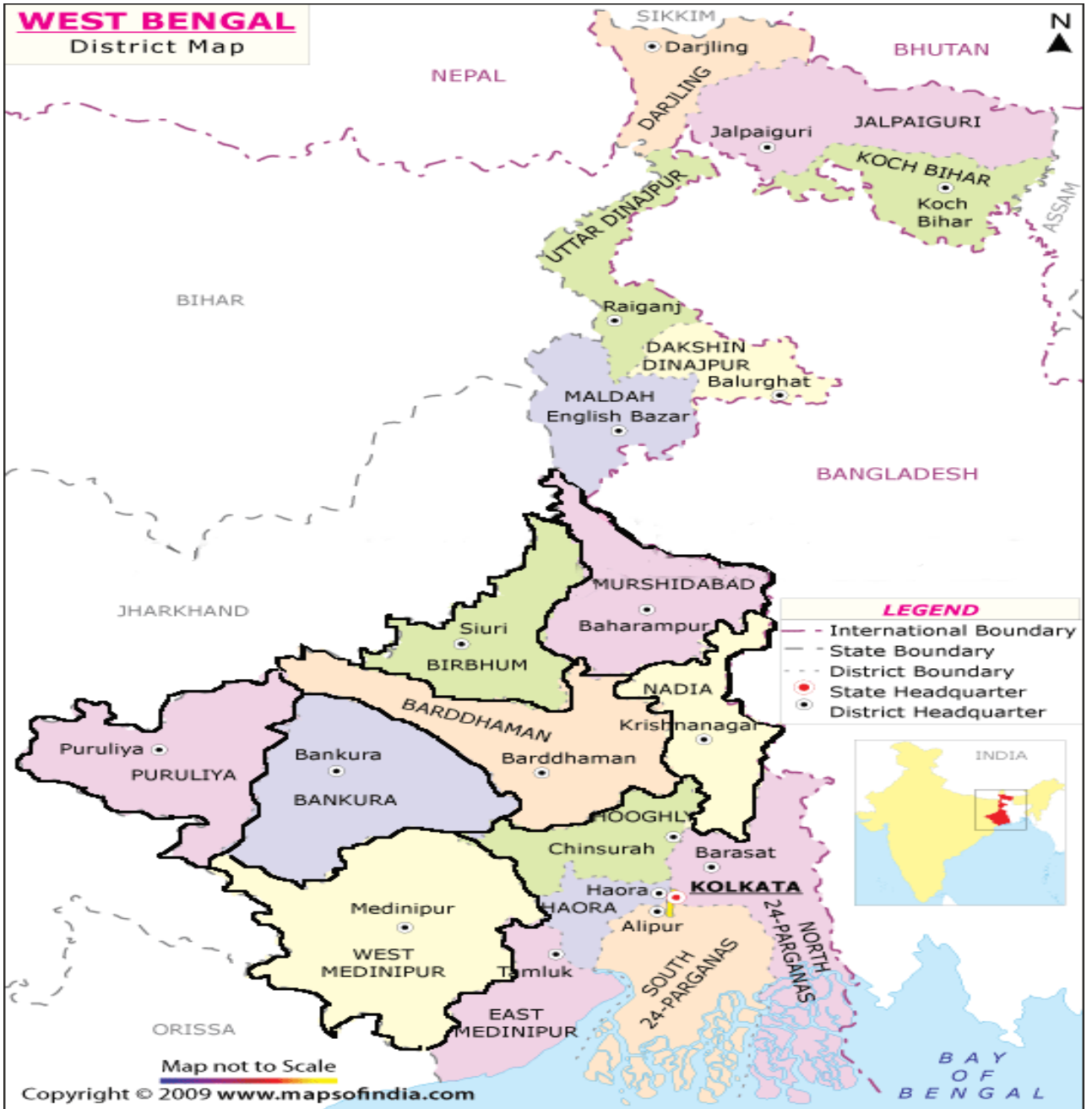
- **Seventh Recommendation :** It has been observed that ‘Follow-up-methods’ should be introduced at the ground level. **Public Demonstration shows** and **periodic visits** system should be introduced at all levels.
- **Eighth Recommendation :** Regularize temporary staffs at all levels should be done as early as possible.
- **Ninth Recommendation :** Mid-day meal programmes in every primary schools should be introduced and strengthened systematically.
- **Tenth Recommendation :** To create a ‘**Research Cell**’ alongwith MIS should be designed for data collection and analysis.

10. Grade wise Ranking :

Overall Grading in Seven District

DISTRICTS	Overall Grading of the Project(Scale of 10)			
	OUTSTANDING (8 – 10)	VERY GOOD (5 < 8)	GOOD (3 < 5)	POOR (< 3)
(1)	(3)	(4)	(5)	(6)
MURSHIDABAD	8.5			
BIRBHUM		7.9		
BURDWAN	8.6			
NADIA		7.2		
BANKURA		7.8		
PURULIA		7.1		
PASCHIM MEDINIPUR		7.5		

WEST BENGAL
District Map



District	Headquarter
DARJILING	Darjling
JALPAIGURI	Jalpaiguri
KOCH BIHAR	Koch Bihar
UTTAR DINAJPUR	Raiganj
DAKSHIN DINAJPUR	Balurghat
MALDAH	English Bazar
MURSHIDABAD	Baharampur
BIRBHUM	Siuri
NADIA	Krishnanagar
BARDDHAMAN	Bardhaman
PURULIYA	Puruliya
BANKURA	Bankura
MOOGHLA	Chinsurah
KOLKATA	Kolkata
HAORA	Haora
WEST MEDINIPUR	Medinipur
EAST MEDINIPUR	Tamluk
SOUTH 24-PARGANAS	Alipur
NORTH 24-PARGANAS	Barasat

CHAPTER – 1

INTRODUCTION

1. Introduction

1.01 *Sarva Shiksha Abhiyan* (SSA) is a comprehensive and integrated flagship programme of the Government of India (GoI), to attain Universal Elementary Education (UEE) in the country in a mission mode. Launched in partnership with the State Governments, SSA aims to provide useful and relevant education to all children in the age group of 6-14 years by 2010. The four SSA Goals are as follows:

- i. Enrolment of all children in school, Education Guarantee Centre, Alternate school, ‘Back-to-School’ camp by 2005.
- ii. Retention of all children till the upper primary stage by 2010.
- iii. Bridging of gender and social category gaps in enrolment, retention and learning.
- iv. Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stages.

1.02 SSA is a national programme supported by domestic resources, supplemented partially by external funding from the World Bank’s International Development Association (IDA), United Kingdom’s Department for International Development (DFID) and the European Commission (EC). As per the Agreements, the GoI and Development Partners (DP) carry out a Joint Review Mission (JRM) twice a year. The main objective of the JRM is to review progress in the implementation of the programme with respect to SSA’s Goals.

1.03 The State Project Director of Sarva Shiksha Abhiyan (SSA) among other assignments is charged with the responsibility of collection and compilation of DISE data. DISE is one of the information systems under Educational Management Information System which is considered as a major component of the SSA. It serves as a powerful tool in the shape of a data base in the hands of the Planners for determining future planning from the point of view of the system of elementary education. The data is collected on the basis of a schedule which has been designed by National University of Education Planning and Administration.

- 1.04 In order to evaluate the preciseness and reliability of the DISE Data base for the year of 2009-10, the State Project Director, **Paschim Banga Sarva Shiksha Mission** has assigned the responsibility to **Society For Socio Economic Studies and Services (SSESS)** a Non-Govt. Research & Development oriented institution to evaluate the DISE Data on 5% Sample data by defining to get independent PES assessment in seven districts of West Bengal viz. Bardhaman, Birbhum, Bankura, Nadia, Purulia & Paschim Medinipur.
- 1.05 All plans and programmes involving public money and resources necessarily need to have a built in component internal monitoring and evaluation supplemented with post enumeration check at periodic intervals. The task is to be carried out by a professionally qualified and experienced team not directly involved in implementing the programmes in order to ensure **objectivity, unbiasedness** and an **assigned degree of efficiency**.
- 1.06 Before deciding on the methodology and other elements of the study, it is pertinent to glance through the geographical and internal background of seven districts of West Bengal, since some of the socio-economic characteristics may influence in varying degrees the choice and dimensions of the activity elements and hence also with 5% sample check exercise. The important socio-economic features of all the 7 districts of west Bengal enshrined in table 1.01 :

Table 1.01: Basic Statistics OF Seven districts of West Bengal (Burdhaman, Birbhum, Bankura, Nadia, Murshidabad, Paschim Medinipur & Purulia)

Burdhaman

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	6895514
2.	No. of literates	4205146
3.	Literacy Rate	70.18
4.	Density of Population	982
5.	Sex ratio	922
6.	Total main workers as% to total population	27.59
7.	Est. of GDDP of Burdhaman at Current Prices	29927.54
8.	Est. of GDDP of Burdhaman at Constant Prices [1999-2000]	21402.47
9.	Est. of NDDP of Burdhaman at Current Prices	26451.04
10.	Est. of NDDP of Burdhaman at Constant Prices [1999-2000]	19130.88
11.	No. of Schools Primary with Sarva Shiksha	4001
12.	No. of Schools Upper Primary with Sarva Shiksha	818
13.	No. of high and high secondary school	797
14.	No. of Colleges	27
15.	No. of University	1

Birbhum

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	3015422
2.	No. of literates	1553852
3.	Literacy Rate	61.48
4.	Density of Population	663
5.	Sex ratio	950
6.	Total main workers as% to total population	27.58
7.	Est. of GDDP of Birbhum at Current Prices	8630.02
8.	Est. of GDDP of Birbhum at Constant Prices [1999-2000]	6416.35
9.	Est. of NDDP of Birbhum an at Current Prices	7986.8
10.	Est. of NDDP of Birbhum n at Constant Prices [1999-2000]	6000.73
11.	No. of Schools Primary with Sarva Shiksha	2373
12.	No. of Schools Upper Primary with Sarva Shiksha	406
13.	No. of high and high secondary school	359
14.	No. of Colleges	14
15.	No. of University	1

Bankura

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	3192695
2.	No. of literates	1734222
3.	Literacy Rate	63.44
4.	Density of Population	464
5.	Sex ratio	952
6.	Total main workers as% to total population	29.57
7.	Est. of GDDP of Bankura at Current Prices	9487.99
8.	Est. of GDDP of Bankura at Constant Prices [1999-2000]	6979.48
9.	Est. of NDDP of Bankura an at Current Prices	8791.23
10.	Est. of NDDP of Bankura an at Constant Prices [1999-2000]	6529.86
11.	No. of Schools Primary with Sarva Shiksha	3463
12.	No. of Schools Upper Primary with Sarva Shiksha	456
13.	No. of high and high secondary school	419
14.	No. of Colleges	15
15.	No. of University	NIL

Nadia

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	4604827
2.	No. of literates	2644461
3.	Literacy Rate	66.14
4.	Density of Population	1173
5.	Sex ratio	946
6.	Total main workers as% to total population	30.53
7.	Est. of GDDP of Nadia at Current Prices	14982.95
8.	Est. of GDDP of Nadia at Constant Prices [1999-2000]	10935.65
9.	Est. of NDDP of Nadia at Current Prices	13859.58
10.	Est. of NDDP of Nadia at Constant Prices [1999-2000]	10207.97
11.	No. of Schools Primary with Sarva Shiksha	2598
12.	No. of Schools Upper Primary with Sarva Shiksha	457
13.	No. of high and high secondary school	404
14.	No. of Colleges	15
15.	No. of University	1

Purulia

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	2536516
2.	No. of literates	1182284
3.	Literacy Rate	55.57
4.	Density of Population	405
5.	Sex ratio	954
6.	Total main workers as% to total population	25.45
7.	Est. of GDDP of Purulia at Current Prices	6580.87
8.	Est. of GDDP of Purulia at Constant Prices [1999-2000]	4887.98
9.	Est. of NDDP of Purulia man at Current Prices	5984.88
10.	Est. of NDDP of Purulia an at Constant Prices [1999-2000]	4509.93
11.	No. of Schools Primary with Sarva Shiksha	2986
12.	No. of Schools Upper Primary with Sarva Shiksha	390
13.	No. of high and high secondary school	270
14.	No. of Colleges	12
15.	No. of University	NIL

Murshidabad

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	5866569
2.	No. of literates	2620538
3.	Literacy Rate	54.35
4.	Density of Population	1102
5.	Sex ratio	952
6.	Total main workers as% to total population	28.51
7.	Est. of GDDP of Murshidabad at Current Prices	18436.36
8.	Est. of GDDP of Murshidabad at Constant Prices [1999-2000]	13494.31
9.	Est. of NDDP of Murshidabad at Current Prices	17092.77
10.	Est. of NDDP of Murshidabad at Constant Prices [1999-2000]	12637.10
11.	No. of Schools Primary with Sarva Shiksha	3165
12.	No. of Schools Upper Primary with Sarva Shiksha	607
13.	No. of high and high secondary school	449
14.	No. of Colleges	19
15.	No. of University	NIL

Paschim Medinipur

SL. No.	Item	Data
(1)	(2)	(3)
1.	Population	5193411
2.	No. of literates	3656161
3.	Literacy Rate	70.40
4.	Density of Population	531
5.	Sex ratio	960
6.	Total main workers as% to total population	26.33
7.	Est. of GDDP of Paschim Medinipur at Current Prices	15691.80
8.	Est. of GDDP of Paschim Medinipur at Constant Prices [1999-2000]	10988.67
9.	Est. of NDDP of Paschim Medinipur at Current Prices	14474.89
10.	Est. of NDDP of Paschim Medinipur at Constant Prices [1999-2000]	10216.15
11.	No. of Schools Primary with Sarva Shiksha	4673
12.	No. of Schools Upper Primary with Sarva Shiksha	750
13.	No. of high and high secondary school	635
14.	No. of Colleges	21
15.	No. of University	1

CHAPTER – 2

SURVEY METHODOLOGY

2.1 The current ‘Post enumeration survey’ has been formulated as a research oriented study aimed at one hand to produce an objective and reliable quantitative measure of the degree of success of the functioning of SSA under study in meeting its assigned objectives, while on the other, it was considered equally important, to undertake a deeper analysis of DISE data supplemented with fresh collection of data, to find out the factors responsible for success or failure with suggested action-plans for suitable corrective actions to be taken for future. The design and methodology of the study was carefully drawn using sound statistical principles to ensure reliable inferences.

2.2 **Coverage & approach of the study :-** Geographically, the study covered the entire 7 districts of cluster-1 under SSA module of West Bengal covering 1421 schools under SSA scheme. For collection of data/information, the reference years are 2009-10 as already mentioned in the previous paragraph. The basic approach of the study consisted of the following components :

- (i) Critical examination of data/information of DISE-2009-10;
- (ii) Understanding the present situation through canvassing structured schedules of PES & observation and interaction with all stakeholders at the field;

2.3 Methodology used for Evaluation

2.3.1 The PES exercise was based on, to the best extent possible, objective data and authentic information so that the outcome and results of the exercise could be unquestionable and could be useful for future planning. The methodological steps adopted are briefly as follows:-

- (a) Firstly, **an exhaustive compilation was made component-wise** delivered by school authorities during reference years.
- (b) After identification, the in-house technical board was requested to compile from school level data **on quality and quantity of inputs, throughputs and outputs**. Examining the data/information supplied by different schools, it was seen that whereas quantity data had mostly been provided and could directly be used for post enumerations check-up, **the qualitative aspects had to be assessed and quantified**

using specialized techniques and methodology. For example, building of appropriate indicators and developing a scoring system had to be devised.

- (c) **To undertake aptitude and impact studies for assessment of quality aspects, fresh data collection exercise had to be conducted as per DISE 2009-10 schedule at primary level.** These exercise had to be done through well-planned sample survey enquiries consisting of interviews, group discussions and participatory observation, using well designed DISE 2009-10.

2.4 Basically a **statistically well-designed circular systematic sampling approach** was adopted. In all the Blocks, Schools both primary & upper primary run during the reference years were arranged and thereby ensuing due representatives of schools, these schools had been selected by applying CSS method. Sample Sizes to be interviewed are presented in table-2 (District-wise table of SS)

Table 2 : Sample size of Schools for 5% PES

Sl. No	District Name	UNIVERSE		5% sample primary school	5% sample upper-primary school	Total sample primary +upper primary school
		Total no. of primary school	Total no. of upper-primary school			
1.	BANKURA	3463	456	172	28	200
2.	BARDHAMAN	4001	818	209	43	252
3.	BIRBHUM	2373	406	140	5	145
4.	MURSHIDABAD	3165	607	172	32	204
5.	NADIA	2598	457	130	22	152
6.	WEST MEDINIPUR	4673	750	244	40	284
7.	PURULIYA	2986	76	163	21	184
TOTAL		23259	3570	1230	191	1421

2.5 The PES Questionnaire used in the survey is presented in the appendix. Virtually, all households adults agree that children should be taught moral values in school. The social aspect of this kind of attitude has also been assessed in to some extent.

CHAPTER – 3 SURVEY FINDINGS - I

3.1.01 Before undertaking the PES data analysis, the research team had to keep in mind the objectives of SSA. Specially, at every step, it had to be realized that the analysis must concentrate on indicating the degree of success achieved through measures towards meeting the objectives. Against this background, the collected data/information have been analysed and the findings of this analysis & comparison have been presented study-area District wise in the following paragraphs.

3.2.02 The comparative analysis was mainly done on the basis of direct observation/Survey by canvassing almost same DISE Schedule in the form of PES by the research team supplemented with response received from the teachers, students & GB members. Firstly, the **findings** of the evaluating agencies are being **tabulated & analysed independently** followed by **comparison & degree of variation** with DISE 2009-10.

Table 3.1: Location wise sample no. of primary and upper primary schools in Cluster-1 (Seven districts) of West Bengal

Sl.no [1]	District [2]	Rural [3]	Urban [4]	Total [5]
1.	Murshidabad	163(80%)	41(20%)	204
2.	Birbhum	112(78%)	33(22%)	145
3.	Burdwan	176(70%)	76(30%)	252
4.	Nadia	93(61%)	59(39%)	152
5.	Bankura	173(87%)	27(13%)	200
6.	Purulia	160(87%)	24(13%)	184
7.	Paschim Medinipur	218(77%)	66(23%)	284
Total		1095(77%)	326(23%)	1421

Fig-1

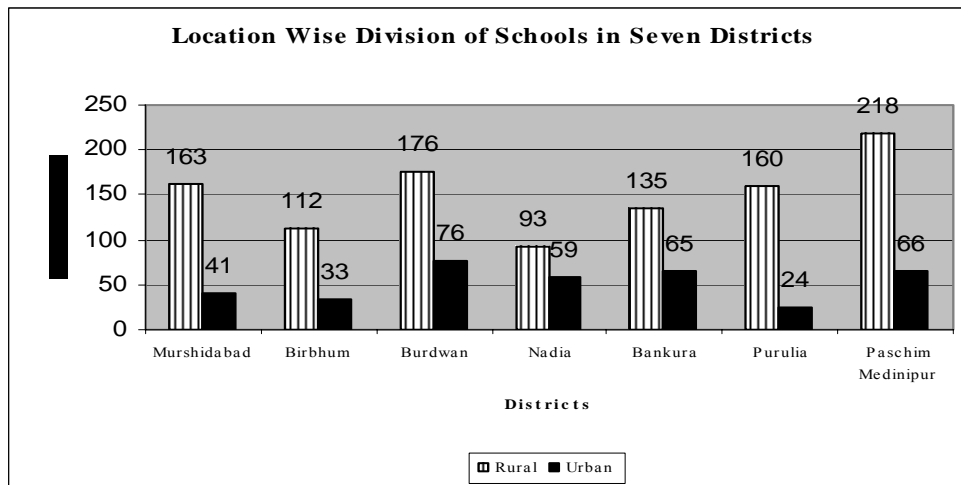


Table 3.2: Distribution of Sample Schools with different categories in seven districts (cluster-1) of West Bengal

Sl.no	District	Categories of school					Total
		Primary	Primary with Upper Primary	Primary with Secondary or Higher Secondary	Upper Primary Only	Upper Primary with Secondary or Higher Secondary	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	Murshidabad	175 (85.7%)	5(2.5%)	3(1.5%)	9(4.4%)	12(5.8%)	204(100%)
2	Birbhum	140 (96.5%)	1(0.7%)	2(1.4%)	1(0.7%)	1(0.6%)	145(100%)
3	Burdwan	213 (84.5%)	2(0.8%)	0(0%)	4(1.6%)	33(13.1%)	252(100%)
4	Nadia	132(86.8%)	7(4.7%)	2(1.3%)	9(5.9%)	2(1.3%)	152(100%)
5	Bankura	183(91.5%)	5(2.5%)	3(1.5%)	3(1.5%)	6(3%)	200(100%)
6	Purulia	161(87.5%)	3(1.6%)	3(1.6%)	3(1.6%)	14(7.7%)	184(100%)
7	Paschim Medinipur	239(84.5%)	5(1.7%)	14(4.9%)	2(0.7%)	24(8.2%)	284(100%)
Total		1243(87.5%)	28(1.9%)	27(1.9%)	31(2.2%)	92(6.5%)	1421(100%)

3.1.03 The table 3.2 clearly indicate that 87.5% primary schools have been implemented SSA with the spirit of spreading the elementary universal education in Cluster-1 altogether. Only 6.5% upper primary with HS have introduced the scheme of SSA needed to be increased for spreading of elementary education. The table 3.3 highlighted 97.2% co-educational primary schools have introduced SSA which appeared to be highly satisfactory. Under SSA, it was observed during 5% PES in cluster-1, State has prescribed establishment of either community bodies like village education committees or user groups for implementing and monitoring programmes for universalizing elementary education.

Table3.3 : Type & category-wise distribution of sample no. of schools in cluster-1

Sl.no.	School Category	Type of school			Total
		School for Boys only	School for Girls only	Co-Educational	
[1]	[2]	[3]	[4]	[5]	[6]
1	Primary	12(1%)	22(1.8%)	1,209(97.2%)	1,243(100%)
2	Primary with upper primary	1(3.6%)	3(10.7%)	24(85.7%)	28(100%)
3	Primary with secondary or HS	5(18.5%)	6(22.2%)	16(59.3%)	27(100%)
4	Upper Primary only	0(0%)	8(25.8%)	23(74.2%)	31(100%)
5	Upper Primary with secondary or HS	19(20.7%)	17(18.5%)	56(60.8%)	92(100%)
Total		37(2.6%)	56(3.9%)	1,328(93.5%)	1,421(100%)

Table 3.4 : No. and Percentage of Type of schools having different Management Committees in Cluster-1 [Seven districts altogether]

Sl. no	District	Management Committees							Total
		Education Department	Tribal Welfare deppt.	Local Body	Private Aided	Private Unaided	Other	Unrecognized	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
1	Nadia	192(94%)	0(0%)	11(5%)	1(1%)	0(0%)	0(0%)	0(0%)	204(100%)
2	Purulia	132(91%)	0(0%)	12(8%)	0(0%)	0(0%)	1(1%)	0(0%)	145(100%)
3	Paschim Medinipur	252(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	252(100%)
4	Bardhaman	151(99%)	0(0%)	1(1%)	0(0%)	0(0%)	0(0%)	0(0%)	152(100%)
5	Murshidabad	193(97%)	0(0%)	7(3%)	0(0%)	0(0%)	0(0%)	0(0%)	200(100%)
6	Bankura	182(98%)	1(1%)	1(1%)	0(0%)	0(0%)	0(0%)	0(0%)	184(100%)
7	Birbhum	269(95%)	0(0%)	9(3%)	0(0%)	2(1%)	0(0%)	4(1%)	284(100%)
Total		1371(96.5%)	1(0.07%)	41(2.9%)	1(0.07%)	2(0.1%)	1(0.07%)	4(0.3%)	1421(100%)

3.1.04 One of the basic features of the SSA is that the use of mainstream structures for implementing the programme. The table 3.4 clearly indicated that 96.5% schools in cluster-1 implemented SSA under direct control of Dept. of Elementary Education. **Only 4 schools** have no recognitions i.e. not recognized by any board implemented the SSA, needed to be reviewed for recognition as quick as possible. .

Table-3.5 : Distribution of School building in different school category in seven districts of cluster 1 of West Bengal

Sl.no.	School Category	Type of School Buiding					Total
		Private	Rented	Govt.	Govt. School in Rent free Building	No Building	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	Primary	33(3%)	24(2%)	1,112(89.8%)	72(5%)	2(0.2%)	1,243(100%)
2	Primary with upper primary	0(0%)	1(4%)	21(75%)	6(21%)	0(0%)	28(100%)
3	Primary with secondary or HS	1(4%)	1(4%)	25(92%)	0(0%)	0(0%)	27(100%)
4	Upper Primary only	1(3%)	4(13%)	23(74%)	3(10%)	0(0%)	31(100%)
5	Upper Primary with secondary or HS	2(2%)	0(0%)	86(94%)	4(4%)	0(0%)	92(100%)
Total		37(3%)	30(2%)	1,267(88.9%)	85(6%)	2(0.1%)	1,421(100%)

Table – 3.6 : Category-wise distribution of sample schools according to their type of school building in seven districts of cluster-1

Sl.no	School Category	Pucca	Partially Pucca	Kuccha	Tent	No Building	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	Primary	1124(88%)	107(9%)	7(1%)	3(1%)	2(1%)	1243(100%)
2	Primary with Upper Primary	26(93%)	2(7%)	0(0%)	0(0%)	0(0%)	28(100%)
3	Primary with Secondary or Higher Secondary	22(82%)	5(18%)	0(0%)	0(0%)	0(0%)	27(100%)
4	Upper Primary Only	29(93%)	2(7%)	0(0%)	0(0%)	0(0%)	31(100%)
5	Upper Primary with Secondary or Higher Secondary	88(96%)	3(3%)	1(1%)	0(0%)	0(0%)	92(100%)
Total		1289(89%)	119(8%)	8(1%)	3(1%)	2(1%)	1421(100%)

3.1.05 As per vision of Paschim Banga Sarva Shiksha Mission i.e. the structural framework of institutions has to be considerably strengthened. The table 3.5 clearly envisaged that in cluster-1 95% school buildings having Govt. controlled rent free accommodation with sound infrastructural facilities are implementing SSA successfully. Only 2% rented school buildings are awaited for their own accommodations to implement the programme. Only 1% schools having their accommodations in tent needed to be reviewed & restructured with immediate effect.

3.1.06 The boundary wall of a school for children is important criteria for safety and security. The table 3.7 clearly enshrined the conditions of boundary walls in different type of school buildings of cluster 1. In Pucca School building 54% have no boundary wall which seemed to be quite alarming for security of children. 91% Schools have pucca building and 9% partially pucca, tent etc. needed to be strengthened for successful operation of the scheme.

Table -3.7 : Distribution of School building of sample schools according to their conditions of boundary walls

Sl.no	Type of school building	Conditions of Boundary Walls						Total
		Pucca	Pucca but Broken	Barbed wire fencing	Hedges	No Boundary wall	Others	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
1	Pucca	436(34%)	93(7%)	19(2%)	28(2%)	681(52%)	32(3%)	1289(100%)
2	Partially Pucca	17(14%)	13(11%)	13(11%)	4(3%)	71(60%)	1(1%)	119(100%)
3	Kuchha	3(38%)	0(0%)	0(0%)	0(0%)	5(62%)	0(0%)	8(100%)
4	Tent	0(0%)	0(0%)	0(0%)	0(0%)	3(100%)	0(0%)	3(100%)
5	No Building	N.A	N.A	N.A	N.A	N.A	2(100%)	2(100%)
Total		456(32%)	106(8%)	32(2%)	32(2%)	760(53.5%)	35(2.5%)	1421(100%)

Table – 3.8 : No. and Percentage distribution of sample schools according to their condition of class rooms and other rooms

Sl.no	Type of school building	Condition of rooms				Total
		Percentages of rooms with good condition	Percentages of rooms need minor repair	Percentages of rooms need major repair	Percentages of rooms unfit for use	
[1]	[2]	[3]	[4]	[5]	[6]	[7]
1	Pucca	6105(94.1%)	1075(88.3%)	981(85.3%)	164(76.6%)	8325(91.8%)
2	Partially Pucca	358(5.5%)	129(10.6%)	159(13.9%)	47(22.0%)	693(7.6%)
3	Kuccha	12(0.2%)	14(1.1%)	8(0.7%)	3(1.4%)	37(0.4%)
4	Tent	12(0.2%)	0(0.0%)	1(0.1%)	0(0.0%)	13(0.2%)
5	No Building	N.A.	N.A.	N.A.	N.A.	N.A.
Total		6487(100.0%)	1218(100.0%)	1149(100.0%)	214(100.0%)	9068(100.0%)

3.1.07 The table highlighted the conditions of rooms of the different school buildings which determined the quality of infrastructural facilities provided by the authority for the students. In 1421 sampled schools total no. of rooms 9068 are available, out of 9068 rooms 214 rooms i.e. 2.3% rooms needed to be repaired with immediate effect for smooth functioning of the programme.

Table – 3.9 : Category wise distribution of sample schools with different seating arrangements of students

Sl.no	School Category	Seating arrangements			Total
		Schools having furniture for all students	Schools having furniture for some students	No furniture	
[1]	[2]	[3]	[4]	[5]	[6]
1	Primary	152(12%)	327(26%)	764(62%)	1,243(100%)
2	Primary with upper primary	17(61%)	7(25%)	4(14%)	28(100%)
3	Primary with secondary or HS	22(81%)	4(15%)	1(4%)	27(100%)
4	Upper Primary only	21(68%)	6(19%)	4(13%)	31(100%)
5	Upper Primary with secondary or HS	59(64%)	32(35%)	1(1%)	92(100%)
Total		271(19%)	376(27%)	774(54%)	1,421(100%)

3.1.08 The sitting arrangements of the students clearly located in the above mentioned table. 54% of schools of different categories in cluster-1 found no furniture which seemed to be quite **dissatisfactory**. Only 19% of the schools having adequate arrangement of furniture and equipments of sitting arrangements was observed. The PES relating to school buildings was mainly done on the basis of direct observation of the situation in the ground by the survey team supplemented with response received from the teachers through DISE canvassed for the purpose.

Table – 3.10 : District and Location wise availability of different facilities in sample number of schools in seven districts (cluster-I) of West Bengal

Sl.no	District	Location	Total No. of Schools	Facilities			
				Availability of Electricity	Separate Toilet facility availability for Staff	Availability of Play Ground	Availability of Computer facility
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	Murshidabad	Rural	163(100%)	50(31%)	34(21%)	49(30%)	11(7%)
		Urban	41(100%)	23(56%)	16(39%)	15(37%)	6(15%)
2	Birbhum	Rural	112(100%)	22(20%)	8(7%)	12(11%)	2(2%)
		Urban	33(100%)	22(67%)	18(55%)	11(33%)	2(6%)
3	Burdwan	Rural	176(100%)	85(48%)	74(42%)	81(46%)	2(1%)
		Urban	76(100%)	48(63%)	31(41%)	28(37%)	6(8%)
4	Nadia	Rural	93(100%)	19(20%)	25(27%)	33(36%)	1(1%)
		Urban	59(100%)	34(58%)	14(24%)	23(39%)	2(3%)
5	Bankura	Rural	135(100%)	51(38%)	33(24%)	43(32%)	1(1%)
		Urban	65(100%)	42(65%)	27(42%)	21(32%)	3(5%)
6	Purulia	Rural	160(100%)	28(18%)	36(23%)	32(20%)	7(4%)
		Urban	24(100%)	7(29%)	3(13%)	8(33%)	1(4%)
7	Paschim Medinpur	Rural	218(100%)	73(34%)	51(23%)	72(33%)	13(6%)
		Urban	66(100%)	42(64%)	15(23%)	13(20%)	2(3%)
Total		Rural	1057(100%)	328(31%)	261(25%)	322(31%)	37(4%)
		Urban	364(100%)	218(60%)	124(34%)	119(33%)	22(6%)

Table – 3.11 : Distribution of sample school building with availability of different facility

Sl.no.	Type Of School Building	Facility			
		No. of Schools having availability of Electricity	No. of Schools having separate Toilet Facility available for Staff	No. Of Schools having Play ground	No. Of Schools having computer
[1]	[2]	[3]	[4]	[5]	[6]
1	Pucca	506(39%)	347(27%)	400(31%)	53(4%)
2	Partially Pucca	38(32%)	36(30%)	38(32%)	6(5%)
3	Kuccha	2(25%)	2(25%)	3(38%)	0(0%)
4	Tent	0(0%)	0(0%)	0(0%)	0(0%)
5	No Building	N.A	N.A	N.A	N.A
Total		546(38%)	385(27%)	441(31%)	59(4%)

3.1.09 Precise information on details of facilities available at different sampled schools, where SSA programmes are conducted. Information on facilities has to be estimated through the 5% sample of schools which are visited by the survey team for study and collection of required data/information are presented in the table 3.10 & 3.11.

- ♦ **Availability of Electricity** : About 38% of the schools are found having electricity for imparting training. The 62% of the schools are found electricity did not exist which seemed to be quite dissatisfactory.
- ♦ **Separate toilet facility for staff** : 73% of the schools did not have any separate toilet facilities for the staff members.
- ♦ **Availability of Play Ground** : The survey team observed 31% schools have the facilities of play ground.
- ♦ **Availability of Computer facility** : Only 4% schools have availed the facilities of computer for teaching learning process.

3.1.10 **MID-DAY MEAL PROGRAMME** :

3.1.10.1 Incontrovertible it is that the cooked **Mid-day Meal Programme(which is basically a School Meal Programme)** does exist a positive in the SSA Schools, partially on the enhancing of enrolment and attendance of the children and elementary classroom hunger to a substantial level. It has many other impacts like narrowing the gaps of social distances. The impact of the cooked mid-day meal programme was found to be impressive. Near about 90% of schools in different categories having the facility of Mid-day meal seemed to be quite satisfactory in cluster-1 (seven districts altogether) of West Bengal. While the majority of the SC, ST and other poor people firmly wanted a cooked meal for the children in school, the relatively affluent section of the society thought this not only completely unnecessary but also hazardous and harmful to schooling. This division has been reflected in several areas in cluster-1 of West Bengal. About 92% of schools having Drinking Water facility should be enhanced to 100% and the source apparently Hand Pump seemed to be satisfactory in general.

Table – 3.12: District and location wise distribution of sample Schools having Mid-Day Meal provision and drinking water facilities with Source of Drinking Water

Sl.no	District	No. of schools having the facility of Mid-Day Meal			No. of schools having Drinking Water facility			Source of Drinking Water			
		Rural	Urban	Total	Rural	Urban	Total	Hand Pump	Well	Tap Water	Others
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]
1	Murshidabad	140(86%)	31(76%)	171(84%)	153(94%)	36(88%)	189(93%)	177(94%)	1(0.5%)	10(5%)	1(0.5%)
2	Birbhum	112(100%)	29(88%)	141(97%)	106(95%)	28(85%)	134(92%)	123(92%)	1(1%)	8(6%)	2(1%)
3	Burdwan	151(86%)	59(78%)	210(83%)	175(99%)	72(95%)	247(98%)	175(71%)	6(2%)	58(24%)	8(3%)
4	Nadia	93(100%)	58(98%)	151(99%)	91(98%)	58(98%)	149(98%)	128(86%)	1(1%)	16(11%)	4(2%)
5	Bankura	124(92%)	59(91%)	183(92%)	127(94%)	61(94%)	188(94%)	149(79%)	10(5%)	27(15%)	2(1%)
6	Purulia	156(98%)	24(100%)	180(98%)	131(82%)	16(67%)	147(80%)	132(90%)	11(7%)	3(2%)	1(1%)
7	Paschim Medinipur	194(89%)	54(82%)	248(87%)	201(92%)	54(82%)	255(90%)	187(74%)	11(4%)	54(21%)	3(1%)
Total		970(92%)	314(86%)	1284(90%)	984(93%)	325(89%)	1309(92%)	1071(82%)	41(3%)	176(13%)	21(2%)

Fig-2

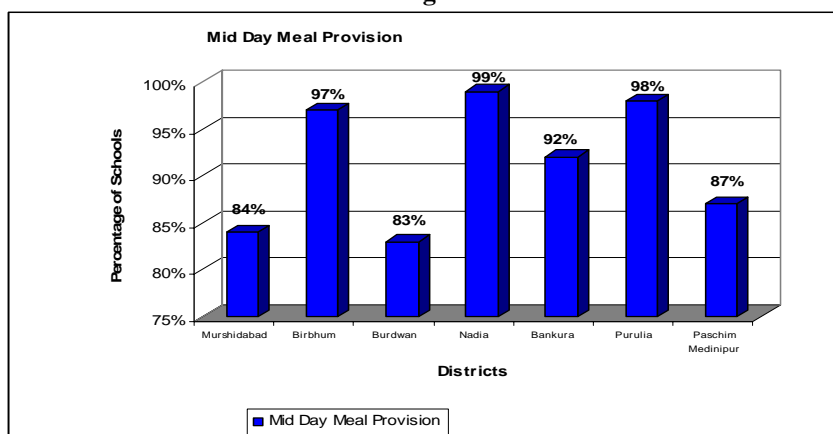
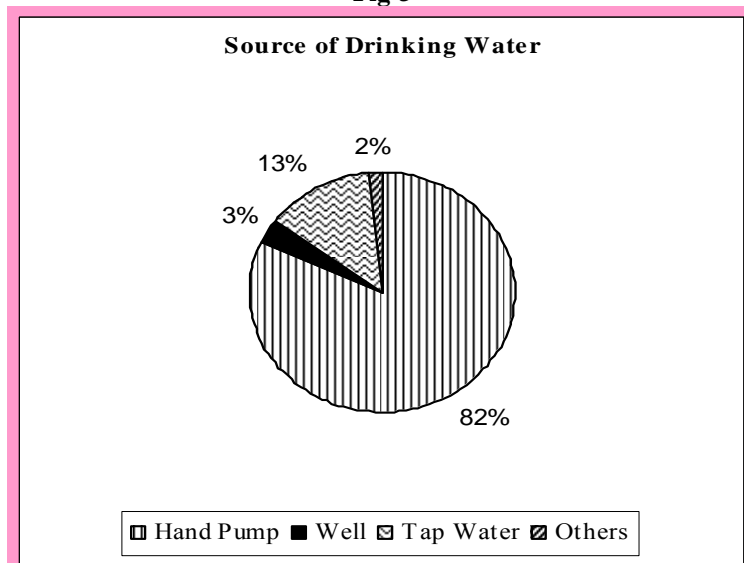


Fig-3



3.1.10.2 As per observation of the researchers in different schools, the Govt. of West Bengal has already taken some measures to build cooking sheds and provide adequate utensils. However, a lot of work is still needed to be done, both in respect of infrastructure and conversion cost. Also, provision for a better remunerations for the cooks and increasing their number has to be given a priority.

3.1.11 While understanding the evaluation exercise, emphasis was given in direct observation apart from canvassing DISE 2009-10, where schools were successfully operating SSA with their infrastructural facilities. The table 3.13 directly explained the staff details on the basis of sampled schools which derived the adequacy of staff strength of the different schools. As per the direct observations of the Research Team it was found necessary to introduce communicative teaching methods to improve their capability of expressing more clearly the ideas they want to convey. One of the most important requirements to ensure a good quality training programme is to provide the needed teaching/learning materials i.e. books to the students as needed.

Table – 3.13: School category wise distribution of different staff in sample schools of seven districts of Cluster-I

Sl.no	School Category	Staff Details					Total
		No. of Teachers	Para Teacher/Shiksha Karmi/Guruj i/Community teacher	Non-Teaching Staff	No. Of Staff employed for cooking Mid Day Meals	No. of personnel employed for cleaning toilets/Lavatories	
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	Primary	4329(64%)	419(46%)	64(14%)	6788(90%)	99(74%)	7370(81%)
2	Primary with Upper Primary	271(4%)	73(8%)	44(9%)	142(2%)	6(5%)	265(3%)
3	Primary with Secondary or H.S	420(6%)	58(6%)	62(13%)	182(2%)	7(5%)	309(3%)
4	Upper Primary Only	260(4%)	78(9%)	47(10%)	68(1%)	3(2%)	196(2%)
6	Upper Primary with Secondary or H.S	1491(22%)	290(31%)	250(54%)	403(5%)	19(14%)	962(11%)
TOTAL		6771(100%)	918(100%)	467(100%)	7583(100%)	134(100%)	9102(100%)

3.1.12 Taking cognizance of the mass campaign experience and specifically with respect to the spreading of universal preliminary education the department would be fully oriented to improve literacy and sensitized to improve the delivery mechanism of their scheme to meet the natural aspiration and demands of the children. The table 3.14 clearly indicated the length percentage of enrolment of students and a separate explanatory table on disabled students has been presented in table 3.15. This enrolment must also include the large scale involvement of teachers to improve the quality of teaching under SSA Scheme.

Table -3.14: No. and percentages of SC,ST,OBC Students enrolled and dropout rate by location and sex in Seven Sample districts in the academic year 2008-09

Sl.no	District	Location	Sex	Total Enrolled Students	SC Enrolled Students	ST Enrolled Students	OBC Enrolled Students	Dropout Rate
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
1.	Murshidabad	Rural	Boys	22247(100%)	3189(14%)	405(2%)	599(3%)	106(1%)
			Girls	21352(100%)	2901(14%)	564(3%)	450(2%)	85(1%)
		Urban	Boys	5717(100%)	796(14%)	146(3%)	99(2%)	9(1%)
			Girls	5416(100%)	526(10%)	5(1%)	12(1%)	33(1%)
		Total	Boys	27964(100%)	3985(14%)	551(2%)	698(3%)	115(1%)
			Girls	26768(100%)	3427(13%)	569(2%)	462(2%)	118(1%)
2.	Birbhum	Rural	Boys	9417(100%)	2945(31%)	333(4%)	43(1%)	5(1%)
			Girls	8627(100%)	2788(32%)	335(4%)	43(1%)	9(1%)
		Urban	Boys	4549(100%)	1074(24%)	95(2%)	75(2%)	0(0%)
			Girls	3917(100%)	923(24%)	36(1%)	25(1%)	0(0%)
		Total	Boys	13966(100%)	4019(29%)	428(3%)	118(1%)	5(1%)
			Girls	12544(100%)	3711(30%)	371(3%)	68(1%)	9(1%)
3.	Burdwan	Rural	Boys	18529(100%)	7442(40%)	1345(7%)	690(4%)	68(1%)
			Girls	17588(100%)	7091(40%)	1225(7%)	724(4%)	142(1%)
		Urban	Boys	9949(100%)	3225(32%)	646(7%)	433(4%)	14(1%)
			Girls	7802(100%)	2856(37%)	536(7%)	357(5%)	30(1%)
		Total	Boys	28478(100%)	10667(38%)	1991(7%)	1123(4%)	82(1%)
			Girls	25390(100%)	9947(39%)	1761(7%)	1081(4%)	172(1%)
4.	Nadia	Rural	Boys	7962(100%)	3317(42%)	235(3%)	415(5%)	39(1%)
			Girls	9997(100%)	3665(37%)	237(2%)	555(6%)	50(1%)
		Urban	Boys	4007(100%)	1630(41%)	55(1%)	58(1%)	11(1%)
			Girls	4437(100%)	1974(45%)	58(1%)	94(2%)	33(1%)
		Total	Boys	11969(100%)	4947(41%)	290(2%)	473(4%)	50(1%)
			Girls	14434(100%)	5639(39%)	295(2%)	649(5%)	83(1%)
5.	Bankura	Rural	Boys	12661(100%)	4324(34%)	971(8%)	752(6%)	70(1%)
			Girls	11904(100%)	3971(33%)	1084(9%)	679(6%)	62(1%)
		Urban	Boys	6249(100%)	1967(32%)	104(2%)	193(3%)	8(1%)
			Girls	6689(100%)	2423(36%)	163(2%)	251(4%)	11(1%)
		Total	Boys	18910(100%)	6291(33%)	1075(6%)	945(5%)	78(1%)
			Girls	18593(100%)	6394(34%)	1247(7%)	930(5%)	73(1%)
6.	Purulia	Rural	Boys	15574(100%)	4315(28%)	1902(12%)	2835(18%)	4(1%)
			Girls	13154(100%)	3596(27%)	1386(11%)	2542(19%)	4(0%)
		Urban	Boys	1679(100%)	902(54%)	22(1%)	114(7%)	14(1%)
			Girls	2215(100%)	813(37%)	75(3%)	325(15%)	17(1%)
		Total	Boys	17253(100%)	5217(30%)	1924(11%)	2949(17%)	18(1%)
			Girls	15369(100%)	4409(29%)	1461(10%)	2867(19%)	21(1%)
7.	Paschim Medinipur	Rural	Boys	19257(100%)	4390(23%)	2550(13%)	1654(9%)	343(2%)
			Girls	19879(100%)	4661(23%)	2402(12%)	1483(8%)	220(1%)
		Urban	Boys	5306(100%)	1239(23%)	259(5%)	338(6%)	170(3%)
			Girls	6350(100%)	1326(21%)	310(5%)	315(5%)	83(1%)
		Total	Boys	24563(100%)	5629(23%)	2809(11%)	1992(8%)	513(2%)
			Girls	26229(100%)	5987(23%)	2712(10%)	1798(7%)	303(1%)
Total	Total	Rural	Boys	105647(100%)	29922(28%)	7741(7%)	6988(7%)	635(1%)
			Girls	102501(100%)	28673(28%)	7233(7%)	6476(6%)	572(1%)
		Urban	Boys	37456(100%)	10833(29%)	1327(4%)	1310(4%)	226(1%)
			Girls	36826(100%)	10841(29%)	1183(3%)	1379(4%)	207(1%)
		Total	Boys	143103(100%)	40755(29%)	9068(6%)	8298(6%)	861(1%)
			Girls	139327(100%)	39514(28%)	8416(6%)	7855(6%)	779(1%)

Table – 3.15 : District wise Number and Percentages of Disabilities among total enrolled students in the Academic Year 2008-09

Sl.no	District	Sex	Total Enrolled Students	Total Disabled Students	Percentage of Disabled Students
[1]	[2]	[3]	[4]	[5]	[6]
1	Murshidabad	Boys	27964	279	1.00
		Girls	26768	180	0.67
2	Birbhum	Boys	13966	100	0.72
		Girls	12544	100	0.80
3	Burdwan	Boys	28478	195	0.68
		Girls	25390	131	0.52
4	Nadia	Boys	11969	87	0.73
		Girls	14434	98	0.68
5	Bankura	Boys	18910	175	0.93
		Girls	18593	136	0.73
6	Purulia	Boys	17253	84	0.49
		Girls	15369	90	0.59
7	Paschim Medinipur	Boys	24563	212	0.86
		Girls	26229	152	0.58
Total		Boys	143103	1132	0.79
		Girls	139327	887	0.64

3.1.13 Precise data to enable computation of indicators on Number of Students per class/Teacher could be obtained from the sample surveys conducted in 1421 schools. The table 3.16 clearly visualized the **Teacher Student ratio** which enshrined the quality of teaching methodology applied by the teachers. **Average number of students per teacher per class worked out to be 42.** About 92% of the students reported satisfactory position with regularity and punctuality of the teachers. On the whole, the study-team was satisfied with the quality of teachers and all the teaching materials and methods as has been progressing currently.

Table – 3.16: District and location wise Student Teacher ratio

Sl.no.	Districts	Average No. Of Students per School			Average No. Of Teachers per School			Average No. Of Students Per Teacher Per School		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]
1	Murshidabad	307	275	301	6	6	6	52	44	51
2	Birbhum	155	255	178	4	8	5	41	33	38
3	Burdwan	200	228	208	5	6	6	37	38	37
4	Nadia	184	134	165	4	4	4	41	36	39
5	Bankura	188	201	192	4	6	5	46	35	42
6	Purulia	182	159	179	4	4	4	47	38	46
7	Paschim Medinipur	181	169	178	4	4	4	43	40	42
Total		202	201	202	5	5	5	44	38	42

- 3.1.14 It is the extent of community involvement, its resistance and long term sustainability that will ensure SSA effectiveness. All management and supervisory structures should be instituted accordingly the institutional frame work, right from the national, up to the village level – state, district, block and gram panchayet – should be dynamically structured for successful implementation of the SSA scheme and adequate representation of women in these structures, especially in decision making roles, should be ensured.
- 3.1.15 The SSA's progress has been varied and uneven across districts and on parameters such as enrolment, learning levels, infrastructure, ability of teachers and community participation. The sizeable no. of out of schools are concentrated in several districts of West Bengal needed attention.
- 3.1.16 Progress made towards the provision of permanent primary schools buildings in most parts of the districts has been impressive and this progress now needs to be sustained to meet the needs of the upper primary level. But the quality of design of school buildings, including the design of rooms, open spaces and the material used for windows continues to be a matter of concern. School repairs need to be perceived as a necessary routine for sustaining a positive school environment and to make provisions for a sustainable system to ensure cleanliness in the school.
- 3.1.17 SSA has effectively enable to system of elementary education to expand itself by the recruitment of teachers for effective implementation of SSA.

SURVEY FINDINGS –II DEGREE OF VARIATION

3.2.01 The measures of variations from DISE 2009-10 data with the sample survey conducted by SSESS, Research team have been designed to get estimate of variation of different variables/items in the schedules. Measures of variation are needed for four basic purpose :

- (i) To determine the reliability of an average
- (ii) To serve as a basis for the control of the variability
- (iii) To compare two or more series with regard to their variability
- (iv) To facilitate the use of other statistical measures

3.2.02 Keeping in view the above mentioned methodological orientations (i) Changes that have occurred item wise as a result of field level error or data entry error; (ii) changes that have taken place as a result of such forces that cannot be predicted as such. For any meaningful analysis of variations it is necessary to explore that the data are strictly comparable throughout the time period under investigation. The district wise variation are presented logically to measure the reliability factor of the collected information.

Districts in cluster-1 are as follows :-

- (i) Murshidabad
- (ii) Birbhum
- (iii) Bardhaman
- (iv) Nadia
- (v) Bankura
- (vi) Purulia
- (vii) Paschim Midnapur

3.2.02 (i) Murshidabad

Table: Analysis of Variation of collected data in DISE and PES in Murshidabad district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	204
Village Name	0.98	-	204
Educational Block/Mandal/Taluk name	0.49	-	204
location	-	-	204
School Code	0.49	-	204
B. School particulars :			
School Name	-	-	204
Name of the principal	1.47	-	204
Educational qualification	-	-	204
Year of establishment	-	-	204
School category	-	-	204
Type of school	-	-	204
Lowest class in school	0.49	-	204
Highest class in school	-	-	204
Managed by	-	-	204
Whether residential	-	-	204
Type of residential school	-	-	204
Whether shift school	-	-	204
C. Staff details :			
Total no. teacher post sanctioned	1.96	4.91	204
No. of teacher in position	1.47	-	204
Non Teaching Staff	-	0.98	204

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	204
Type of school building	3.43	-	204
Condition of class rooms etc.	6.37	-	204
Electricity	0.98	-	204
Common toilet	5.39	0.98	204
Separate toilet for girls	0.49	-	204
Condition of School Boundary wall	0.98	0.49	204
Source of drinking water	3.43	2.45	204
Having playground	-	-	204
No. of computer in good condition	0.49	-	204
Seating arrangement for children	-	-	204
E. Student enrolment			
Repeaters Present Academic Year	-	0.98	204
Children with Disabilities Last Academic Year	0.49	0.98	204
Enrolment in the present academic year	1.47	-	204
F. Grade-wise Examination			
Grade wise examination last Academic Year	1.47	0.49	204

More than 5% Variation:-

Items: D. Facilities in School

- (i) Condition of Class rooms etc.
- (ii) Common toilet

Needs to be checked

3.2.02 (ii) Birbhum

Table: Analysis of Variation of collected data in DISE and PES in Birbhum district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	145
Village Name	1.38	-	145
Educational Block/Mandal/Taluk name	5.52		145
location	-	-	145
School Code	1.38	-	145
B. School particulars :			
School Name	2.76	-	145
Name of the principal	1.38	-	145
Educational qualification	0.69	2.07	145
Year of establishment	-	-	145
School category	0.69	-	145
Type of school	-	-	145
Lowest class in school	1.38	-	145
Highest class in school	1.38	-	145
Managed by	-	-	145
Whether residential	-	-	145
Type of residential school	-	-	145
Whether shift school	-	-	145
C. Staff details :			
Total no. teacher post sanctioned	4.14	3.45	145
No. of teacher in position	1.38	-	145
Non Teaching Staff	-	0.69	145

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	145
Type of school building	13.10	-	145
Condition of class rooms etc.	14.48	-	145
Electricity	2.07	1.38	145
Common toilet	10.34	4.83	145
Separate toilet for girls	1.38	2.76	145
Condition of School Boundary wall	-	-	145
Source of drinking water	2.07	0.69	145
Having playground	-	-	145
No. of computer in good condition	-	-	145
Seating arrangement for children	5.52	0.69	145
E. Student enrolment			
Repeaters Present Academic Year	0.69	0.69	145
Children with Disabilities Last Academic Year	-	0.69	145
Enrolment in the present academic year	0.69	-	145
F. Grade-wise Examination			
Grade wise examination last Academic Year	1.38	-	145

More than 5% Variation:-

Items: A. School Location Particulars:-

- (i) Educational Block/Mandal/Taluk name

D. Facilities in School

- (iii) Type of school building
(iv) Condition of class rooms etc.
(v) Common toilet
(vi) Seating arrangement for children

Needs to be checked

3.2.02 (iii) Burdwan

Table: Analysis of Variation of collected data in DISE and PES in Burdwan district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	252
Village Name	-	-	252
Educational Block/Mandal/Taluk name	-	-	252
location	-	-	252
School Code	2.38		252
B. School particulars :			
School Name	-	-	252
Name of the principal	-	-	252
Educational qualification	-	-	252
Year of establishment	-	-	252
School category	-	-	252
Type of school	-	-	252
Lowest class in school	-	-	252
Highest class in school	-	-	252
Managed by	-	-	252
Whether residential	-	-	252
Type of residential school	-	-	252
Whether shift school	-	-	252
C. Staff details :			
Total no. teacher post sanctioned	0.79	1.59	252
No. of teacher in position	4.37	0.40	252
Non Teaching Staff	-	-	252

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	252
Type of school building	1.59	-	252
Condition of class rooms etc.	8.33	-	252
Electricity	1.98	-	252
Common toilet	6.35	-	252
Separate toilet for girls	1.19	0.40	252
Condition of School Boundary wall	-	-	252
Source of drinking water	1.59	1.19	252
Having playground	-	-	252
No. of computer in good condition	-	2.38	252
Seating arrangement for children	3.97	-	252
E. Student enrolment			
Repeaters Present Academic Year	3.97	0.40	252
Children with Disabilities Last Academic Year	2.78	1.19	252
Enrolment in the present academic year	0.79	-	252
F. Grade-wise Examination			
Grade wise examination last Academic Year	2.38	0.40	252

3.2.02(iv) Nadia**Table: Analysis of Variation of collected data in DISE and PES in Nadia district**

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	152
Village Name	11.18	-	152
Educational Block/Mandal/Taluk name	-	-	152
location	-	-	152
School Code	-	-	152
B. School particulars :			
School Name	8.55	-	152
Name of the principal	1.29	-	152
Educational qualification	1.97	1.97	152
Year of establishment	-	-	152
School category	2.63	-	152
Type of school	-	-	152
Lowest class in school	0.66	-	152
Highest class in school	1.29	0.66	152
Managed by	-	-	152
Whether residential	-	4.60	152
Type of residential school	-	-	152
Whether shift school	-	-	152
C. Staff details :			
Total no. teacher post sanctioned	3.95	2.63	152
No. of teacher in position	5.26	2.63	152
Non Teaching Staff	0.66	1.29	152

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	152
Type of school building	9.21	-	152
Condition of class rooms etc.	3.29	-	152
Electricity	4.60	-	152
Common toilet	13.8	3.95	152
Separate toilet for girls	1.97	1.29	152
Condition of School Boundary wall	1.29	-	152
Source of drinking water	5.92	7.24	152
Having playground	1.29	-	152
No. of computer in good condition	1.97	0.66	152
Seating arrangement for children	5.92	-	152
E. Student enrolment			
Repeaters Present Academic Year	1.97	-	152
Children with Disabilities Last Academic Year	0.66	0.66	152
Enrolment in the present academic year	1.29	-	152
F. Grade-wise Examination			
Grade wise examination last Academic Year	3.29	-	152

3.2.02 (v) Bankura

Table: Analysis of Variation of collected data in DISE and PES in Bankura district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	200
Village Name	2.00	-	200
Educational Block/Mandal/Taluk name	2.00	1.00	200
location	-	-	200
School Code	-	-	200
B. School particulars :			
School Name	1.00	-	200
Name of the principal	-	-	200
Educational qualification	1.00	1.50	200
Year of establishment	-	-	200
School category	-	-	200
Type of school	-	-	200
Lowest class in school	0.50	-	200
Highest class in school	-	-	200
Managed by	-	-	200
Whether residential	-	-	200
Type of residential school	-	-	200
Whether shift school	-	-	200
C. Staff details :			
Total no. teacher post sanctioned	2.50	3.50	200
No. of teacher in position	-	-	200
Non Teaching Staff	1.00	-	200

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	200
Type of school building	6.00	-	200
Condition of class rooms etc.	6.50	-	200
Electricity	1.00	-	200
Common toilet	4.00	1.00	200
Separate toilet for girls	0.50	-	200
Condition of School Boundary wall	0.5	-	200
Source of drinking water	2.50	-	200
Having playground	-	-	200
No. of computer in good condition	-	-	200
Seating arrangement for children	4.00	-	200
E. Student enrolment			
Repeaters Present Academic Year	1.00	-	200
Children with Disabilities Last Academic Year	-	0.50	200
Enrolment in the present academic year	1.00	-	200
F. Grade-wise Examination			
Grade wise examination last Academic Year	4.00	0.50	200

3.2.02 (vi) Purulia

Table: Analysis of Variation of collected data in DISE and PES in Purulia district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	184
Village Name	1.63	-	184
Educational Block/Mandal/Taluk name	2.17	-	184
location	-	-	184
School Code	-	-	184
B. School particulars :			
School Name	0.54		184
Name of the principal			184
Educational qualification	2.17	1.09	184
Year of establishment	-	-	184
School category	-	-	184
Type of school	1.09	-	184
Lowest class in school	-	-	184
Highest class in school	-	-	184
Managed by	-	-	184
Whether residential	-	-	184
Type of residential school	-	-	184
Whether shift school	1.09	-	184
C. Staff details :			
Total no. teacher post sanctioned	7.07	1.09	184
No. of teacher in position	4.35	-	184
Non Teaching Staff	0.54	-	184

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	1.63		184
Type of school building	2.71	1.09	184
Condition of class rooms etc.	8.15	-	184
Electricity	1.09	-	184
Common toilet	11.41	1.63	184
Separate toilet for girls	1.63	-	184
Condition of School Boundary wall	1.63	-	184
Source of drinking water	4.35	1.09	184
Having playground	0.54	-	184
No. of computer in good condition	2.17	-	184
Seating arrangement for children	3.80	0.54	184
E. Student enrolment			
Repeaters Present Academic Year	0.54	0.54	184
Children with Disabilities Last Academic Year	1.09	-	184
Enrolment in the present academic year	3.26	-	184
F. Grade-wise Examination			
Grade wise examination last Academic Year	1.63	0.54	184

3.2.02 (vii) Paschim Medinipur

Table : Analysis of Variation of collected data in DISE and PES in Paschim Medinipur district

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
A. School location particulars :			
Academic Year	-	-	284
Village Name	0.70	-	284
Educational Block/Mandal/Taluk name	1.06	-	284
location	-	-	284
School Code	-	-	284
B. School particulars :			
School Name	0.70	-	284
Name of the principal	0.35	-	284
Educational qualification	1.76	1.06	284
Year of establishment	-	-	284
School category	1.06	-	284
Type of school		-	284
Lowest class in school	0.70	-	284
Highest class in school	0.35	-	284
Managed by	-	-	284
Whether residential	-	-	284
Type of residential school	-	-	284
Whether shift school	-	-	284
C. Staff details :			
Total no. teacher post sanctioned	12.32	0.70	284
No. of teacher in position	1.41	-	284
Non Teaching Staff	-	-	284

Items	Percentage of variation of data between DISE and 5% PES	Percentage of blank field in DISE	Total no. of sample schools
D. Facilities in school :			
Status of school building	-	-	284
Type of school building	5.63	-	284
Condition of class rooms etc.	7.04	-	284
Electricity	1.06	-	284
Common toilet	8.45	1.06	284
Separate toilet for girls	0.70	-	284
Condition of School Boundary wall	3.52	-	284
Source of drinking water	5.63	-	284
Having playground	-	-	284
No. of computer in good condition	-	-	284
Seating arrangement for children	4.58	-	284
E. Student enrolment			
Repeaters Present Academic Year	1.41	2.81	284
Children with Disabilities Last Academic Year	1.06	2.81	284
Enrolment in the present academic year	4.23	-	284
F. Grade-wise Examination			
Grade wise examination last Academic Year	2.82	1.41	284

3.2.03 Degree of Variance, Precision level & Analysis of Errors

- 3..2.03.1 **The observation of estimation gets reliable degree of variation when comparison was done within the results of 5% PES conducted by SSESS research team.** The reason for the reliable findings could be the fact that the study has focused on the important **variables of sampled schools** that is **representative of the Universe**. The research division has adopted a methodology that identifies **degree of variance** endogenously rather their exogenous information.
- 3..2.03.2 The analysis of variation is a stepping-stone to set rules for the validations of DISE-2009-10 data sources. The purpose of estimate of variations is to get reliable data/information of the syrveyed observation. The completed schedules of 5% [Investigator Feed back Schedule] were thoroughly scrutinized, entered, processed and endtables generated district-wise keeping objectives in view. As stated earlier, Survey were conducted with the total sample size of 1421 schools. In the Post Enumeration Survey (PES) a separate schedule of enquiry titled **Investigators Feedback Schedule** has been designed to get reliable assessment of data in the DISE-2009-10 including the practical problems and bottlenecks in the collection of DISE data.
- 3.2.03.3 The estimates from a Sample survey are affected by two types of errors : (1) **Non-sampling errors** and (2) **Sampling Errors**. Non sampling errors are the results of mistakes made in implementing data collection and data processing, such as failure to locate and interviewed or the respondent and data entry errors. Sampling errors, on the other hand, can be evaluated statistically. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability can be obtained from the survey results. A sampling error is usually measured in-terms of the standard error for a particular statistic (mean, percentage etc.) which is the square not of the variance.
- 3.2.03.4 Measures of dispersion enable a comparison to be made of two or more series with regard to their variability. The study of variation may also be looked upon as a means of determining uniformity or consistency. A high degree of variation would mean **little uniformity or consistency** where as a low degree of variation would mean **great uniformity or consistency**. The tables including the degree of variations are discussed in the following tables, table 3.3.1 to 3.3.12

Table: 3.3.1 Percentage of Variation of PES with DISE relating to number of different types of Schools

Sl. No.	District	R/U	Sample size	School for Boys				School for Girls				Co-educational schools			
				PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
1	Murshidabad	Rural	163	3	3	0.00	100.00	3	3	0.00	100.00	157	157	0.00	100.00
		Urban	41	2	2	0.00	100.00	2	2	0.00	100.00	37	37	0.00	100.00
2	Birbhum	Rural	112	2	2	0.00	100.00	2	2	0.00	100.00	108	108	0.00	100.00
		Urban	33	2	2	0.00	100.00	2	2	0.00	100.00	29	29	0.00	100.00
3	Burdwan	Rural	176	7	8	12.50	87.50	5	5	0.00	100.00	164	163	0.61	99.39
		Urban	76	5	5	0.00	100.00	4	4	0.00	100.00	67	67	0.00	100.00
4	Nadia	Rural	93	0	0	0.00	100.00	5	5	0.00	100.00	88	88	0.00	100.00
		Urban	59	1	1	0.00	100.00	2	2	0.00	100.00	56	56	0.00	100.00
5	Bankura	Rural	135	1	1	0.00	100.00	2	2	0.00	100.00	132	132	0.00	100.00
		Urban	65	2	2	0.00	100.00	4	3	33.33	66.67	59	60	1.67	98.33
6	Purulia	Rural	160	6	6	0.00	100.00	9	8	12.50	87.50	145	146	0.68	99.32
		Urban	24	2	2	0.00	100.00	1	1	0.00	100.00	21	21	0.00	100.00
7	Paschim Medinipur	Rural	218	2	2	0.00	100.00	12	11	9.09	90.91	204	205	0.49	99.51
		Urban	66	2	2	0.00	100.00	3	3	0.00	100.00	61	61	0.00	100.00
8	Total	Rural	1057	21	22	4.55	95.45	38	36	5.56	94.44	998	999	0.10	99.90
		Urban	364	16	16	0.00	100.00	18	17	5.88	94.12	330	331	0.30	99.70

* PL = Precision Level

Table: 3.3.2 Percentage of Variation of PES with DISE relating to No. of School Catagory

Sl. No.	District	R/U	Sample Size	Primary				Primary With Upper Primary				Primary with Secondary or H.S				Upper Primary				Upper Primary with Secondary or H.S			
				PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
1	Murshidabad	Rural	163	140	142	1.41	98.59	4	3	33.33	66.67	3	3	0.00	100.00	7	6	16.67	83.33	9	9	0.00	100.00
		Urban	41	35	36	2.78	97.22	1	1	0.00	100.00	0	0	0.00	100.00	2	1	50.00	50.00	3	3	0.00	100.00
2	Birbhum	Rural	112	109	110	0.91	99.09	1	1	0.00	100.00	0	0	0.00	100.00	1	1	0.00	100.00	1	0	0.00	100.00
		Urban	33	31	31	0.00	100.00	0	0	0.00	100.00	2	2	0.00	100.00	0	0	0.00	100.00	0	0	4.35	95.65
3	Burdwan	Rural	176	147	150	2.00	98.00	2	1	50.00	50.00	0	0	0.00	100.00	3	2	50.00	50.00	24	23	0.00	100.00
		Urban	76	66	66	0.00	100.00	0	0	0.00	100.00	0	0	0.00	100.00	1	1	0.00	100.00	9	9	0.00	100.00
4	Nadia	Rural	93	82	84	2.38	97.62	4	3	33.33	66.67	1	1	0.00	100.00	4	3	33.33	66.67	2	2	0.00	100.00
		Urban	59	50	50	0.00	100.00	3	3	0.00	100.00	1	1	0.00	100.00	5	5	0.00	100.00	0	0	0.00	100.00
5	Bankura	Rural	135	125	126	0.79	99.21	4	3	33.33	66.67	1	1	0.00	100.00	1	1	0.00	100.00	4	4	0.00	100.00
		Urban	65	58	58	0.00	100.00	1	1	0.00	100.00	2	2	0.00	100.00	2	2	0.00	100.00	2	2	0.00	100.00
6	Purulia	Rural	160	140	144	2.78	97.22	3	2	50.00	50.00	3	3	0.00	100.00	3	1	100.00	0.00	11	10	10.00	90.00
		Urban	24	22	23	4.35	95.65	0	0	0.00	100.00	0	0	0.00	100.00	0	0	0.00	100.00	2	1	50.00	50.00
7	Paschim Medinipur	Rural	218	182	185	1.62	98.38	5	4	25.00	75.00	13	12	8.33	91.67	1	1	0.00	100.00	17	16	1.25	98.75
		Urban	66	58	59	1.69	98.31	0	0	0.00	100.00	1	1	0.00	100.00	1	0	100.00	0.00	6	6	0.00	100.00
8	Total	Rural	1057	925	941	1.70	98.30	23	17	35.29	64.71	21	20	5.00	95.00	20	15	33.33	66.67	68	64	6.25	93.75
		Urban	364	320	323	0.93	99.07	5	3	0.00	100.00	6	6	0.00	100.00	11	9	22.22	77.78	22	21	4.76	95.24

* PL = Precision Level

Table:3.3.3 : Percentage of variation of PES with DISE on school management

Sl. No.	District	Sample size	Education department				Tribal welfare department				Local body				Private Aided			Private unaided				Other			Unrecognized			
			PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	
1	Murshidabad	204	192	193	0.52	99.48	0	0	0	11	10	10.00	90.00	1	1	0	0	0	0.00	100.00	0	0	0	0	0	0.00	100.00	
2	Birbhum	145	132	133	0.75	99.25	0	0	0	12	11	9.09	90.91	0	0	0	0	0	0.00	100.00	1	1	0	0	0	0.00	100.00	
3	Burdwan	252	252	252	0.00	100.00	0	0	0	0	0	0.00	100.00	0	0	0	0	0	0.00	100.00	0	0	0	0	0	0.00	100.00	
4	Nadia	152	151	151	0.00	100.00	0	0	0	1	1	0.00	100.00	0	0	0	0	0	0.00	100.00	0	0	0	0	0	0.00	100.00	
5	Bankura	200	193	193	0.00	100.00	0	0	0	7	7	0.00	100.00	0	0	0	0	0	0.00	100.00	0	0	0	0	0	0.00	100.00	
6	Purulia	184	182	182	0.00	100.00	1	1	0	1	1	0.00	100.00	0	0	0	0	0	0.00	10.00	0	0	0	0	0	0.00	100.00	
7	Paschim Medinipur	284	269	269	0.00	100.00	0	0	0	9	9	0.00	100.00	0	0	0	2	3	33.33	66.67	0	0	0	4	3	33.33	66.67	
8	Total	1421	1371	1373	0.15	99.85	1	0	0	41	39	5.13	94.87	1	1	0	2	3	33.33	66.67	1	1	0	4	3	33.33	66.67	

* PL = Precision Level

Table: 3.3.4 Percentage of Variation of PES with DISE on Struction of School building

Sl. No.	Districts	Sample Size	Pucca				Partially Pucca				Kuccha				Tent				No Building			
			PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
1	Murshidabad	204	198	195	1.54	98.46	6	9	33.30	66.67	0	0	0.00	100.00	0	0	0.00	100.00	0	0	0.00	100.00
2	Birbhum	145	140	139	0.72	99.28	2	3	33.30	66.67	1	1	0.00	100.00	1	1	0.00	100.00	1	1	0.00	100.00
3	Burdwan	252	245	245	0.00	100.00	6	7	14.29	85.71	1	0	100.00	0.00	0	0	0.00	100.00	0	0	0.00	100.00
4	Nadia	152	139	138	0.72	99.28	11	13	15.38	84.62	0	0	100.00	0.00	1	1	0.00	100.00	1	0	100.00	0.00
5	Bankura	200	187	185	1.08	98.92	12	14	14.29	85.71	0	0	100.00	0.00	1	1	0.00	100.00	0	0	0.00	100.00
6	Purulia	184	179	178	0.56	99.44	3	4	25.00	75.00	1	1	0.00	100.00	0	0	0.00	100.00	1	1	0.00	100.00
7	Paschim Medinipur	284	200	198	1.01	98.99	79	80	1.25	98.75	5	6	16.70	83.30	0	0	0.00	100.00	0	0	0.00	100.00
8	Total	1421	1288	1278	0.78	99.22	119	130	8.46	91.54	8	8	0.00	100.00	3	3	0.00	100.00	3	2	50.00	50.00

* PL = Precision Level

Table:3.3.5: Percentage of variation of PES with DISE on status of school building

Staus of School Building																							
Sl. No.	District	R/U	Sample size	Private				Rented				Govt.				Govt. school in rent free building				No Building			
				PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
1	Murshidabad	Rural	163	3	2	50.00	50.00	6	5	20.00	80.00	149	151	1.32	98.62	5	5	0.00	100.00	0	0	0.00	100.00
		Urban	41	1	1	0.00	100.00	2	2	0.00	100.00	36	36	0.00	100.00	2	2	0.00	100.00	0	0	0.00	100.00
2	Birbhum	Rural	112	2	2	0.00	100.00	5	4	25.00	75.00	93	95	2.11	97.89	12	11	9.09	90.91	0	0	0.00	100.00
		Urban	33	1	1	0.00	100.00	1	1	0.00	100.00	30	30	0.00	100.00	1	1	0.00	100.00	0	0	0.00	100.00
3	Burdwan	Rural	176	8	7	14.29	85.71	0	0	0.00	100.00	166	167	0.60	99.40	2	2	0.00	100.00	0	0	0.00	100.00
		Urban	76	0	0	0.00	100.00	0	0	0.00	100.00	74	74	0.00	100.00	2	2	0.00	100.00	0	0	0.00	100.00
4	Nadia	Rural	93	2	1	100.00	0.00	0	0	0.00	100.00	65	67	2.99	97.01	26	25	4.00	96.00	0	0	0.00	100.00
		Urban	59	0	0	0.00	100.00	1	1	0.00	100.00	44	45	2.22	97.78	13	13	0.00	100.00	1	0	100.00	0.00
5	Bankura	Rural	135	5	4	25.00	75.00	6	4	50.00	50.00	116	119	2.52	97.48	8	8	0.00	100.00	0	0	0.00	100.00
		Urban	65	1	1	0.00	100.00	2	2	0.00	100.00	54	55	1.81	98.19	8	7	14.29	85.71	0	0	0.00	100.00
6	Purulia	Rural	160	5	5	0.00	100.00	3	3	0.00	100.00	151	151	0.00	100.00	1	1	0.00	100.00	0	0	0.00	100.00
		Urban	24	0	0	0.00	100.00	2	2	0.00	100.00	19	19	0.00	100.00	2	2	0.00	100.00	1	1	0.00	100.00
7	Paschim Medinipur	Rural	218	6	6	0.00	100.00	2	2	0.00	100.00	210	210	0.00	100.00	0	0	0.00	100.00	0	0	0.00	100.00
		Urban	66	3	2	50.00	50.00	0	0	0.00	100.00	60	61	1.64	98.36	3	3	0.00	100.00	0	0	0.00	100.00
8	Total	Rural	1057	31	27	14.81	85.19	22	18	22.22	77.78	950	960	1.04	98.96	54	52	3.85	96.15	0	0	0.00	100.00
		Urban	364	6	5	20.00	80.00	8	8	0.00	100.00	317	320	0.94	99.06	31	30	3.33	96.67	2	1	100.00	0.00

* PL = Precision Level

Table: 3.3.6 Percentage of Variation of PES with DISE on Common Toilet facilities, Availability of Electricity & Availability of Playground.

Sl. No.	Districts	Sample Size	Common Toilet Available				Availability Of Electricity				Availability of Playground			
			PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*	PES	DISE	% Of Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
1	Murshidabad	204	162	157	3.18	96.82	73	69	5.80	94.20	64	64	0.00	100.00
2	Birbhum	145	132	127	3.94	96.06	44	37	18.92	81.08	23	22	4.55	95.45
3	Burdwan	252	160	158	1.27	98.73	134	132	1.52	98.48	109	107	1.87	98.13
4	Nadia	152	122	120	1.67	98.33	53	52	1.92	98.08	56	56	0.00	100.00
5	Bankura	200	152	148	2.70	97.30	93	91	2.20	97.80	64	63	1.59	98.41
6	Purulia	184	92	87	5.75	97.25	35	33	6.10	93.90	40	39	2.56	97.44
7	Paschim Medinipur	284	220	212	3.77	96.23	114	111	2.70	97.30	88	86	2.33	97.67
8	Total	1421	1040	1009	3.07	96.93	546	525	4.00	96.00	444	437	1.60	98.40

* PL = Precision Level

Table:3.3.7: Percentage of variation of PES with DISE on condition of class room

Sl. No.	District	Condition of Classrooms											
		Good Condition				Need Minor Repair				Need Major Repair & unfit for use			
		PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1	Murshidabad	781	776	0.64	99.36	129	127	1.57	98.43	226	233	3.00	97.00
2	Birbhum	454	448	1.34	98.66	57	56	1.79	98.21	70	77	9.09	90.91
3	Burdwan	1070	1061	0.85	99.15	202	199	1.51	98.49	128	140	8.57	91.43
4	Nadia	461	451	2.22	97.78	106	94	12.77	87.23	102	124	17.74	82.26
5	Bankura	682	677	0.74	99.26	113	115	1.74	98.26	146	149	2.01	97.99
6	Purulia	594	591	0.51	99.49	92	89	3.37	96.63	119	125	4.80	95.20
7	Paschim Medinipur	866	856	1.17	98.83	208	204	1.96	98.04	269	283	4.95	95.05
8	Total	4908	4860	0.99	99.01	907	884	1.47	98.53	1060	1131	6.28	93.72

* PL = Precision Level

Table:3.3.8: Percentage of variation of PES with DISE on condition of other rooms

Sl. No.	District	Condition of other rooms											
		Good Condition				Need Minor Repair				Need Major Repair & unfit for use			
		PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1	Murshidabad	194	191	1.57	98.43	27	28	3.57	96.43	44	46	4.35	95.65
2	Birbhum	130	126	3.17	96.83	29	32	9.37	90.63	23	24	4.17	95.83
3	Burdwan	401	398	0.75	99.25	105	107	1.87	98.13	65	66	1.52	98.48
4	Nadia	209	203	2.95	97.05	40	43	6.98	93.02	48	51	5.88	94.12
5	Bankura	206	204	0.98	99.02	44	46	4.35	95.65	36	36	0.00	100.00
6	Purulia	107	103	3.88	96.12	15	17	11.76	88.24	23	25	8.00	92.00
7	Paschim Medinipur	332	327	1.53	98.47	51	54	5.56	94.44	64	66	3.03	96.97
8	Total	1579	1552	1.74	98.26	311	327	4.89	95.11	303	314	3.50	96.50

* PL = Precision Level

Table: 3.3.9 Percentage of Variation of PES with DISE on availability of Furniture for students and Computer

Sl. No.	District	R/U	Sample size	Facilities Available															
				No. of Schools having computer with good condition				No. of Schools having furniture for all students				No. of Schools having furniture for some students				No. of Schools having no furniture			
				PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
1	Murshidabad	Rural	163	11	11	0.00	100.00	9	8	12.50	87.50	33	31	6.45	93.55	121	124	2.42	97.58
		Urban	41	6	6	0.00	100.00	12	11	9.09	90.91	12	12	0.00	100.00	17	18	5.55	94.45
2	Birbhum	Rural	112	2	2	0.00	100.00	3	3	0.00	100.00	9	8	12.50	87.50	100	101	0.99	99.01
		Urban	33	2	2	0.00	100.00	3	3	0.00	100.00	1	1	0.00	100.00	29	29	0.00	100.00
3	Burdwan	Rural	176	2	2	0.00	100.00	24	22	9.09	90.91	58	57	1.75	98.25	94	97	3.09	96.91
		Urban	76	6	5	20.00	80.00	27	24	12.50	87.50	22	20	10.00	90.00	27	32	15.60	84.40
4	Nadia	Rural	93	1	1	0.00	100.00	21	17	23.53	76.47	24	22	9.09	90.91	48	54	11.11	88.89
		Urban	59	2	1	100.00	0.00	19	16	18.75	81.25	18	15	20.00	80.00	22	28	21.43	78.57
5	Bankura	Rural	135	1	1	0.00	100.00	18	19	5.26	94.74	36	34	5.88	94.12	81	82	1.22	98.78
		Urban	65	3	3	0.00	100.00	21	18	16.67	83.33	14	14	0.00	100.00	30	33	9.09	90.91
6	Purulia	Rural	160	7	6	16.67	83.33	7	7	0.00	100.00	24	22	9.09	90.91	129	131	1.53	98.47
		Urban	24	1	1	0.00	100.00	3	3	0.00	100.00	4	4	0.00	100.00	17	17	0.00	100.00
7	Paschim Medinipur	Rural	218	13	12	8.33	91.67	76	72	5.56	94.44	99	101	1.98	98.02	43	45	4.44	95.56
		Urban	66	2	2	0.00	100.00	28	26	7.69	92.31	22	21	4.76	95.24	16	19	15.79	84.21
8	Total	Rural	1057	37	35	5.71	94.29	158	148	6.76	93.24	283	275	2.90	97.10	616	634	2.84	97.16
		Urban	364	22	20	9.09	90.91	113	101	11.88	88.12	93	87	6.90	93.10	158	176	10.23	89.77

* PL = Precision Level

Table: 3.3.10: Percentage of variation of PES with DISE relating to the facilities of mid-day meal and drinking water

Sl. No.	District	R/U	Sample size	No. of schools having the facility of Mid-Day meal				No of School Having Drinking Water facility			
				PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	Murshidabad	Rural	163	140	142	1.41	98.59	153	153	0.00	100.00
		Urban	41	31	32	3.13	96.87	36	36	0.00	100.00
2	Birbhum	Rural	112	112	110	1.82	98.18	106	104	1.92	98.08
		Urban	33	29	28	3.57	96.43	28	27	3.70	96.30
3	Burdwan	Rural	176	151	148	2.03	97.97	175	174	0.57	99.43
		Urban	76	59	59	0.00	100.00	72	72	0.00	100.00
4	Nadia	Rural	93	93	88	5.68	94.32	91	88	3.41	96.59
		Urban	59	58	54	7.41	92.59	58	56	3.57	96.43
5	Bankura	Rural	135	124	121	2.48	97.52	127	126	0.79	99.21
		Urban	65	59	57	3.51	96.49	61	61	0.00	100.00
6	Purulia	Rural	160	156	154	1.30	98.70	131	131	0.00	100.00
		Urban	24	24	23	4.35	95.65	16	15	6.67	93.33
7	Paschim Medinipur	Rural	218	194	191	1.57	98.43	201	199	1.01	98.99
		Urban	66	54	52	3.85	96.15	54	53	1.89	98.11
8	Total	Rural	1057	970	954	2.52	97.48	984	984	0.00	100.00
		Urban	364	314	305	2.95	97.05	325	320	1.56	98.44

* PL = Precision Level

Table : 3.3.11: Percentage of variation of PES with DISE relating to different sources of drinking water facilities

Sl. No.	District	Sample Size	Source of drinking water facility																			
			Hand Pump				Well				Tap Water				Others				No Drinking Water Facility			
			PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
1	Murshidabad	204	177	175	1.14	98.86	1	1	0.00	100.00	10	9	11.11	88.89	1	1	0.00	100.00	15	18	16.67	83.33
2	Birbhum	145	123	123	0.00	100.00	1	0	100.00	0.00	8	7	14.29	85.71	2	2	0.00	100.00	11	13	15.38	84.62
3	Burdwan	252	175	174	0.57	99.43	6	5	20.00	80.00	58	56	3.57	96.43	8	6	33.33	66.67	5	11	54.55	45.45
4	Nadia	152	128	128	0.00	100.00	1	1	0.00	100.00	16	16	0.00	100.00	4	3	33.33	66.67	3	4	25.00	75.00
5	Bankura	200	149	149	0.00	100.00	10	9	11.11	88.89	27	25	8.00	92.00	2	2	0.00	100.00	12	15	20.00	80.00
6	Purulia	184	132	132	0.00	100.00	11	9	22.22	77.78	3	3	0.00	100.00	1	1	0.00	100.00	37	39	5.13	94.87
7	Paschim Medinipur	284	187	186	0.54	99.46	11	11	0.00	100.00	54	52	3.85	96.15	3	3	0.00	100.00	29	32	9.38	90.62
8	Total	1421	1071	1067	0.37	99.63	41	36	13.89	86.11	176	168	4.76	95.24	21	18	16.67	83.33	112	132	15.15	84.85

* PL = Precision Level

Table : 3.3.12: Percentage of variation of PES with DISE on enrolment of students

Sl. No.	District	SEX	Staus of School Building																			
			Total Enrolment students				SC Enrolment students				ST Enrolment students				OBC Enrolment students				Disabled students			
			PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*	PES	DISE	% OF Deviation	P.L.*
(1)	(2)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
1	Murshidabad	Boys	27964	27968	0.01	99.99	3985	3986	0.02	99.98	551	551	0.00	100.00	698	699	0.14	99.86	279	279	0.00	100.00
		Girls	26768	26771	0.01	99.99	3427	3427	0.00	100.00	569	566	0.53	99.47	462	461	0.22	99.78	180	180	0.00	100.00
2	Birbhum	Boys	13966	13973	0.05	99.95	4019	4022	0.07	99.93	428	429	0.23	99.77	118	118	0.00	100.00	100	99	1.01	98.99
		Girls	12544	12552	0.06	99.94	3711	3713	0.05	99.95	371	370	0.27	99.73	68	68	0.00	100.00	100	101	0.99	99.01
3	Burdwan	Boys	28478	28486	0.02	99.98	10667	10671	0.04	99.96	1991	1991	0.00	100.00	1123	1125	0.18	99.82	195	195	0.00	100.00
		Girls	25390	25393	0.01	99.99	9947	9949	0.02	99.98	1761	1760	0.06	99.94	1081	1081	0.00	100.00	131	130	0.77	99.23
4	Nadia	Boys	11969	11981	0.10	99.90	4947	4951	0.08	99.92	290	292	0.68	99.32	473	473	0.00	100.00	87	87	0.00	100.00
		Girls	14434	14441	0.05	99.95	5639	5642	0.05	99.95	295	296	0.34	99.66	649	651	0.31	99.69	98	99	1.01	98.99
5	Bankura	Boys	18910	18913	0.01	99.99	6291	6293	0.03	99.97	1075	1077	0.19	99.81	945	945	0.00	100.00	175	175	0.00	100.00
		Girls	18593	18595	0.01	99.99	6394	6394	0.00	100.00	1247	1247	0.00	100.00	930	930	0.00	100.00	136	136	0.00	100.00
6	Purulia	Boys	17253	17270	0.10	99.90	5217	5221	0.11	99.89	1924	1927	0.16	99.84	2949	2951	0.07	99.93	84	84	0.00	100.00
		Girls	15369	15373	0.03	99.97	4409	4412	0.07	99.93	1461	1461	0.00	100.00	2867	2868	0.03	99.97	90	89	1.12	98.88
7	Paschim Medinipur	Boys	24563	24576	0.05	99.95	5629	5632	0.05	99.95	2809	2811	0.11	99.89	1992	1995	0.15	99.85	212	212	0.00	100.00
		Girls	26229	26234	0.02	99.98	5987	5991	0.07	99.93	2712	2712	0.00	100.00	1798	1801	0.17	99.83	152	153	0.65	99.35
8	Total	Boys	143103	143167	0.04	99.96	40755	40776	0.05	99.95	9068	9078	0.11	99.89	8298	8306	0.10	99.90	1132	1131	0.09	99.91
		Girls	139327	139359	0.02	99.98	39514	39528	0.04	99.96	8416	8412	0.05	99.95	7855	7860	0.06	99.94	887	888	0.11	99.89

* PL = Precision Level

3.2.04 A quick analysis of the perceptions based on Investigators feedback schedule the study team specially commented some issues which had been tabulated in the following tables:

Table: 3.4.1 District wise number of sample Schools of Cluster-1 supplying informations in different number of visits.

Sl.no	DISTRICTS	SAMPLE SIZE	NO. OF VISITS MADE TO THE SCHOOL TO GET THE INFORMATIONS		
			ONCE	TWICE	More than Two
[1]	[2]	[3]	[4]	[5]	[6]
1	MURSHIDABAD	204	201	3	0
2	BIRBHUM	145	144	0	1
3	BURDWAN	252	244	8	0
4	NADIA	152	142	6	4
5	BANKURA	200	193	7	0
6	PURULIA	184	176	6	2
7	PASCHIM MEDINIPUR	284	277	1	6
TOTAL		1421	1377	31	13

Table: 3.4.2 Category wise initial reaction by Principal/ Head Teacher forwards investigator in different districts of Cluster - 1

Sl.no.	DISTRICTS	INITIAL REACTION OF THE PRINCIPAL/HEAD TEACHER TOWARDS THE INVESTIGATOR					
		NO. OF SAMPLE SCHOOLS	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	MURSHIDABAD	204	144 (70.6%)	49 (24%)	7 (3.4%)	4(2%)	0(0%)
2	BIRBHUM	145	84 (57.9%)	34 (23.4%)	21 (14.5%)	2(1.4%)	4(2.8%)
3	BURDWAN	252	96 (38.1%)	150 (59.5%)	5 (2%)	1(0.4%)	0(0%)
4	NADIA	152	85 (55.9%)	64 (42.1%)	3 (2%)	0(0%)	0(0%)
5	BANKURA	200	100 (50%)	88 (44%)	8 (4%)	2(1%)	2(1%)
6	PURULIA	184	64 (34.8%)	92 (50%)	26 (14.1%)	2(1.1%)	0(0%)
7	PASCHIM MEDINIPUR	284	104 (36.6%)	167 (58.8%)	11 (3.9%)	2(0.7%)	0(0%)
TOTAL		1421	677 (47.6%)	644 (45.3%)	81 (5.7%)	13(0.9%)	6(0.4%)

Table: 3.4.3 Category wise distribution of response from the Principal/ Head Teacher in case of Providing information in Seven districts

Sl.no	DISTRICTS	NO.OF SAMPLE SCHOOLS	RESPONSE OF THE PRINCIPAL /HEAD TEACHER TO PROVIDE INFORMATION				
			VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	MURSHIDABAD	204	136(66.7%)	51(25.0%)	11(5.4%)	5(2.4%)	1(0.5%)
2	BIRBHUM	145	64(44.1%)	51(35.2%)	22(15.2%)	5(3.4%)	3(2.1%)
3	BURDWAN	252	91(36.1%)	149(59.1%)	10(4%)	2(0.8%)	0(0%)
4	NADIA	152	86(56.6%)	63(41.4%)	3(2%)	0(0%)	0(0%)
5	BANKURA	200	94(47%)	82(41.0%)	19(9.5%)	4(2%)	1(0.5%)
6	PURULIA	184	51(27.7%)	105(57.1%)	25(13.6%)	2(1.1%)	1(0.5%)
7	PASCHIM MEDINIPUR	284	95(33.4%)	175(61.6%)	13(4.6%)	1(0.4%)	0(0%)
TOTAL		1421	617(43.4%)	676(47.6%)	103(7.3%)	19(1.3%)	6(0.4%)

Table-3.4.4: Category wise distribution of response from the principal/head teacher incase of availability of records in seven districts

Sl.no	DISTRICTS	No of Sample Schools	Availability of Records				
			Very Good	Good	Average	Poor	Very Poor
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]
1	MURSHIDABAD	204	133(65.2%)	53(26%)	14(6.8%)	3(1.5%)	1(0.5%)
2	BIRBHUM	145	58(40%)	51(35.2%)	24(16.5%)	8(5.5%)	4(2.8%)
3	BURDWAN	252	85(33.7%)	148(58.7%)	15(6%)	4(1.6%)	0(0%)
4	NADIA	152	83(54.6%)	64(42.1%)	5(3.3%)	0(0%)	0(0%)
5	BANKURA	200	86(43%)	85(42.5%)	21(10.5%)	4(2%)	4(2%)
6	PURULIA	184	55(29.9%)	98(53.2%)	27(14.7%)	4(2.2%)	0(0%)
7	PASCHIM MEDINIPUR	284	98(34.5%)	171(60.2%)	14(4.9%)	1(0.4%)	0(0%)
TOTAL		1421	598(42.1%)	670(47.2%)	120(8.4%)	24(1.7%)	9(0.6%)

Table : 3.4.5: District-wise number of Sample schools maintaining different records

Sl.no	DISTRICTS	No of Sample Schools	No. of Sample School Principal/Head Teacher was able to provide the information pertaining to enrolment and details of pass percentage easily	No. of Sample Schools where the teachers fill up the attendance register properly	No. of Sample Schools having Principal who have the Year end Summary details of Children for all grades available with him	No. of Sample Schools having the School Report Card available in the School	No. of Sample Schools where the teacher come on time	No. Of Sample Schools having a photocopy of filled DISE DCF
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
1	MURSHIDABAD	204	197(96.6%)	198(97.1%)	201(98.5%)	194(95.1%)	200(98%)	197(96.6%)
2	BIRBHUM	145	136(93.8%)	139(95.9%)	133(91.7%)	82(56.6%)	134(92.4%)	135(93.1%)
3	BURDWAN	252	246(97.6%)	252(100%)	250(99.2%)	200(79.4%)	251(99.6%)	240(95.2%)
4	NADIA	152	152(100%)	152(100%)	152(100%)	133(87.5%)	150(98.7%)	152(100%)
5	BANKURA	200	186(93%)	189(94.5%)	184(92%)	162(81%)	191(95.5%)	170(85%)
6	PURULIA	184	155(84.2%)	182(98.9%)	175(95.1%)	163(88.6%)	171(92.9%)	137(74.5%)
7	PASCHIM MEDINIPUR	284	277(97.5%)	281(98.9%)	280(98.6%)	279(98.2%)	280(98.6%)	230(81%)

3.2.05 The evaluation exercise in terms of 5% Post enumeration Survey (PES) basically aimed at unbiased assessment of the quality of major activities under SSA performed by the different districts reflected in DISE 2009-10. The scope of the study were limited interms of spreading of universal elementary education. The PES assessment of evaluation exercise on various components aimed at getting a quantitative measure of the various inputs i.e. target groups as students enrolment, teachers performance over the years. Based on detailed findings and the summery given in previous paragraphs, score were assigned district wise to the parameter component wise as follows: On the basis of scores District ranking procedure has been applied as per analysis and findings.

Score Sheet - 1

District: Murshidabad

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
(i) Status of School Building	[6]	5
(ii) Type of School Building	[6]	5.5
(iii) Condition of Class room	[6]	4.5
(iv) Availability of Electricity	[6]	4
(v) Toilet facilities	[6]	5
2. Staff details/ Availability	[20]	18.4
3. Enrolment of Students	[30]	27.1
4. Performance of Students	[10]	7.3
5. Investigator's Feed back	[10]	7.9
From such above derivation, the assigned score for Murshidabad is 84.7		

Score Sheet - 2

District: Birbhum

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
(i) Status of School Building	[6]	4
(ii) Type of School Building	[6]	5.5
(iii) Condition of Class room	[6]	5.5
(iv) Availability of Electricity	[6]	3.5
(v) Toilet facilities	[6]	5.5
2. Staff details/ Availability	[20]	15.9
3. Enrolment of Students	[30]	27.4
4. Performance of Students	[10]	7.2
5. Investigator's Feed back	[10]	8.1
From such above derivation, the assigned score for Birbhum is 79.6		

Score Sheet - 3

District: Burdwan

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	26
(i) Status of School Building	[6]	5.5
(ii) Type of School Building	[6]	5.5
(iii) Condition of Class room	[6]	5.5
(iv) Availability of Electricity	[6]	5.5
(v) Toilet facilities	[6]	4
2. Staff details/ Availability	[20]	18.3
3. Enrolment of Students	[30]	26.1
4. Performance of Students	[10]	8.1
5. Investigator's Feed back	[10]	7.0
From such above derivation, the assigned score for Burdwan is 85.5		

Score Sheet - 4

District: Nadia

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	22
(i) Status of School Building	[6]	3.5
(ii) Type of School Building	[6]	5
(iii) Condition of Class room	[6]	4.5
(iv) Availability of Electricity	[6]	4
(v) Toilet facilities	[6]	5
2. Staff details/ Availability	[20]	14.8
3. Enrolment of Students	[30]	22.1
4. Performance of Students	[10]	6.3
5. Investigator's Feed back	[10]	7.2
From such above derivation, the assigned score for Nadia is 72.4		

Score Sheet - 5

District: Bankura

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	24
(i) Status of School Building	[6]	4.5
(ii) Type of School Building	[6]	5
(iii) Condition of Class room	[6]	5
(iv) Availability of Electricity	[6]	5
(v) Toilet facilities	[6]	4.5
2. Staff details/ Availability	[20]	15.9
3. Enrolment of Students	[30]	24.8
4. Performance of Students	[10]	7.1
5. Investigator's Feed back	[10]	5.8
From such above derivation, the assigned score for Bankura is 77.6		

Score Sheet - 6

District: Purulia

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	22
(i) Status of School Building	[6]	5
(ii) Type of School Building	[6]	5.5
(iii) Condition of Class room	[6]	5
(iv) Availability of Electricity	[6]	3
(v) Toilet facilities	[6]	3.5
2. Staff details/ Availability	[20]	14.1
3. Enrolment of Students	[30]	22.8
4. Performance of Students	[10]	6.2
5. Investigator's Feed back	[10]	6.0
From such above derivation, the assigned score for Purulia is 71.1		

Score Sheet - 7

District: Paschim Medinipur

Rating Parameter and Components	Maximum Score	Assigned Score
1. School Infrastructure	[30]	23
(i) Status of School Building	[6]	5.5
(ii) Type of School Building	[6]	4
(iii) Condition of Class room	[6]	4.5
(iv) Availability of Electricity	[6]	4.5
(v) Toilet facilities	[6]	4.5
2. Staff details/ Availability	[20]	14.9
3. Enrolment of Students	[30]	23.2
4. Performance of Students	[10]	7.9
5. Investigator's Feed back	[10]	6.3
From such above derivation, the assigned score for Paschim Medinipur is 75.3		

Table 3.2.1 : Overall Grading in Seven District

DISTRICTS	Overall Grading of the Project(Scale of 10)			
	OUTSTANDING (8 – 10)	VERY GOOD (5 < 8)	GOOD (3 < 5)	POOR (< 3)
(1)	(3)	(4)	(5)	(6)
MURSHIDABAD	8.5			
BIRBHUM		7.9		
BURDWAN	8.6			
NADIA		7.2		
BANKURA		7.8		
PURULIA		7.1		
PASCHIM MEDINIPUR		7.5		

3.2.06 The Table 3.8.1 Clearly evidenced the district-wise Human Development Index (HDI) rank followed by SSA rank wise performance level of seven districts simultaneously. HDI have been computed by following three diminutions : (i) Life expectancy at birth; (ii) adult literacy rate and mean years of schooling; (iii) Income as measured by GDP. The SSA ranking in col (5) had been designed to get the real picture of the districts compared to col(2) to col(4).

Table – 3.06.1 : Human Development Indices by District.

S.L. No.	DISTRICTS	Education Index	HDI Rank	SSA Rank as per 5% sample check
(1)	(2)	(3)	(4)	(5)
1	MURSHIDABAD	0.52(7)	15	2
2	BIRBHUM	0.61(5)	14	3
3	BURDWAN	0.71(2)	5	1
4	NADIA	0.66(3)	9	6
5	BANKURA	0.62(4)	11	4
6	PURULIA	0.55(6)	16	7
7	PASCHIM MEDINIPUR	0.74(1)	7	5

Source: From Col. (2) - (4)

West Bengal Human Development Report, 2004

CHAPTER-4

STATISTICAL TEST OF SIGNIFICANCE OF DIFFERENT VARIABLES

4.0 While drawing inferences on the basis of t-test it should be remembered that the conclusions arrived at on the basis of the 't'-test are justified only if the assumption upon which the test is based are true. The above mentioned findings are purely based on interview method by using the tools of sophistication to get reliable estimate as far as practicable. That is why tests of significance are simply the raw materials from which to make decision, not decision in themselves. When a test shows that a difference was a statistically significant it suggests that the observed difference is probably not due to chance, it is probability. The hypothesis must fit logically into relevant body of established knowledge. The present tests have been designed to get the reliable result which may indicate the degree of success as well as failures for rectification of the concerned scheme of SSA as a whole. The following variables have been used for t-test to judge the reliability factor of the collected information:

Test → 1. Type of School:	Boys School. Girls Schools, Co-Education School.
Test → 2. Source of drinking water facility:	Hand pump, Well, Tap water, others, No drinking water facility
Test → 3. Status of School building:	Private, Ranted, Govt. Govt. School in rent free building, No building
Test → 4. Mid Day Meal:	Facility Available
Test → 5. Drinking water facility available:	No. of Schools in general.

The two set of observations/findings for the attribute Type of School has been taken to conduct the test of validity of results.

4.1 Type of School: No. of Boys School

Let N_1 be the Sample of observations of no. of Boys Schools for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Boys Schools for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Boys Schools in the Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Boys Schools in the Seven Districts for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	2.6429	14	1.9848	0.5305
DISE	2.7143	14	2.1636	0.5783

Paired Sample Correlations

	N	Correlation	Significance
Pair PES&DISE	14	0.995	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES&DISE	-7.143E-02	0.2673	7.143E-02	-0.2257	8.288E-02	-1.000	13	0.336

Now $| \text{Observed } t | = 1.000$ for 13 degrees of freedom and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $| \text{Observed } t | < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample mean of no. of Boys Schools in DISE Report and the Sample mean of no. of Boys Schools in PES are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

4.2 Type of School: No. of Girls School

Let N_1 be the Sample of observations of no. Of Girls Schools for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Girls Schools for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Girls Schools in the Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Girls Schools in the Seven Districts for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	4.0000	14	3.0634	0.8187
DISE	3.7857	14	2.7506	0.7351

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	0.995	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES & DISE	0.2143	0.4258	0.1138	-3.16E-02	0.4601	1.883	13	0.082

Now $| \text{Observed } t | = 1.883$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $| \text{Observed } t | > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Girls Schools in DISE Report and the Sample mean of no. of Girls Schools in PES are **supposed to differ at 95% Confidence Interval.**

4.3 Type of School: No. of Co-Educational Schools

Let N_1 be the Sample of observations of no. Of Co-Educational Schools for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Co-Educational School for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Co-Educational Schools in the Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Co-Educational Schools in the Seven Districts for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	94.8571	14	57.1945	15.2859
DISE	95.0000	14	57.2699	15.3060

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	1.000	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	-0.1429	0.5345	0.1429	-0.4515	0.1658	-1.000	13	0.336

Now $|\text{Observed } t| = 1.000$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $|\text{Observed } t| < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample Mean of no.of Co-Educational Schools in DISE Report and the Sample Mean of no. of Co-Educational Schools in PES are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

Test of Significance - 2

The two set of observations/findings for the attribute Source of Drinking Water facility has been taken to conduct the test of validity of results.

4.4 Source of Drinking Water facility: Hand Pump

Let N_1 be the Sample of observations of no. of Schools having Hand Pump as the Source of Drinking Water for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools having Hand Pump as the Source of Drinking Water for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 7 observations each (for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools having Hand Pump as the Source of Drinking Water for Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Schools having Hand Pump as the Source of Drinking Water for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	153.0000	7	26.4512	9.9976
DISE	152.4286	7	25.7996	9.7513

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	7	1.000	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	0.5714	0.7868	0.2974	-0.1562	1.2991	1.922	6	0.103

Now $|\text{Observed } t| = 1.922$ for 6 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.943 for 6 d.f. Since $|\text{Observed } t| < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample mean of no. of Schools having Hand Pump as the Source of Drinking Water for Seven Districts for DISE Report and the Sample mean of no. of Schools having Hand Pump as the Source of Drinking Water for PES are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

4.5 Source of Drinking Water facility: Well

Let N_1 be the Sample of observations of no. of Schools having Well as the Source of Drinking Water for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools having Well as the Source of Drinking Water for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 7 observations each (for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools having Well as the Source of Drinking Water for Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Schools having Well as the Source of Drinking Water for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	5.8571	7	4.8452	1.8313
DISE	5.1429	7	4.5617	1.7242

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	7	0.989	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	0.7143	0.7559	0.2857	1.517E-02	1.4134	2.500	6	0.047

Now $|\text{Observed } t| = 2.500$ for 6 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.943 for 6 d.f. Since $|\text{Observed } t| > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools having Well as the Source of Drinking Water for Seven Districts for DISE Report and the Sample mean of no. of Schools having Well as the Source of Drinking Water for PES are **supposed to differ at 95% Confidence Interval.**

4.6 Source of Drinking Water facility: Tap Water

Let N_1 be the Sample of observations of no. of Schools having Tap Water as the Source of Drinking Water for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools having Tap Water as the Source of Drinking Water for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 7 observations each (for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools having Tap Water as the Source of

Drinking Water for Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Schools having Tap Water as the Source of Drinking Water for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	25.1429	7	22.4085	8.4696
DISE	24.0000	7	21.7102	8.2057

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	7	1.000	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	1.1429	0.8997	0.3401	0.3107	1.9750	3.361	6	0.015

Now $| \text{Observed } t | = 3.361$ for 6 degrees of freedom(d.f) and tabulated t at 95% Confidence Interval is 1.943 for 6 d.f. Since $| \text{Observed } t | > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools having Tap Water as the Source of Drinking Water for Seven Districts for DISE Report and the Sample mean of no. of Schools having Tap Water as the Source of Drinking Water for PES are **supposed to differ at 95% Confidence Interval.**

4.7 Source of Drinking Water facility: Others

Let N_1 be the Sample of observations of no. of Schools having others as the Source of Drinking Water for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools having others as the Source of Drinking Water for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 7 observations each (for each of the Seven Districts and Total Figure). Let μ_1 be the Sample mean of no. of Schools having Others as the Source of Drinking Water for Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Schools having Others as the Source of Drinking Water for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	3.0000	7	2.4495	0.9258
DISE	2.5714	7	1.7182	0.6494

Paired Sample Correlations

	N	Correlation	Significance
Pair PES & DISE	7	0.990	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES & DISE	0.4286	0.7868	0.2974	-0.2991	1.1562	1.441	6	0.200

Now $| \text{Observed } t | = 1.441$ for 6 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.943 for 6 d.f. Since $| \text{Observed } t | < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample mean of no. of Schools having Others as the Source of Drinking Water for Seven Districts for DISE Report and the Sample mean of no. of Schools

having Others as the Source of Drinking Water for PES are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

4.8 Source of Drinking Water facility: No Drinking Water facility

Let N_1 be the Sample of observations of no. of Schools having No Drinking Water facility for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools having No Drinking Water facility for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 7 observations each (for each of the Seven Districts and

Total Figure). Let μ_1 be the Sample mean of no. of Schools having No Drinking Water facility for Seven Districts for DISE Report & μ_2 be the Sample mean of no. of Schools having No Drinking Water facility for PES. The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	16.0000	7	12.5300	4.7359
DISE	18.8571	7	12.3211	4.6569

Paired Sample Correlations

	N	Correlation	Significance
Pair PES&DISE	7	0.992	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES&DISE	-2.8571	1.5736	0.5948	-4.3125	-1.4018	-4.804	6	0.03

Now $| \text{Observed } t | = 4.804$ for 6 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.943 for 6 d.f. Since $| \text{Observed } t | > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools having No Drinking Water facility for Seven Districts for DISE Report and the Sample mean of no. of Schools having No Drinking Water facility for PES are **supposed to differ at 95% Confidence Interval.**

Test of Significance - 3

The two set of observations for the attribute Status of School Building has been taken to conduct the test of validity of results.

4.9 Status of School Building: Private

Let N_1 be the Sample of observations of no. of Schools which have private as the Status of School Building for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have private as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have private as the Status of School Building for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have private as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	2.6429	14	2.4995	0.6680
DISE	2.2857	14	2.3015	0.6151

Paired Sample Correlations

	N	Correlation	Significance
Pair PES & DISE	7	0.982	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	0.3571	0.4972	0.1329	7.004E-02	0.6442	2.687	13	0.019

Now $|\text{Observed } t| = 2.687$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $|\text{Observed } t| > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools which have private as the Status of School Building for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have private as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES) are **supposed to differ at 95% Confidence Interval.**

4.10 Status of School Building: Rented

Let N_1 be the Sample of observations of no. of Schools which have rented as the Status of School Building for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have rented as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have rented as the Status of School Building for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have rented as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	2.1429	14	2.1432	0.5728
DISE	1.8571	14	1.6575	0.4430

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	0.981	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	0.2857	0.6112	0.1634	-6.72E-02	0.6386	1.749	13	0.104

Now $|\text{Observed } t| = 1.749$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $|\text{Observed } t| < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample mean of no. of Schools which have rented as the Status of School Building for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have rented as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES) are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

4.11 Status of School Building: Government

Let N_1 be the Sample of observations of no. of Schools which have Government as the Status of School Building for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have Government as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have Government as the Status of School Building for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have Government as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	90.5000	14	58.7102	15.6910
DISE	91.4286	14	58.8619	15.7315

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	1.000	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	-0.9286	0.9972	0.2665	-1.5044	-0.3528	-3.484	13	0.004

Now $|\text{Observed } t| = 3.484$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $|\text{Observed } t| > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools which have Government as the Status of School Building for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have Government as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES) are **supposed to differ at 95% Confidence Interval.**

4.12 Status of School Building: Government School in rent free Building

Let N_1 be the Sample of observations of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be

the Sample mean of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	6.0714	14	7.0870	1.8941
DISE	5.8571	14	6.7920	1.8153

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	0.999	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	0.2143	0.4258	0.1138	-3.16E-02	0.4601	1.883	13	0.082

Now $|\text{Observed } t| = 1.883$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $|\text{Observed } t| > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have Government in rent free building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES) are **supposed to differ at 95% Confidence Interval.**

4.13 Status of School Building: No Building

Let N_1 be the Sample of observations of no. of Schools which have No building as the Status of School Building for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have No building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have No building as the Status of School Building for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have No building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	0.1429	14	0.3631	9.705E-02
DISE	7.143E-02	14	0.2673	7.143E-02

Paired Sample Correlations

	N	Correlation	Significance
Pair PES & DISE	14	0.679	0.008

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES & DISE	7.143E-02	0.2673	7.143E-02	-8.29E-02	0.2257	1.000	13	0.336

Now $| \text{Observed } t | = 1.000$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $| \text{Observed } t | < \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is accepted and can conclude that the Sample mean of no. of Schools which have No building as the Status of School Building for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have No building as the Status of School Building for Seven Districts in the Post Enumeration Survey (PES) are **supposed to be same at 95% Confidence Interval which appeared to be highly satisfactory.**

Test of Significance – 4

The two set of observations for the attribute No. Of Schools having Mid Day Meal facility has been taken to conduct the test of validity of results.

4.14 Status of Mid Day Meal Facility

Let N_1 be the Sample of observations of no. of Schools which have Mid Day Meal facility for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have Mid Day Meal facility for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have Mid Day Meal facility for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have Mid Day Meal facility for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	91.7143	14	54.6322	14.6011
DISE	89.9286	14	54.2196	14.4908

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	0.999	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	1.7857	1.8884	.5047	0.6954	2.8760	3.538	13	0.004

Now $| \text{Observed } t | = 3.538$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $| \text{Observed } t | > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools which have Mid Day Meal facility for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have Mid Day Meal facility for Seven Districts in the Post Enumeration Survey (PES) are supposed to differ at 95% Confidence Interval.

Test of Significance - 5

Here the two set of observations for the attribute No. of Schools having Drinking Water facility has been taken to conduct the test of validity of results.

4.15 Status of Drinking Water Facility

Let N_1 be the Sample of observations of no. of Schools which have Drinking Water facility for Seven Districts in the DISE Report and N_2 be the Sample of Observations of no. of Schools which have Drinking Water facility for Seven Districts in the Post Enumeration Survey (PES). Here N_1 and N_2 have 14 observations each (Rural and Urban figure for each of the Seven Districts). Let μ_1 be the Sample mean of no. of Schools which have Drinking Water facility for Seven Districts in the DISE Report & μ_2 be the Sample mean of no. of Schools which have Drinking Water facility for Seven Districts in the Post Enumeration Survey (PES). The test of the similarity of two means by Paired T-Test has been done. The Null Hypothesis $H_0: \mu_1 = \mu_2$ against alternative Hypothesis $H_1: \mu_1 \neq \mu_2$ is taken.

Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair PES	93.5000	14	57.0907	15.2581
DISE	92.5000	14	56.9720	15.2264

Paired Sample Correlations

	N	Correlation	Significance
Pair PES& DISE	14	1.000	0.000

Paired Sample Test

	Paired Difference					t	d.f	Sig.(2-tailed)
	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PES& DISE	1.0000	0.9608	0.2568	0.4453	1.5547	3.894	13	0.002

Now $| \text{Observed } t | = 3.538$ for 13 degrees of freedom (d.f) and tabulated t at 95% Confidence Interval is 1.771 for 13 d.f. Since $| \text{Observed } t | > \text{Tabulated } t$ at 95% C.I, the Null Hypothesis is rejected and can conclude that the Sample mean of no. of Schools which have Drinking Water facility for Seven Districts in the DISE Report and the Sample mean of no. of Schools which have Drinking Water facility for Seven Districts in the Post Enumeration Survey (PES) are **supposed to differ at 95% Confidence Interval.**

4.16 Regression Analysis: Regression analysis is a branch of statistical theory that is widely used in all the scientific descriptions.

Here Regression Analysis has been carried out to check the dependence of Dropouts of Students(for the academic year 2008-09 in seven selected districts) on **various factors** which can be considered or assumed as important predictor values. The Predictor values which are taken for the Regression Analysis of Dependent Variable “Dropouts” are School Category, Type of School, and Mid Day Meal Provision & Location (Rural or Urban).

TABLE 1**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.115	1.697		4.192	.000
	SCHOOL_C	.675	.171	.122	3.945	.000
	TYPE_OF	-1.989	.468	-.122	-4.248	.000
	MID_DAY	-1.081	.595	-.053	-1.817	.069
	LOCATION	2.356E-02	.360	.002	.066	.948

a. Dependent Variable: DROPUTS0

Hence the Regression Equation can be written as

$$\text{DROPUTS} = 7.115 + 0.675 * \text{SCHOOL_CATEGORY} - 1.989 * \text{TYPE_OF_SCHOOL} - 1.081 * \text{MID_DAY_MEAL_PROVISION} + 0.0235 * \text{LOCATION}.$$

From TABLE 1 it can be furnished that Category of School & Type of School have greater impact on Dropout of Students whereas introduction of Mid Day Meal could not stop dropout of Students. Location (Rural or Urban) doesn't have any effect on Dropout of Students.

TABLE 2

Omission of Insignificant Variables as well as the Analysis is confined to obtain trimmed model Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.889	1.464		4.023	.000
	SCHOOL_C	.556	.158	.101	3.519	.000
	TYPE_OF	-1.908	.465	-.117	-4.103	.000

a. Dependent Variable: DROPUTS0

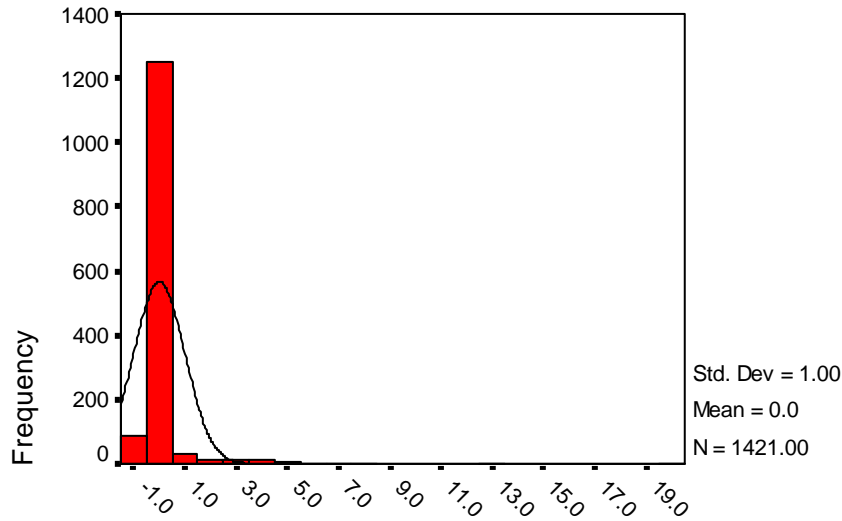
Hence the Trimmed Regression Equation can be written as

$$\text{DROPUTS} = 5.889 + 0.556 * \text{SCHOOL_CATEGORY} - 1.908 * \text{TYPE_OF_SCHOOL}$$

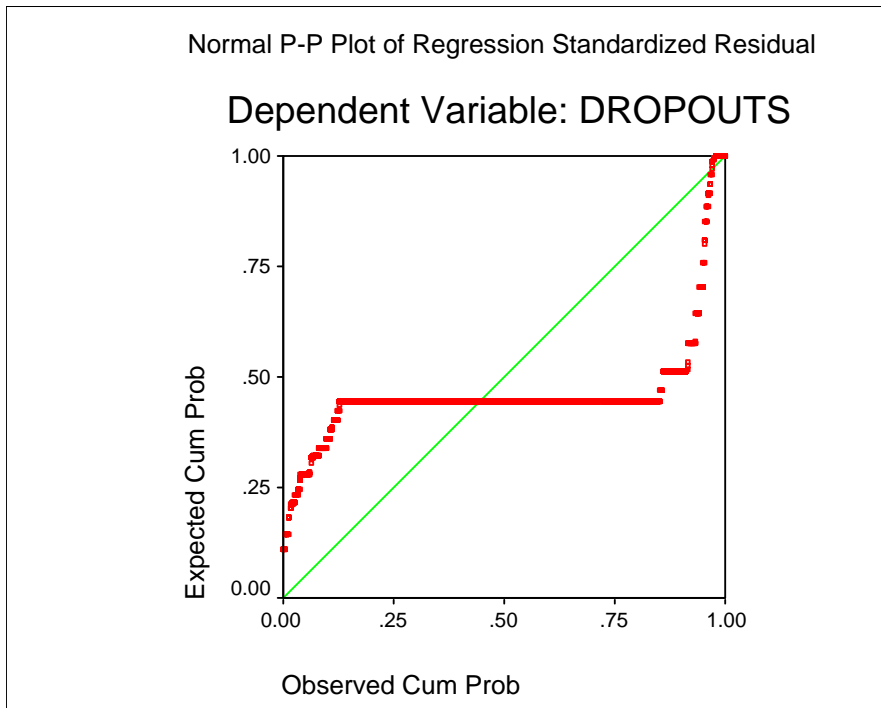
Charts

Histogram

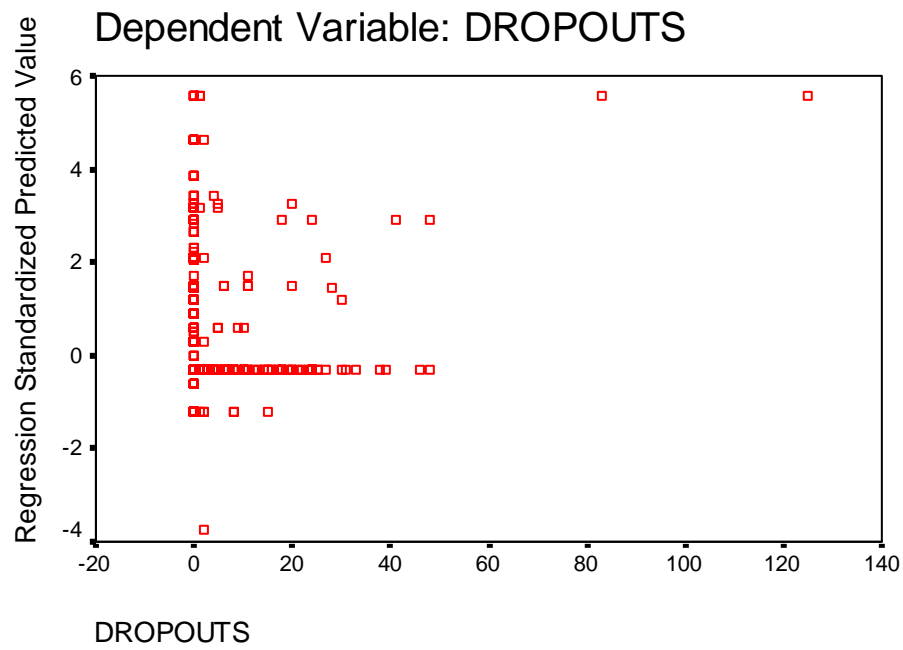
Dependent Variable: DROPOUTS



Regression Standardized Residual



Scatterplot



From The above Scatter Plot it can be concluded that **the Observed Dropout Variable mainly lies between 0 to 50.**

CHAPTER-5

CONCLUSION

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

CHAPTER – 6

THE TEN RECOMMENDATIONS

- 6.01 First Recommendation :** The SSA authority should take immediate steps to ensure more and more children for enrolment specially from SC/ST concentrates pockets through awareness generation programmes.
- 6.02 Second Recommendation :** The positive initiative should have been taken in Sarva Shiksha Abhiyan for improvement of quality in mathematics learning in the schools.
- 6.03 Third Recommendation :** In order to cater to the needs of increasing proportion of illiterates, the books & teaching materials should be more and more easy and practical oriented.
- 6.04 Fourth Recommendation :** Periodic monitoring, achievement tests and evaluation studies should be designed to assess the total outcome of the scheme.
- 6.05 Fifth Recommendation :** Besides community based monitoring, SSA should encourage independent research and supervision by independent autonomous research institutions to get reliable picture of the scheme.
- 6.06 Sixth Recommendation :** The structural proportions in-terms of infrastructural facilities should be more and more stabilized in those schools of remote areas where the students can get ample opportunity to get their teaching appropriately.
- 6.07 Seventh Recommendation :** It has been observed that ‘Follow-up-methods’ should be introduced at the ground level. **Public Demonstration shows** and **periodic visits** system should be introduced at all levels.
- 6.08 Eighth Recommendation :** Regularize temporary staffs at all levels should be done as early as possible.
- 6.09 Ninth Recommendation :** Mid-day meal programmes in every primary schools should be introduced and strengthened systematically.
- 6.10 Tenth Recommendation :** To create a ‘**Research Cell**’ along with MIS should be designed for data collection and analysis.

ANNEX

Annex-1

Technical Advisory Board:

- | | | |
|---|---|--------------------|
| 1. Prof. Nikhilesh Bhattacharya
(Member, State Planning Board
Ex. Prof. ISI) | - | Chairman |
| 2. Dr. S.K. Gupta
(President & Director, SSESS) | - | Member |
| 3. Prof. Prabhat Dutta
(Prof. University of Calcutta &
Advisor SSESS) | - | Member |
| 4. Mr. Partha Chattapadhyay
(Ex. Additional Director General,
NSSO, Govt. of India & Chief
Technical Advisor, SSESS) | - | Member |
| 5. Mr. Sukhendu Chakraborty
(Ex. Additional Director,
Dept. of Fishery, Govt. of W.B. &
Technical Advisor, SSESS) | - | Member |
| 6. Mr. R.S. Paul
(Sr. Scientist, SSESS) | - | Member |
| 7. Mr. Nachiketa Roy
(Chief Executive Officer, SSESS) | - | Member – Secretary |

Field & Research Team

1. Mr. A.R. Naskar - Public Relations cum Field Officer.
2. Ms. Debjani Saha - Research Associate
3. Ms. Debsena Dutta - Research Associate
4. Mr. Debashis Sengupta - Data-Analyst
5. Mr. Satakratu Ray - Programmer
6. Mr. Kunal Kundu - Field Coordinator
7. Mr. Santosh Mondal - Field Supervisor

21 Field Investigator had been deployed at the field level in different districts to complete the task within the specified time-limit.