

D I S E

**(District Information System for Education)
ERODE District**

Report on

**Post Enumeration Survey
(Sample Check on DISE Data)
2009-2010**

Submitted to

SSA, Chennai

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**Department of Extension, Career Guidance
and Students Welfare
Bharathiar University
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PREFACE

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As a Nation, we have committed quality education for our children through SSA Scheme. This scheme is a time bound educational intervention in the area of primary and upper primary education with the financial support of the Central and State Governments. This kind of social and educational campaign needs an inspirational leadership, trained manpower, attractive teaching learning materials, an effective monitoring system and a mechanism for an external evaluation.

SSA addresses many challenges in policy formulation, curriculum construction, assessment procedures and teacher training. District Information System for Education(DISE) is a monitoring mechanism to understand the progress of the scheme and to suggest remedial measures for programme improvement. Sample check on DISE data is also very essential to understand the ground reality. The Department of Extension and Career Guidance has carried out this kind of study in Erode, Tiruvannamalai, Vellore, Dharmapuri and Tirunelveli in the last 6 months. It has also carried out a detail study on Teacher and Student absenteeism.

I thank the State Administration of SSA, Authorities of my University and SSA Officials in Erode district for having provided the necessary support to complete this study. The Research Associates also deserve my appreciation.

Date: 18-03-2010

M. Jayakumar

Place: Coimbatore

PREFACE

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Providing quality education at all levels is our national commitment. SSA is a time bound educational intervention in the area of elementary education with the financial support of the Federal and State governments. India is a multi lingual, multi cultural, socio linguistic giant with great literary tradition. However, universalization of elementary education was a historical challenge. Since Independence, the government, local bodies, socially committed individuals and institutions have been providing elementary education opportunities for all the children of the country. Children of some social groups have locational disadvantages to gain elementary education. In some cases, mother tongue education is also a challenge because some languages have no script system and a tradition of accepting formal schooling and literacy. SSA addresses many challenges in elementary education especially in policy initiatives, curriculum preparation, transaction of text books inside the classroom, remedial coaching, teacher training and assessment.

I thank the State Administration of SSA, Authorities of my University, SSA officials in Erode District and my Research Associates for having provided support to complete this work at appropriate levels.

Date :
Place : Coimbatore

(M.JAYAKUMAR)

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CHAPTER – I

1.1 Profile of the University

The Bharathiar University was established in Coimbatore (in the western part of Tamilnadu State) by the Government of Tamilnadu, in February 1982, under the provision of the Bharathiar University Act 1981, and the Tamilnadu Act No.1 of 1982, with jurisdiction over the revenue districts of Coimbatore, Erode and the Nilgiris. The motto of this University has been stated after the words of the great poet, Bharathiar himself, which means, “Educate to Elevate . The main objectives of this University are, to engage itself in the national task of imparting necessary knowledge and skills to the youth of this country and make them achieve the great values on which our society is founded and enable them to contribute effectively towards the establishment of an egalitarian society based on social justice and economic parity.

The University is actively engaged in teaching, extension and research. The Research Projects sponsored by the Government of India, the University Grants Commission (UGC) and other organizations like the Council of Scientific and Industrial Organization(CSIR), Department of Science and Technology (DST), Defense Research Development Organization (DRDO), Indian Council of Social Science Research (ICSSR), etc, these projects are being carried out effectively in various departments of this University.

Department of Extension and Career Guidance

The Dept. of Extension, Career Guidance and Students Welfare is one of the Teaching, Research and Extension Service departments of the University. The purpose of the Department is to conduct credit and non-credit courses in Educational Extension and Career Guidance. It also supports GOs and Adults, Legal literacy, Literacy for Tribal children, Reproductive Health Awareness,

Community Colleges and Campaigns for Social Issues like Child Labour Elimination and Education for All. By using its expertise it also supports the affiliated colleges and NGOs to establish Career Guidance Cells to provide counseling to students in their Career Choice, C.V. Writing, appearing interviews and learning through on-line guidance materials. The department has created the following four websites are www.careersite.com, www.apptitudecoach.com, www.civilservicecoach.org, and www.buparttimejobssupport.org.

Research Projects Carried Out so Far by the Department:

- A study on Pre-literacy in Reading and Writing, supported by Ministry of Human Resource Development, New Delhi
- A study on Learner Disabilities and Remediation, funded by Ministry of Human Resource Development, New Delhi.
- A study on the Weaning Practice and Nutritional profile of Vulnerable groups in Coimbatore, Minor Project financed by UGC, New Delhi.
- A study on Volunteer Instructor characteristics of TLC Programmes financed by UGC, New Delhi.
- An Evaluation of Non formal Education for Child workers with the financial assistance of Centre for Social Education and Development organization, Avinashi, Coimbatore District.
- An Evaluation of Total Literacy Programme in Pondicherry Union Territory with the Financial assistance by Ministry of Human Resource Development in collaboration with the School of Management, Bharathiar University.
- Evaluation of the TLC Programme in Pasumpon Muthuramalingam District of Tamilnadu supported by the TLC.
- Students Aptitude Level for various sectors of employment and curriculum relevance – A project implemented at 55 Colleges of the University by assessing 18300 Final Year Students
- An Evaluation report on Post Enumeration survey – Sample check on DISE data (2007-2008) in Dharmपुरi district, Tirunelveli district and Vellore district.

- An Evaluation report on Post Enumeration survey – Sample check on DISE data (2008-2009) in Erode district and Tiruvanamalai district.

- **Our Innovative Research Programmes are:**

Skill Development Programmes, E – Learning for Career Counseling and Aptitude Coaching, Staff Development Programme for NGO Managers, Human Rights Education and Professional Development Programmes, Career Coaching through online efforts and Placement Assistance.

1.2.1 Post Enumeration Survey:

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Erode District in Tamilnadu. Since the University has adequate experience in research activities for GOs and NGOs in the field of Education, Health and Human Rights and having experienced research faculties to conduct studies and sample surveys, it undertook the job after executing a MoU. A copy of MoU has also been sent to the Chief Educational Officer of Erode District.

A study on students and Teacher absentism was conducted at six districts namely Coimbatore, Nilgiris, Karur, Dharmapuri, Vellore and Cuddalore. The details were collected based on the students enrolment, social groupwise attendance, students absentism and its reasons were found out. The Teachers profile and leave particulars, the strategy followed by the H.M.s during the teacher absenteeism were also collected based on the survey.

1.2.2 Formation of Team and Training to Team members:

Dr. M.Jayakumar, Professor and Director, Department of Extension, Career Guidance and Students Welfare, Bharathiar University has accepted the responsibility and formed a team of two Research Associates for execution of the Post Enumeration Survey (**PES**) Project. The team members were given two

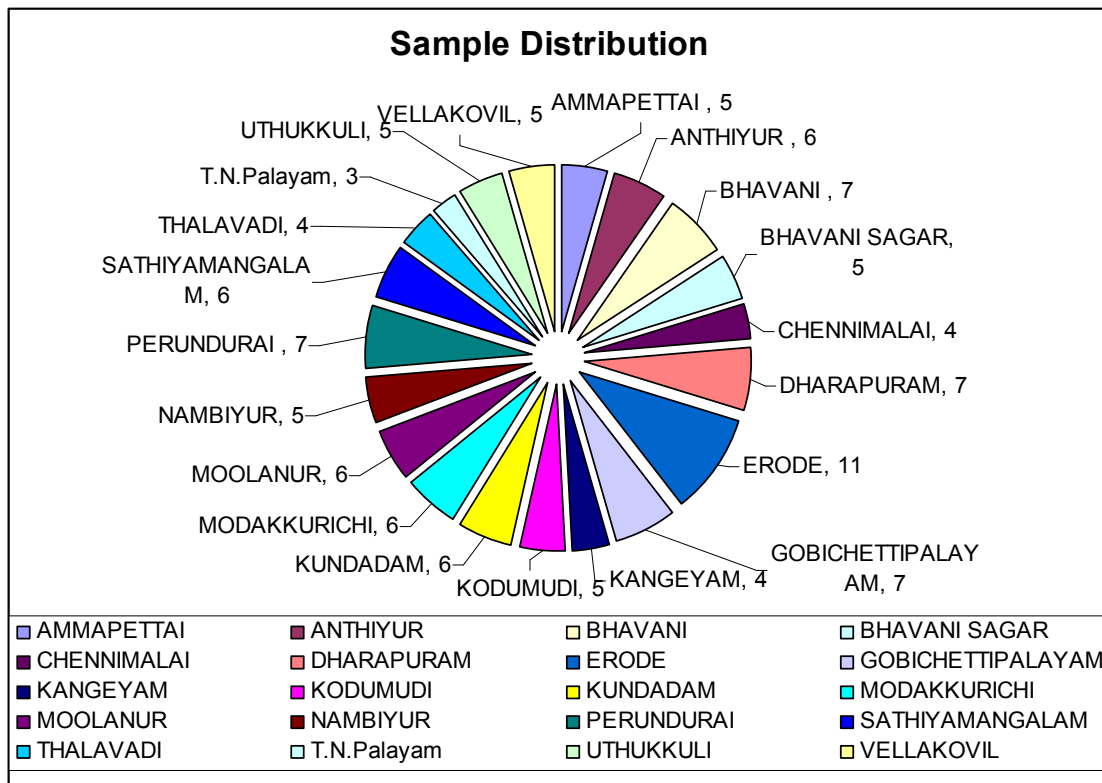
day orientation training in selection of schools, data collection, concepts and definitions, data source, verification of registers, etc in detail.

S.No	Name and Address	Area of Specialization
1	Dr.M.Jayakumar Director, Department of Extension and Career Guidance, Bharathiar University, Coimbatore – 46	Educational Evaluation, Language Teaching Methods
2.	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Extension Education and Women studies
3	Mrs.C. Esther Tamilselvi Research Associate Bharathiar University, Coimbatore – 46	Web Based Career Guidance

1.2.3 Selection of Samples

The sample selection was done by random selection method. Random number was generated by using web site called www.random.org/integers with the help of Random Integer Generator. The method followed was, a) command given about how many items we want, b) value given for both ends and c) click the choose random number selection. For this selection of samples, the University collected the school list from SSA, Erode Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, we have chosen 5% of the sample in respect to each category. If there are less than 20 schools in a category, that category of schools were not taken for study. The details about the samples selection was given in the Table 1.1. ***Totally 114 schools were selected out of 2255 schools in the entire district covering 20 blocks namely***

Ammapettai , Anthiyur, Bhavani, Bhavani Sagar, Chennimalai, Dharapuram, Erode, Kangeyam, Gobichettipalayam, Kodumudi, Kundadam, Modakkurichi, Moolanur, Nambiyur, Perundurai, Sathiyamangalam, Thalavadi, T.N.Palayam, Uthukkuli and Vellakovil.



The number in each item denotes the no: of schools selected for the study.

Table 1.1
Details about the Sample Selection

Variable	Block	Primary School (I-V)				Middle School (I-VIII)				High School				Higher Secondary School				Total
		Govt.	Private Aided	Private unAided	Total	Govt.	Private Aided	Private UnAided	Total	Govt.	Private Aided	Private UnAided	Total	Govt.	Private Aided	Private UnAided	Total	
No.	Ammapettai	61	1	5	67	17	2	0	19	6	1	3	10	5	0	2	6	103
5%		1	0	0	1	2	0	0	2	1	0	0	1	1	0	0	1	5
No.	Anthiyur	62	3	6	71	29	0	0	29	2	2	3	7	4	1	4	8	116
5%		2	1	0	3	2	0	0	2	0	0	0	0	1	0	0	1	6
No.	Bhavani	58	8	12	78	27	0	4	31	3	0	6	9	7	0	4	11	129
5%		2	1	0	3	2	1	0	3	0	0	0	0	1	0	0	1	6
No.	Bhavanisagar	62	1	2	65	13	0	0	13	4	1	2	7	4	0	2	6	91
5%		2	1	0	3	1	0	0	1	1	0	0	1	0	0	0	1	5
No.	Chennimalai	49	4	4	57	13	2	1	16	3	1	1	5	1	1	7	8	87
5%		2	1	0	3	1	0	0	1	0	0	0	0	0	0	0	0	4
No.	Dharapuram	75	13	16	104	18	1	1	20	5	0	5	10	4	4	5	13	147
5%		3	1	0	4	2	0	0	2	1	0	0	1	0	0	0	1	7
No.	Erode	52	18	39	109	29	4	4	37	4	4	18	26	8	6	28	41	214
5%		4	1	0	5	2	1	0	3	2	0	0	2	1	0	0	3	11
No.	Gobi	56	9	7	72	22	2	0	24	4	1	7	12	6	4	11	19	129
5%		4	0	0	4	2	0	0	2	0	0	0	0	1	0	0	1	7
No.	Kangayam	41	4	6	51	16	0	2	18	1	0	3	4	2	1	4	6	80
5%		1	1	0	2	2	0	0	2	0	0	0	0	0	0	0	0	4
No.	Kodumudi	57	14	11	82	11	2	1	14	3	1	0	4	6	1	2	9	109
5%		2	0	0	2	2	0	0	2	1	0	0	1	0	0	0	0	6

No.	Kundadam	80	5	2	87	17	0	3	20	3	0	0	3	1	2	3	4	116
5%		3	0	0	3	2	0	0	2	1	0	0	1	1	0	0	0	6
No.	Modakkurichi	88	5	5	98	21	0	3	24	0	1	2	3	9	0	8	16	142
5%		3	1	0	4	1	0	0	1	1	0	0	1	0	0	0	1	6
No.	Mulanur	86	3	3	92	8	0	1	9	7	0	1	8	2	0	3	3	114
5%		2	1	0	3	1	0	0	1	1	0	0	1	0	0	0	0	5
No.	Nambiyur	73	0	3	76	9	0	0	9	5	0	5	10	7	0	3	9	105
5%		3	0	0	3	2	0	0	2	1	0	0	1	0	0	0	0	6
No.	Perundurair	82	7	5	94	17	1	2	20	3	0	4	7	7	0	5	12	133
5%		4	1	0	5	1	1	0	2	0	0	0	0	0	0	0	0	7
No.	Sathy	53	7	10	70	19	1	1	21	5	1	7	13	3	1	4	8	112
5%		4	1	0	5	1	0	0	1	0	0	0	0	0	0	0	0	6
No.	Thalavady	40	5	1	46	17	0	0	17	1	0	3	4	3	1	2	4	73
5%		1	1	0	2	2	0	0	2	0	0	0	0	0	0	0	0	4
No.	T.N.Palayam	33	2	8	43	7	0	1	8	3	0	0	3	3	1	2	4	60
5%		1	1	0	2	1	0	0	1	0	0	0	0	0	0	0	0	3
No.	Uthukulli	59	0	3	62	17	0	0	17	4	1	3	8	3	0	3	6	93
5%		3	0	0	3	1	0	0	1	1	0	0	1	0	0	0	0	5
No.	Vellakovi	60	2	3	65	19	0	1	20	2	1	5	8	3	0	6	9	102
5%		3	0	0	3	1	0	0	1	1	0	0	1	0	0	0	0	5
Total		1227	111	151	1489	346	15	25	386	68	15	78	161	88	23	108	202	2255
5%		48	14	0*	61	31	3	0*	32	12	0*	0*	7	4	0*	0*	4	114

Source : Records from the Erode District SSA, Private unaided schools were not taken for study.

1.2.4 Data Collection

The team personally visited the schools and gathered information in the special data collection format without any bias, which was framed and given by the State Project Office of SSA, Chennai. The investigators collected data from the sample schools during the month of December 2009 and January 2010.

TABLE 1.2
Details about Project Team

S.No	Name and Address	Blocks Surveyed in in Erode District
1	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Ammappettai, Anthiyur, Bhavani,Bhavani Sagar, Chennimalai, Gobichettipalayam, Kangeyam, Modakkurichi, Moolanur, Nambiyur, Perundurai, Sathiyamangalam, Thalavadi, T.N.Palayam and Uthukkuli
2	Mrs.C. Esther Tamilselvi Research Associate Bharathiar University, Coimbatore – 46	Dharapuram, Erode, Kodumudi Kundadam and Vellakovil

1.2.5 Data Processing

After the collection of data, the Research Associates analyzed and verified the survey forms on the day of survey. The filled in formats and DISE data were entered into the computers in excel format and consolidated. Comparison was made between the PES and DISE data by data analysis process. With these data, reports were generated.

1.2.6 Report Generation

After completing the consolidation work, report were generated for the District based on the report and team members feed back. A comparative analysis has been presented in the following Chapters.

CHAPTER II

COMPARATIVE ANALYSIS OF PES AND DISE

2.1 Introduction

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

2.2.1 Location of the School

For Post Enumeration Survey, 114 Schools out of 2225 schools from Erode District were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled in format showed that **there is no deviation in the list of schools thus ensuring that data were compiled perfectly.**

TABLE 2.1
School Location Particulars: Deviation as per PES

S.No	District	No.of Sample Schools	School Location		% of deviation
			Correct	Not correct	
1	Erode	114	114	-	-

Source: DISE Reports taken from <http://www.Erode.tn.nic.in>

2.2.2 School Particulars

The details given in the Table.2.2 in respect of year of establishment, type and management category of the sample schools were also found to be the same when compared with DISE filled in forms prevailing that the school identification particulars are maintained properly.

TABLE 2.2
School Identification Details

S.No	District	Particulars	No. of Schools		% of deviation
			PES	DISE	
1	Erode	Year of Establishment		-	-
2	Erode	School Category i. Primary (1) ii. Primary with Upper primary (2) iii. Primary with secondary (3) iv. Upper primary only (4) v. Upper primary with sec Hr.sec., (5)	60 41 3 6 4	60 41 3 6 4	-
3	Erode	Type of School i. Girls ii. Boys iii. Co-education	4 0 110	4 0 110	- - -
4	Erode	Management Type i. Education Department ii. Tribal Welfare Dept iii. Local body iv. Private Aided v. Private Unaided	9 0 84 21 0	9 0 84 21 0	- - - - -

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

In respect to the school schools category, there is slight variation in the category of Primary only. There is slight variation in the management type- local body and privated aided schools. This variation was due to upgradation of

the schools from the above said category to upper primary with secondary status. This also shows the growth of schools in the district.

All the selected sample schools were operated in regular day shift system. There was no shift system and also residential facilities are not available.

2.2.3 Staff Details – Deviation as per PES

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers properly. During the survey, the investigators found that there is deviation between PES and DISE format in relation to staff in position. The details are given in TABLE 2.3

TABLE 2.3
Staff in Position – Deviation as per PES

S.No	District	Staff details	No. of Teachers		% of deviation
			PES	DISE	
1	Erode	Teaching	691	680	1.6%
		Non-Teaching	0	0	-

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

From the above Table, the deviation among the teaching was noted as 1.6% respectively.

2.2.4 Facilities in Schools

As per the PES, the data were compared with DISE in the areas of facilities available in the schools are given in the following Table and Figure.

TABLE 2.4
Facilities in Schools – Deviation as per PES

S.No	Facilities in Schools	No. of Schools	
		PES	DISE
1	Availability of Electricity		
	Yes	112	112
	No	2	2
2	Common Toilet		
	Yes	58	54
	No	56	60
3	Toilet for girls		
	Yes	89	84
	No	25	30
4	Boundry wall		
	Pucca	48	49
	Pucca but broken	19	18
	Wire fencing	14	14
	No boundry wall	33	34
5	Drinking water facility		
	Hand pump	3	3
	Well	25	25
	Tap water	78	78
	Others	3	5
	No drinking water	5	3
6	Number of computers	235	236
7	Furniture for students		
	For all	14	12
	For some students	39	36
	No furniture	61	66

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

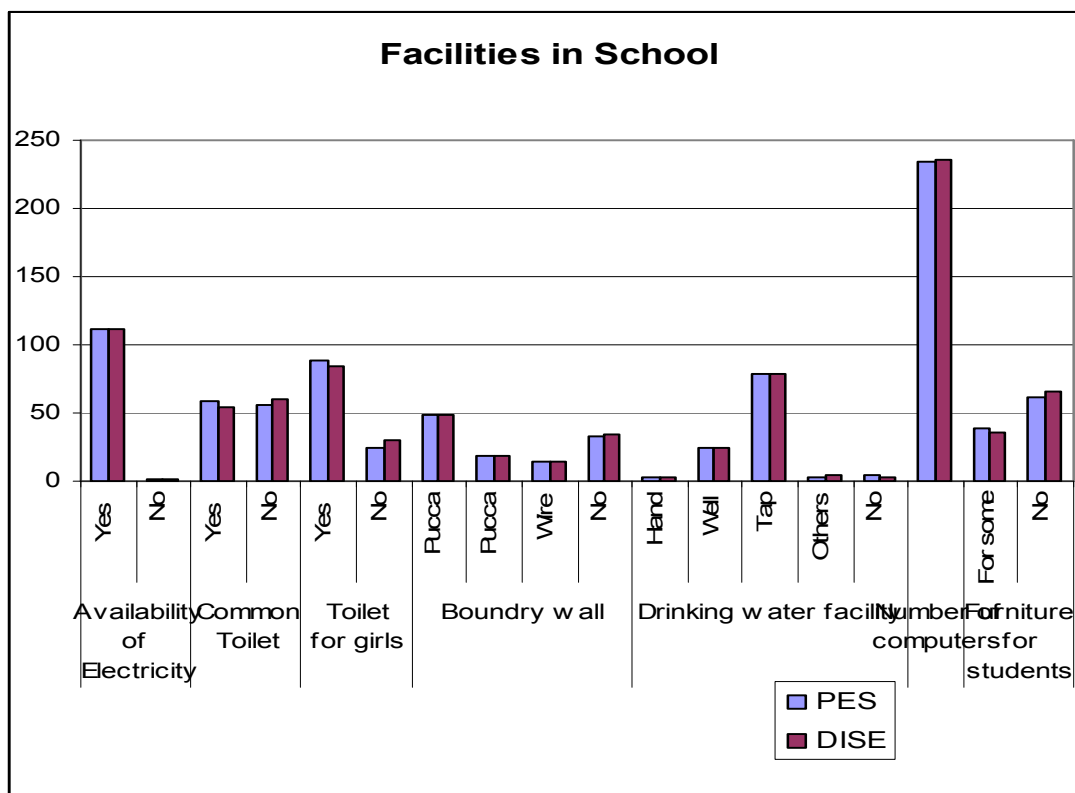


Figure 2.1 Facilities in Schools

In the above figure we can find the very meager deviation in the availability of electricity and common toilet facilities in the selected sample schools. In the case of boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have adequate furniture but the students were sitting on the floor mat is available because they were undergoing the Activity Based Learning (ABL) Method for their learning.

As for as computers available, it is clearly depicted that in PES and DISE format having 235 and 236 respectively. This minor deviation was due to the current purchase of computers in the academic year (2009-2010) in private schools and Higher Secondary category. In some of the Primary and Upper Primary schools, one or two computers were provided by various schemes of Central and State Government. All the computers were in working condition.

2.2.5 Enrolment

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

Category-wise enrollment details of the Academic year 2008 - 2009 are given in the following Table

TABLE 2.5
Enrolment Deviation as per PES (2008-2009)

S.No	Category	Primary			Upper Primary		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	Total	15230	15504	(-1.76%)	7649	7952	(-3.8%)
2	SC	4411	5290	(-16.6%)	2486	2482	(0.16%)
3	ST	92	84	(9.5%)	94	95	(-1.0%)

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

From the above table, the deviation found higher when compare to DISE format in ST Category of Upper Primary schools.

2.2.6 Class - wise Enrolment Deviation as per PES (2008-2009)

Class- wise enrolment as per PES and DISE are presented for all the Classes (upto upper primary classes) in the sample schools in Erode District in the following table.

TABLE 2.6 Class-wise Enrolment Deviation as per PES (2008-2009)

Class	Total			SC children enrolled			ST Children enrolled		
	PES	DISE	Deviation in %	PES	DISE	Deviation in %	PES	DISE	Deviation in %
I	2586	2481	(4.2%)	828	827	(0.12%)	18	18	-
II	2936	2917	(0.6%)	902	902	-	14	14	-
III	2921	2921	-	863	857	(0.7%)	11	13	(15.3%)
IV	3418	3416	(0.05%)	954	948	(0.63%)	24	20	(20%)
V	3369	3316	(1.5%)	864	865	(-0.1%)	25	24	(4.1%)
Sub Total	15230	15051	(1.1%)	4411	4399	(0.2%)	92	84	(9.5%)
VI	2254	2565	(-12.1%)	811	811	-	26	26	-
VII	2779	2779	-	842	838	(0.4%)	19	20	(-5%)
VIII	2616	2608	(0.3%)	833	833	-	49	49	-
Sub Total	7649	7952	-3.8	2486	2482	0.16	94	95	-1.05
Total	22879	23003	6897	6881	186	179	22879	23003	

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

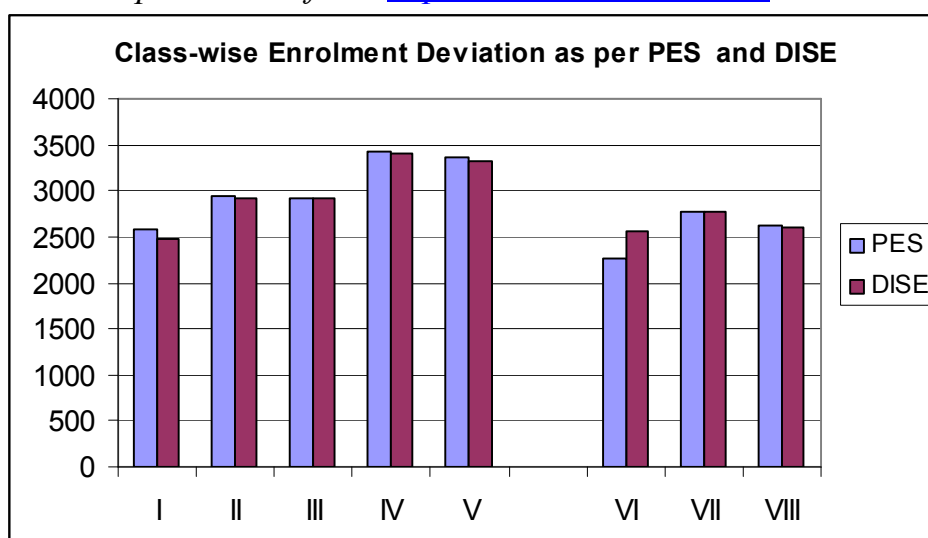


Fig 2.2 Total Enrolment – Deviation as per PES and DISE

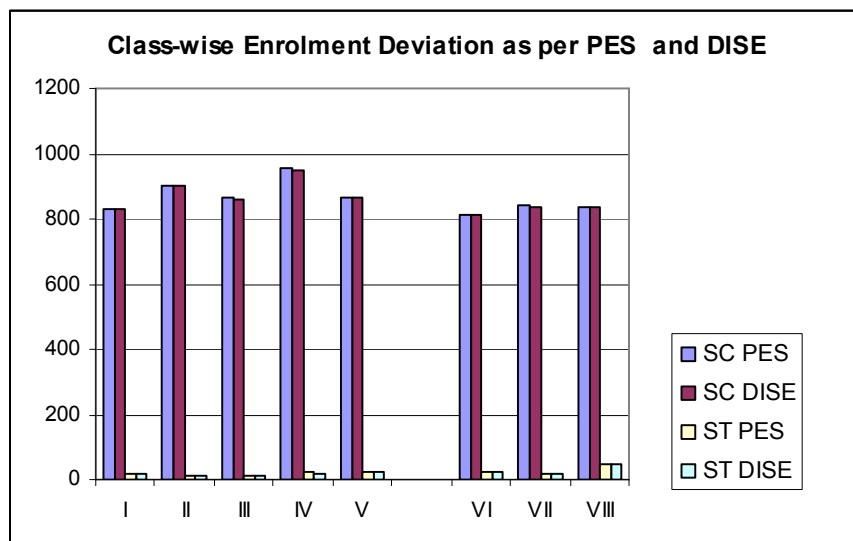


Fig 2.3 SC and ST Children Enrolment – Deviation as per PES and DISE

Regarding class-wise enrollment of children at the primary and upper primary levels in Erode District, a maximum deviation of 3.9% was observed at the I Standard level in Erode District. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 0.2 to 0.48% from the above table. As far as ST children enrolled in Primary and Upper primary level, the percentage of deviation was high between the PES and DISE format.

Even though the percentage was high, the actual number difference is very less.

2.2.7 Repeaters and Disabled (differently – disabled) Children (2008-09)

The details of the Repeaters and Disabled children enrolment are given below in the Table Format.

TABLE 2.7

Repeaters by Class – Deviation as per PES

S.No	Class	Repeaters			IED		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	I	0	0	-	18	18	-
2	II	0	0	-	26	24	8.3%
3	III	2	0	-	32	30	6.6%
4	IV	0	0	-	30	30	-
5	V	0	0	-	30	30	-
6	VI	0	12	-	15	17	-11.7%
7	VII	2	2	-	20	20	-
8	VIII	15	15	-	19	21	-9.5%

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

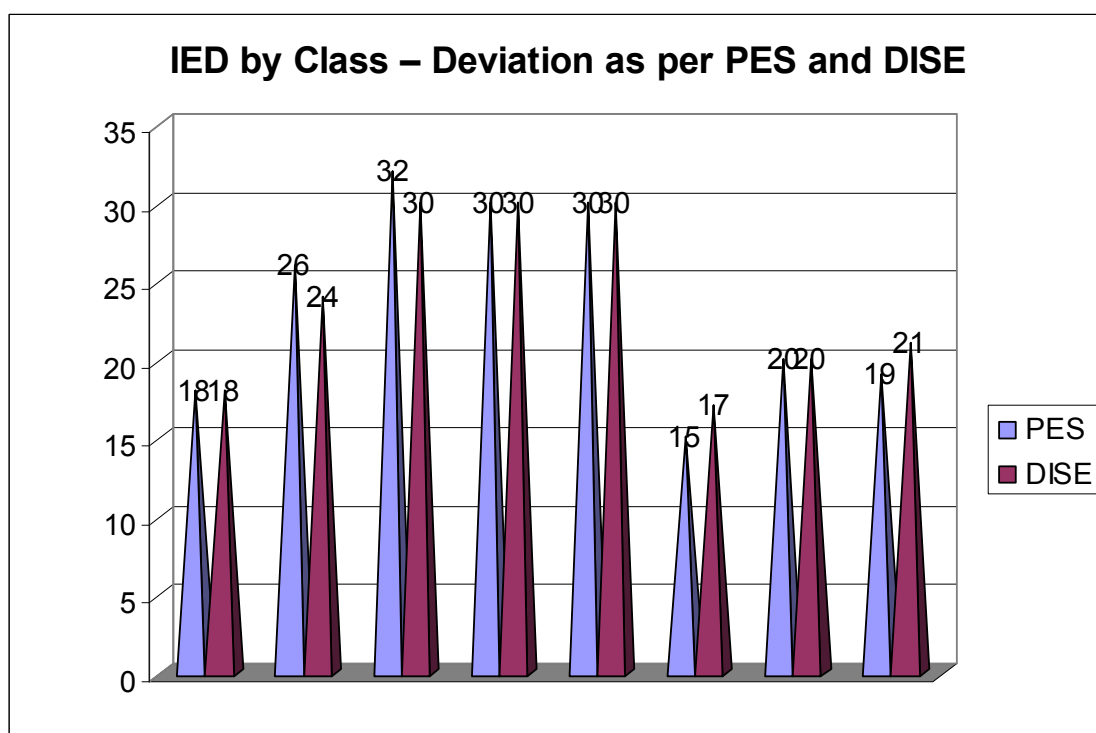


Figure 2.4 Repeaters as per PES and DISE

It is observed that from the above Table, there is megre deviation in disabled children enrolment in II, III, VI and VIII standard. With respect to repeaters there is no variation found.

2.6.8. Number of Class Rooms

The number of class rooms available in the selected sample schools are given in the Table below.

TABLE 2.8
Deviation in Number of Class Rooms and Other Rooms

S.No	Category	No. of Rooms		
		PES	DISE	Deviation in %
1	Class rooms in Good Condition	634	629	0.79%
2	Class rooms in Major repair	17	16	6.25 %
3	Other rooms in Good condition	107	105	1.9%

Source: DISE Reports taken from <http://www.erode.tn.nic.in>

The number of class rooms in major repair condition was found a higher deviation (6.25%) in PES when compare to DISE. All the Government schools surveyed in the Erode District are functioning in pucca buildings. In case of other rooms, deviation is 1.9% in DISE when compared to PES format.

CHAPTER III

INVESTIGATOR FEED BACK HIGHLIGHTS

3.1 Introduction

The team members were asked to collect data in the investigators feed back schedules. All the team members furnished the data almost accurately. The information was computerized and the reports were also generated to highlight the real situation.

This chapter presents a report of data on frequency of visits done by the team in Erode District, teachers' response, availability and condition of records, children enrolled and those actually present on the day of visit by the team and examination results. Government High school, Nallindam, Village: Vadugapalayam Block: Kundadam needs building facilities. The school is upgraded but building facilities are not granted

3.2 Number of Visits made

All the 114 Schools were opened on the day of first visit itself. The investigators went on the week days that too in full working days.

3.3 Status of Teachers Response:

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were very good. Because the District Officers gave clear information about the visit to the Head Teacher on the day of visit. The observed responses were given in the following table.

TABLE :3.1 Status of Teachers Response

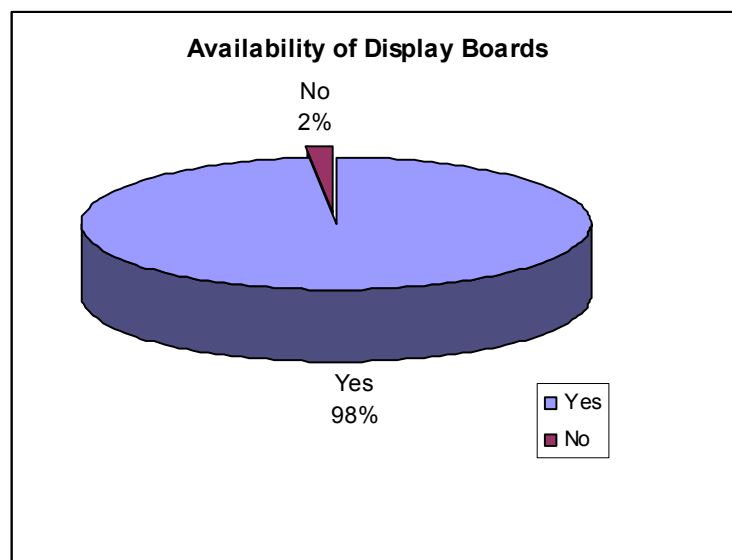
S.No	Attributes	Category of Response				
		Very good	Good	Average	Poor	Very Poor
1	Initial Reaction	55	59	-	-	-
2	Response of the HT to provide Information	58	56	-	-	-
3	Availability of Records	111	3	-	-	-

Source : Computed from the survey forms

Almost in all the selected schools (93.2%) the Head Teacher / Head Teacher incharge maintained the records ranged from Very good to Good in respect to maintenance and availability of master registers like, enrollment details, Result records etc. They have also maintained in proper condition. IN Erode District HT provided proper information and Availability of records was maintained properly eventhough the HT was appointed only few months or days before in some schools.

3.4 Availability of Display Board:

In 98.2% per cent schools, the teachers have properly displayed their class- wise enrollment, number of SC, ST and OBC children, method teaching, teacher in position details, attendance details etc., The investigators did not find display boards in 2 Schools and they are coming under the private sector.



3.5 Midday Meal Programme:

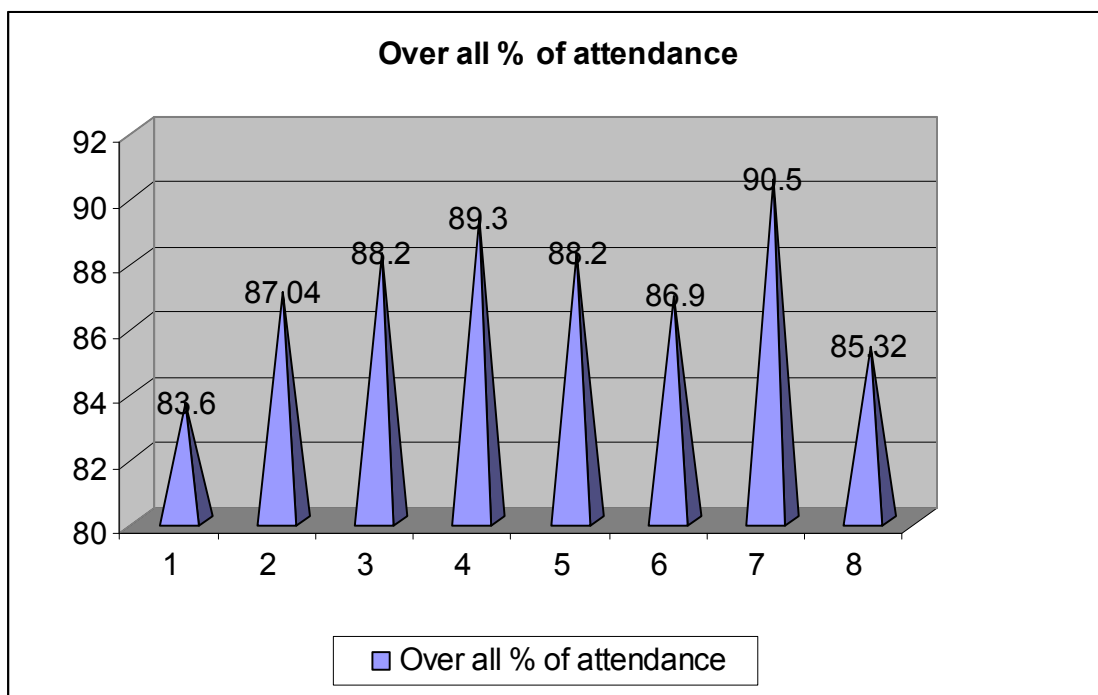
From the investigators observation, 114 Sampled schools, provided mid day meals to their children. In most of the schools, cent per cent of the children were served with midday meals. Before serving the food to the children, the

food was tasted by the concerned staff in the respective schools especially items like grams and sambar.

Mostly all the schools provided nutritious food for the children with green leafy vegetables, brinjal, carrot, beetroot and tomato. They were mixed with the sambar. In addition to this, grams and Potato have been served to the children on Tuesdays and Fridays respectively. Egg has been served weekly thrice on alternative days.

3.6 Class wise Enrolment and Attendance:

From the below table, the attendance of the students were found high (above 90.5 per cent) in upper primary classes when compared to Primary level of education. In primary level also, the students attendance was above 89 per cent, were noted on the day of visit by the investigators. Here the role of teachers and the regular visits of the BRTes are appreciable. Their efforts certainly ensure the students' attendance regularly.



Source : Students Attendance Registers available in the sampled schools

TABLE 3.2 Class- wise Enrolment and Attendance Details (2009 – 10)

Class	As per PES Enrolment (as per record)						Attendance at the time of Visit						Over all % of attendance
	Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	1224	1248	406	405	2	6	1017	1051	378	365	3	8	83.6
II	1218	1182	362	376	2	2	1049	1040	338	349	3	4	87.04
III	1425	1408	439	412	7	29	1256	1243	406	385	5	7	88.2
IV	1346	1434	385	417	3	6	1260	1305	356	398	0	6	89.3
V	1669	1659	449	498	4	4	1511	1427	403	453	4	10	88.2
VI	1068	1398	345	402	1	14	872	1271	321	312	1	23	86.9
VII	973	1448	342	397	2	1	869	1323	308	382	2	6	90.5
VIII	1035	1691	334	424	2	17	912	1413	343	373	2	27	85.32

Source : Students Attendance Registers available in the sample schools

TABLE 3.3 Annual Examination Results 2008-09

Class	As per PES Enrolment (as per record)						Appeared						Passed						Total Pass Percentage
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
V	1465	1527	329	371	3	2	1458	1513	328	369	3	2	1453	1515	333	371	3	2	99%
VIII	1029	1518	329	395	1	2	1019	1532	316	391	1	2	1026	1411	430	391	1	2	95%

Source : Students Exam Result Register available in the sample schools

3.7 Examination Results:

The Records maintained for Results by the Head Teacher helped the investigators to collect the details about the pass percentage of students and students appeared for the exam for V and VIII classes in the given format. The Table 3.3 shows the details of the Examination results.

In Class V, the pass percentage is 99 per cent and it was reported that this was due to hard work done by the teachers, learning method adopted and the students enthusiasm. In Class VIII, the pass percentage was above 95 per cent in 2008-09 examinations.

CHAPTER IV

FINDINGS OF THE SURVEY

4.1 Introduction

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Erode District in Tamilnadu. The sample selection was done with great care and without any bias by using Random Sample selection method. 5% sample ie., 114 samples were selected from 2225 schools from 20 Bloclcks of Erode District. During the sample selection, equal importances were given to Management category, Type of School, Location of the School and Category of School. Two investigators were given orientation about Special DCF (Data Capture format) for Post Enumeration Survey given by Tamil Nadu State Mission of Education for All, Chennai. Then the data were collected from the selected sample schools. After the collection of required data, it was consolidated, analysed, compared with DISE report and finally generated reports. The findings of the reports are given below.

4.2 School Location

The details regarding the location of the schools such as village name / ward number, Name of the block / Municipality and Rural / Urban showed that there is no difference between PES and DISE data and the PES data are matching with the DISE data.

4.3 School Particulars

The information relating to school particulars such as school Management, year of establishment etc., are found to be correct and there is no deviation between PES and DISE data. There is slight difference in type of

schools, because this year (2009-10) 2 schools were upgraded to secondary school category.

4.4 Teachers in position

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 5 –10 in numbers.

4.5 Facilities in Schools

Very meagre deviation is found in availability of electricity, common toilet facilities and Play ground in the selected sample schools. In many schools staff toilets were not available and there is a need for separate staff toilet. In the case of drinking water facility and boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have furniture but the students are sitting on the floor because they are undergoing the Activity Based Learning (ABL) Method for their learning purposes.

In the case of availability computers, there is no major deviation in reporting. PES reports 235 computers on the other hand DISE format reports 236.

4.6.1 Enrolment Details

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

A maximum deviation of 4.2% was observed at the I Standard level in Erode District and the overall deviation is – 0.1%. As far as the enrolment of SC Children, the deviation was noted in the range of (+) or (-) 1.5 to 2.0% from the tables available in this study. As far as ST children enrolled in Primary and upper primary level, the percentage of deviation was high between the PES and

DISE format. Even though the percentage was high, the actual number difference is very less.

4.6.2 Repeaters and Disabled Children enrolment:

There is no deviation in Repeaters. With respect to IED the variation is found only in II, III, VI and VIII standard ranges from 8.3% and -11.7% respectively.

4.6.3 Class wise Enrolment and Attendance:

On the day of visit, the attendance of the students was found good (above 85 per cent) in upper primary classes and Primary level. Here the role of teachers and the regular visits of the BRTEs are appreciable. This effort certainly maintains the students' attendance regularly.

4.6.4 Examinations Results:

In Class V, the pass percentage is 99 per cent for both Boys and Girls and this is due to hard work done by the teachers, learning methods and the students enthusiasm. In Class VIII, it is also noted that above 95 per cent pass in 2008-09 examinations.

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

4.7 Number of Classrooms

The number of class rooms in good condition is found a higher deviation (9.8%) in PES when compared to DISE. **All the Government schools surveyed in the Erode District are functioning in pucca building.** In case of other rooms, deviation is lower in PES (- 4.7%) when compared to DISE format.

4.8 Number of Visits made

All the 114 Schools were opened on the day of first visit itself.

4.9 Status of Teachers Response:

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were very good. Almost in all the selected schools (100%) the Head Teacher / Head Teacher incharge maintained the records ranged from very good to good in respect to maintenance and availability of master registers.

4.10 Availability of Display Board:

In 98 per cent schools, they have properly displayed their class- wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, etc.,

CHAPTER V

SUGGESSTIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter concentrates on the suggestions and recommendations emerged from the report given in the preceding five chapters.

5.2 DISE Training

The DISE Training should be given to all Management Category Schools like Private aided and unaided and Secondary and Higher Secondary schools. The DCF Training to the Head teachers of the above said category schools are also strongly recommended by the investigators. In addition to the Head Teacher, two more teachers from each school can be trained in DCF / DISE concept. In the same way the in-service training should also made compulsory to all category schools.

5.3 Data Collection and Data Processing

It is very essential to encourage the sharing of the data with all stakeholdes of the schools like VEC members, Parents and other local body officials to strengthen the facilities of the schools and to enhance the enrollment in this competitive situation of the private schools. The SSA officials' efforts are commendable in monitoring and evaluation of data capturing, data sharing and usage and this should be encouraged.

5.4 Data Quality

DISE data quality is good; Details are also available on time. Up to date information and error free quality was maintained at all levels.

5.5 Main tenance and Updation of Records

This Post Enumeration Survey reveals that the Head Teachers of the sample schools are maintaining all the records satisfactorily.

5.6 General Observations

The cooperation and efforts in preparation of DISE and Maintenance of records at the School level by the teachers and District SSA officials were very good. This will pave a way to improve of the status of Government schools. If these efforts are continued, the dream of 100% Enrollment and literacy achievement is possible.

The state SSA Directorate may establish professional contacts with Universities and Research Centers to take up Research Projects in Teachers and Student Absentism, Literacy Achievement, Effectiveness of ABL methods. Web application method for data capturing may be followed to avoid any delay in sending and processing the data.

D I S E

(District Information System for Education)

Tiruvanamalai District

Report on

**Post Enumeration Survey
(Sample Check on DISE Data)
2009-2010**

Submitted to

SSA, Chennai

23-03-2010



**Department of Extension, Career Guidance
and Students Welfare
Bharathiar University
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PREFACE

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As a Nation, we have committed quality education for our children through SSA Scheme. This scheme is a time bound educational intervention in the area of primary and upper primary education with the financial support of the Central and State Governments. This kind of social and educational campaign needs an inspirational leadership, trained manpower, attractive teaching learning materials, an effective monitoring system and a mechanism for an external evaluation.

SSA addresses many challenges in policy formulation, curriculum construction, assessment procedures and teacher training. District Information System for Education(DISE) is a monitoring mechanism to understand the progress of the scheme and to suggest remedial measures for programme improvement. Sample check on DISE data is also very essential to understand the ground reality. The Department of Extension and Career Guidance has carried out this kind of study in Erode, Tiruvannamalai, Vellore, Dharmapuri and Tirunelveli in the last 6 months. It has also carried out a detail study on Teacher and Student absenteeism.

I thank the State Administration of SSA, Authorities of my Universities and SSA Officials in Tiruvannamalai district for having provided the necessary support to complete this study. The Research Associates also deserve my appreciation.

Date: 23-03-2010

M. Jayakumar

Place: Coimbatore

PREFACE

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Providing quality education at all levels is our national commitment. SSA is a time bound educational intervention in the area of elementary education with the financial support of the Federal and State governments. India is a multi lingual, multi cultural, socio linguistic giant with great literary tradition. However, universalization of elementary education was a historical challenge. Since Independence, the government, local bodies, socially committed individuals and institutions have been providing elementary education opportunities for all the children of the country. Children of some social groups have locational disadvantages to gain elementary education. In some cases, mother tongue education is also a challenge because some languages have no script system and a tradition of accepting formal schooling and literacy. SSA addresses many challenges in elementary education especially in policy initiatives, curriculum preparation, transaction of text books inside the classroom, remedial coaching, teacher training and assessment.

I thank the State Administration of SSA, Authorities of my University, SSA officials in Tiruvanamalai District and my Research Associates for having provided support to complete this work at appropriate levels.

Date : 23.03.2010
Place : Coimbatore

(M.JAYAKUMAR)

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CHAPTER – I

1.1 Profile of the University

The Bharathiar University was established in Coimbatore (in the western part of Tamilnadu State) by the Government of Tamilnadu, in February 1982, under the provision of the Bharathiar University Act 1981, and the Tamilnadu Act No.1 of 1982, with jurisdiction over the revenue districts of Coimbatore, Tiruvannamalai and the Nilgiris. The motto of this University has been stated after the words of the great poet, Bharathiar himself, which means, “Educate to Elevate . The main objectives of this University are, to engage itself in the national task of imparting necessary knowledge and skills to the youth of this country and make them achieve the great values on which our society is founded and enable them to contribute effectively towards the establishment of an egalitarian society based on social justice and economic parity.

The University is actively engaged in teaching, extension and research. The Research Projects sponsored by the Government of India, the University Grants Commission (UGC) and other organizations like the Council of Scientific and Industrial Organization(CSIR), Department of Science and Technology (DST), Defense Research Development Organization (DRDO), Indian Council of Social Science Research (ICSSR), etc, these projects are being carried out effectively in various departments of this University.

Department of Extension and Career Guidance

The Dept. of Extension, Career Guidance and Students Welfare is one of the Teaching, Research and Extension Service departments of the University. The purpose of the Department is to conduct credit and non-credit courses in Educational Extension and Career Guidance. It also supports GOs and Adults, Legal literacy, Literacy for Tribal children, Reproductive Health Awareness,

Community Colleges and Campaigns for Social Issues like Child Labour Elimination and Education for All. By using its expertise it also supports the affiliated colleges and NGOs to establish Career Guidance Cells to provide counseling to students in their Career Choice, C.V. Writing, appearing interviews and learning through on-line guidance materials. The department has created the following four websites are www.careersite.com, www.apptitudecoach.com, www.civilservicecoach.org, and www.buparttimejobssupport.org.

Research Projects Carried Out so Far by the Department:

- A study on Pre-literacy in Reading and Writing, supported by Ministry of Human Resource Development, New Delhi
- A study on Learner Disabilities and Remediation, funded by Ministry of Human Resource Development, New Delhi.
- A study on the Weaning Practice and Nutritional profile of Vulnerable groups in Coimbatore, Minor Project financed by UGC, New Delhi.
- A study on Volunteer Instructor characteristics of TLC Programmes financed by UGC, New Delhi.
- An Evaluation of Non formal Education for Child workers with the financial assistance of Centre for Social Education and Development organization, Avinashi, Coimbatore District.
- An Evaluation of Total Literacy Programme in Pondicherry Union Territory with the Financial assistance by Ministry of Human Resource Development in collaboration with the School of Management, Bharathiar University.
- Evaluation of the TLC Programme in Pasumpon Muthuramalingam District of Tamilnadu supported by the TLC.
- Students Aptitude Level for various sectors of employment and curriculum relevance – A project implemented at 55 Colleges of the University by assessing 18300 Final Year Students
- An Evaluation report on Post Enumeration survey – Sample check on DISE data (2007-2008) in Dharmपुरi district, Tirunelveli district and Vellore district.

- An Evaluation report on Post Enumeration survey – Sample check on DISE data (2008-2009) in Erode district and Tiruvanmalai district.

- **Our Innovative Research Programmes are:**

Skill Development Programmes, E – Learning for Career Counseling and Aptitude Coaching, Staff Development Programme for NGO Managers, Human Rights Education and Professional Development Programmes, Career Coaching through online efforts and Placement Assistance.

1.2.1 Post Enumeration Survey:

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Tiruvannamalai District in Tamilnadu. Since the University has adequate experience in research activities for GOs and NGOs in the field of Education, Health and Human Rights and having experienced research faculties to conduct studies and sample surveys, it undertook the job after executing a MoU. A copy of MoU has also been sent to the Chief Educational Officer of Tiruvannamalai District.

A study on students and Teacher absentism was conducted at six districts namely Coimbatore, Nilgiris, Karur, Dharmapuri, Vellore and Cuddalore. The details were collected based on the students enrolment, social groupwise attendance, students absentism and its reasons were found out. The Teachers profile and leave particulars, the strategy followed by the H.M.s during the teacher absenteeism were also collected based on the survey.

1.2.2 Formation of Team and Training to Team members:

Dr. M.Jayakumar, Professor and Director, Department of Extension, Career Guidance and Students Welfare, Bharathiar University has accepted the responsibility and formed a team of two Research Associates for execution of the Post Enumeration Survey (PES)Project. The team members were given two

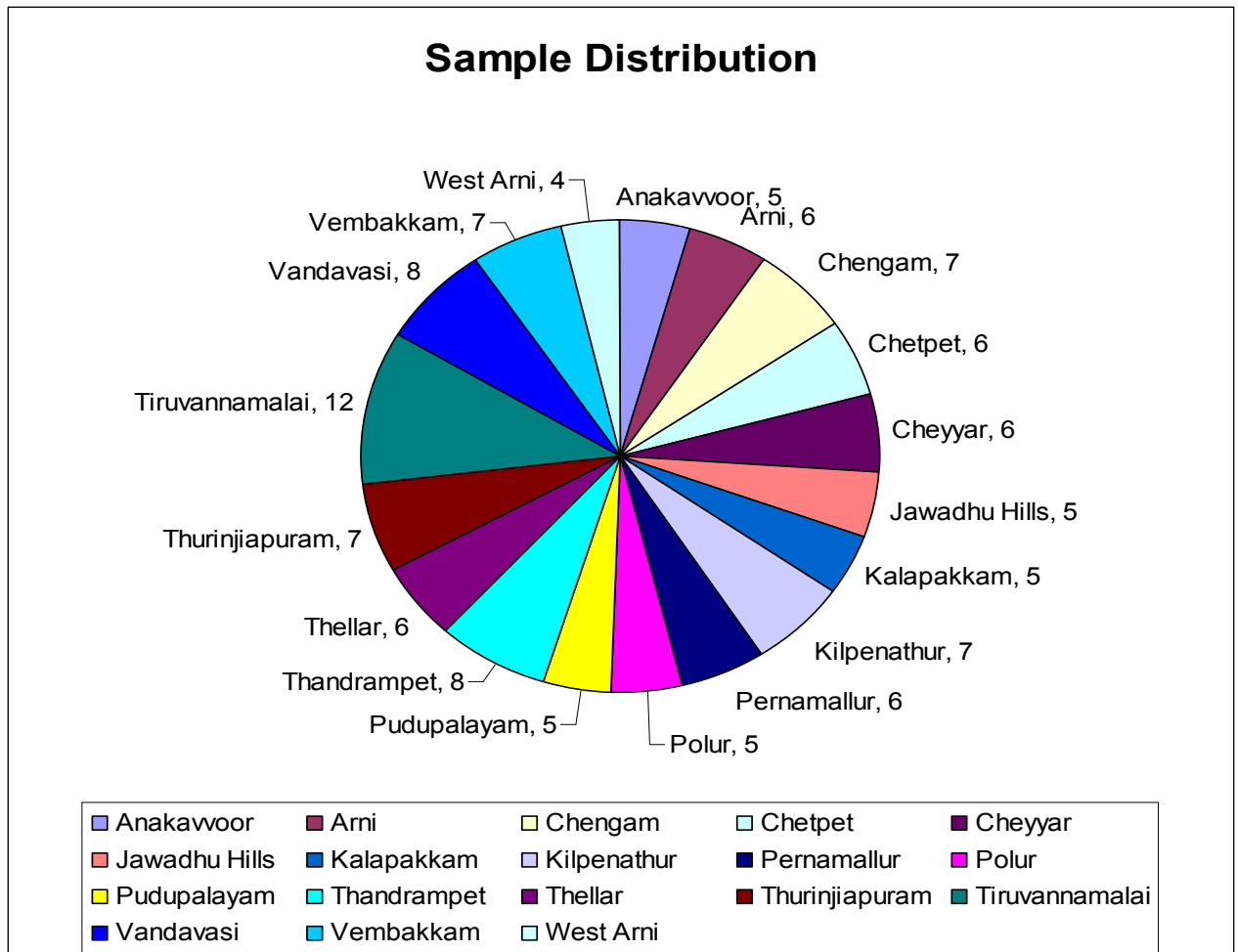
day orientation training in selection of schools, data collection, concepts and definitions, data source, verification of registers, etc in detail.

S.No	Name and Address	Area of Specialization
1	Dr.M.Jayakumar Director, Department of Extension and Career Guidance, Bharathiar University, Coimbatore – 46	Educational Evaluation, Language Teaching Methods
2.	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Extension Education and Women studies
3	Mrs.C. Esther Tamilselvi Research Associate Bharathiar University, Coimbatore – 46	Web Based Career Guidance

1.2.3 Selection of Samples

The sample selection was done by random selection method. Random number was generated by using web site called www.random.org/integers with the help of Random Integer Generator. The method followed was, a) command given about how many items we want, b) value given for both ends and c) click the choose random number selection. For this selection of samples, the University collected the school list from SSA, Tiruvannamalai Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, we have chosen 5% of the sample in respect to each category. If there are less than 20 schools in a category, that category of schools were not taken for study. The details about the samples selection was given in the Table 1.1. ***Totally 114 schools were selected out of 2296 schools in the entire district covering 18 blocks***

namely Arni, Chengam, Chetpet, Jawadhu Hills, Kilpenathur, Pernamallur, Polur, Thandrampet, Thuriinjapuram, Tiruvannamalai, West Arni, Anakavvoor, Cheyyar, Kalapakkam, Pudupalayam, Thellar, Vandavasi and Vembakkam



The number in each item denotes the no: of schools selected for the study.

Table 1.1
Details about the Sample Selection

Variable	Block	Primary School (I-V)				Middle School (I-VIII)				High School				Higher Secondary School				Total
		Govt.	Private Aided	Private unAided	Total	Govt.	Private Aided	Private UnAided	Total	Govt.	Private Aided	Private UnAided	Total	Govt.	Private Aided	Private UnAided	Total	
No.	Vembakkam	94	0	4	98	18	0	1	19	12	0	0	12	6	0	0	6	135
5%		4	0	0	4	1	0	0	1	1	0	0	1	1	0	0	1	7
No.	Cheyyar	74	2	14	90	20	0	4	24	11	1	1	13	4	0	1	5	132
5%		4	0	0	4	1	0	0	1	1	0	0	1	0	0	0	0	6
No.	Anakkavur	74	2	1	77	12	0	0	12	6	0	0	6	4	0	1	5	100
5%		4	0	0	4	1	0	0	1	0	0	0	0	0	0	0	0	5
No.	Pernamallur	68	5	4	77	16	2	1	19	10	0	1	11	4	0	1	5	112
5%		4	0	0	4	1	0	0	1	1	0	0	1	0	0	0	0	6
No.	Vandavasi	71	12	8	91	17	0	0	17	7	1	3	11	5	2	2	9	128
5%		3	0	0	3	2	0	0	2	1	0	0	1	0	0	0	0	6
No.	Thellar	80	9	6	95	22	1	0	23	9	0	4	13	7	0	0	7	138
5%		4	1	0	5	1	0	0	1	1	0	0	1	0	0	0	0	7
No.	Arni	50	8	20	78	34	0	1	35	8	1	1	10	4	2	2	8	131
5%		2	0	1	3	2	0	0	2	1	0	0	1	0	0	0	0	6
No.	West Arni	52	6	3	61	16	1	0	17	8	0	6	14	5	0	2	7	99
5%		3	0	0	3	1	0	0	1	0	0	0	0	0	0	0	0	4
No.	Polur	70	8	12	90	27	2	3	32	4	0	3	7	9	1	1	11	140
5%		3	1	0	4	1	0	0	1	0	0	0	0	0	0	0	0	5

No.	Kalasapakkam	63	6	10	79	18	2	0	20	8	0	2	10	6	0	0	6	115
5%		3	0	0	3	1	0	0	1	0	0	0	0	1	0	0	1	5
No.	Chetpet	50	15	6	71	16	2	0	18	7	0	2	9	7	4	1	12	110
5%		3	1	0	4	1	0	0	1	1	0	0	1	0	0	0	0	6
No.	Thurinjapuram	71	11	4	8	19	1	2	22	10	2	0	12	4	0	4	8	128
5%		3	1	0	4	2	0	0	2	1	0	0	1	0	0	0	0	7
No.	Kilpennathur	65	17	3	85	21	0	2	23	6	4	3	13	6	3	0	9	130
5%		3	1	0	4	2	0	0	2	1	0	0	1	0	0	0	0	7
No.	Tiruvannamalai	88	16	42	146	47	3	4	54	6	4	9	19	11	7	5	23	242
5%		4	1	2	7	2	1	0	3	1	0	0	1	1	0	0	1	12
No.	Pudupalayam	46	5	4	55	20	0	1	21	7	0	2	9	5	1	0	6	91
5%		2	1	0	3	1	0	0	1	0	0	0	0	1	0	0	1	5
No.	Chengam	71	2	81	8	31	0	0	31	9	0	2	11	6	0	4	10	133
5%		4	0	0	4	2	0	0	2	1	0	0	1	0	0	0	0	7
No.	Thandrampet	64	3	5	72	33	1	3	37	8	0	6	14	8	1	1	10	133
5%		4	0	0	4	2	0	0	2	1	0	0	1	1	0	0	1	8
No.	Jawadhu Hills	59	1	4	64	26	0	0	26	1	0	0	1	1	2	0	3	94
5%		3	0	0	3	2	0	0	2	0	0	0	0	0	0	0	0	5
No.	Total	1210	128	158	1496	413	15	22	473	137	13	45	195	102	23	25	150	2296
5%		59	8	3	69	26	1	0	27	12	0	0	12	5	0	0	5	114

Source : Records from the Tiruvannamalai District SSA, Private unaided schools were not taken for study.

1.2.4 Data Collection

The team personally visited the schools and gathered information in the special data collection format without any bias, which was framed and given by the State Project Office of SSA, Chennai. The investigators collected data from the sample schools during the month of December 2009 and February 2010.

TABLE 1.2
Details about Project Team

S.No	Name and Address	Blocks Surveyed in in Tiruvannamalai District
1	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Arni,Chengam,Chetpet,Jawadhu Hills,Kilpenathur,Pernamallur,Polur, Thandrampet,Thurinjiapuram, Tiruvannamalai,West Arni,Anakavvoor, Cheyyar, Kalapakkam, Pudupalayam, Thellar, Vandavasi and Vembakkam
2	Mrs.C. Esther Tamilselvi Research Associate Bharathiar University, Coimbatore – 46	Arni,Chengam,Chetpet,Jawadhu Hills,Kilpenathur,Pernamallur, Polur,Thandrampet,Thurinjiapuram, Tiruvannamalai and West Arni

1.2.5 Data Processing

After the collection of data, the Research Associates analyzed and verified the survey forms on the day of survey. The filled in formats and DISE data were entered into the computers in excel format and consolidated. Comparison was made between the PES and DISE data by data analysis process. With these data, reports were generated.

1.2.6 Report Generation

After completing the consolidation work, report were generated for the District based on the report and team members feed back. A comparative analysis has been presented in the following Chapters.

CHAPTER II

COMPARATIVE ANALYSIS OF PES AND DISE

2.1 Introduction

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

2.2.1 Location of the School

For Post Enumeration Survey, 114 Schools out of 2296 schools from Tiruvannamalai District were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled in format showed that **there is no deviation in the list of schools thus ensuring that data were compiled perfectly.**

TABLE 2.1

School Location Particulars: Deviation as per PES

S.No	District	No.of Sample Schools	School Location		% of deviation
			Correct	Not correct	
1	Tiruvannamalai	114	114	-	-

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

2.2.2 School Particulars

The details given in the Table.2.2 in respect of year of establishment, type and management category of the sample schools were also found to be the same when compared with DISE filled in forms prevailing that the school identification particulars are maintained properly.

TABLE 2.2
School Identification Details

S.No	District	Particulars	No. of Schools		% of deviation
			PES	DISE	
1	Tiruvannamalai	Year of Establishment		-	-
2	Tiruvannamalai	School Category			
		i. Primary (1)	68	68	-
		ii. Primary with Upper primary (2)	26	27	(-3.7)
		iii. Primary with secondary (3)	2	2	
		iv. Upper primary only (4)	4	4	
		v. Upper primary with sec / Hr.se (5)	14	14	
3	Tiruvannamalai	Type of School			
		i. Girls	1	1	-
		ii. Boys	5	5	-
		iii. Co-education	108	108	-
4	Tiruvannamalai	Management Type			
		i. Education Department	17	17	-
		ii. Tribal Welfare Dept	0	0	-
		iii. Local body	91	91	-
		iv. Private Aided	6	6	-
		v. Private Unaided	0	0	-

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

In respect to the school schools category, there is slight variation in the category of Primary and upper primary only. There is slight variation in the management type local body and privated aided schools. This variation was due to upgradation of the schools from the above said category to upper primary with secondary status. This also shows the growth of schools in the district.

All the selected sample schools were operated in regular day shift system. There was no shift system and also residential facilities are not available.

2.2.3 Staff Details – Deviation as per PES

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers properly. During the survey, the investigators found that there is deviation between PES and DISE format in relation to staff in position. The details are given in Table 2.3

TABLE 2.3
Staff in Position – Deviation as per PES

S.No	District	Staff details	No. of Teachers		% of deviation
			PES	DISE	
1	Tiruvannamalai	Teaching	684	670	2.0%
		Non-Teaching	72	74	-2.7%

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

From the above Table, the deviation among the teaching was noted as 2% and -2.7% were noted among the non teaching staffs respectively.

2.2.4 Facilities in Schools

As per the PES, the data were compared with DISE in the areas of facilities available in the schools are given in the following Table and Figure.

TABLE 2.4
Facilities in Schools – Deviation as per PES

S.No	Facilities in Schools	No. of Schools	
		PES	DISE
1	Availability of Electricity		
	Yes	110	110
	No	4	4
2	Common Toilet		
	Yes	76	74
	No	38	40
3	Toilet for girls		
	Yes	61	60
	No	53	54
4	Boundry wall		
	Pucca	44	41
	Pucca but broken	23	22
	Wire fencing	1	1
	No boundry wall	46	46
5	Drinking water facility		
	Hand pump	1	1
	Well	37	37
	Tap water	72	72
	Others	1	1
	No drinking water	3	3
6	Number of computers	311	313
7	Furniture for students		
	For all	17	15
	For some students	31	31
	No furniture	66	64

Source: DISE Reports taken from
<http://www.Tiruvannamalai.tn.nic.in>

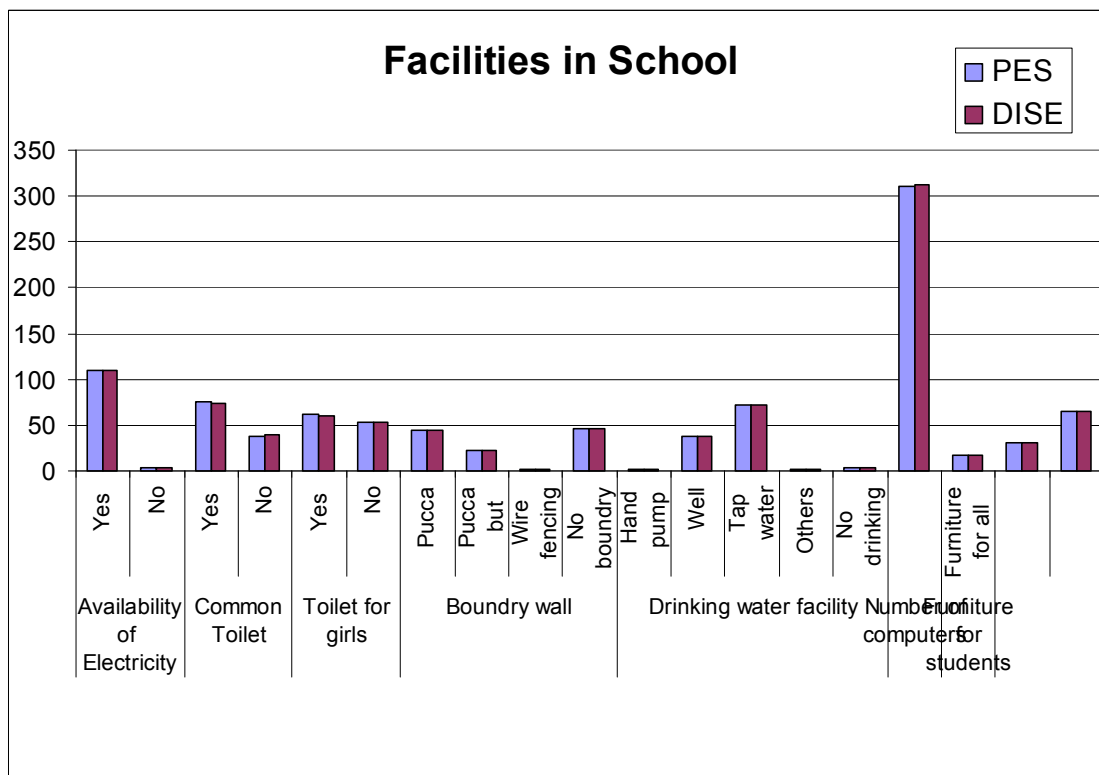


Figure 2.1 Facilities in Schools

In the above figure we can find the very meager deviation in the availability of electricity and common toilet facilities in the selected sample schools. In the case of boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have adequate furniture but the students were sitting on the floor mat is available because they were undergoing the Activity Based Learning (ABL) Method for their learning.

As for as computers available, it is clearly depicted that in PES and DISE format having 311 and 313 respectively. This minor deviation was due to the current purchase of computers in the academic year (2009-2010) in private schools and Higher Secondary category. In some of the Primary and Upper Primary schools, one or two computers were provided by various schemes of Central and State Government. All the computers were in working condition.

2.2.5 Enrolment

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

Category-wise enrollment details of the Academic year 2008 - 2009 are given in the following Table

TABLE 2.5
Enrolment Deviation as per PES (2008-2009)

S.No	Category	Primary			Upper Primary		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	Total	10190	10117	(0.72%)	8573	9025	(-5.0%)
2	SC	3129	3144	(- 0.4%)	2140	2180	(-1.8%)
3	ST	1291	1300	(-0.6 %)	154	156	(-1.2%)

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

From the above table, the deviation found higher when compare to DISE format in ST Category of Upper Primary schools.

2.2.6 Class - wise Enrolment Deviation as per PES (2008-2009)

Class- wise enrolment as per PES and DISE are presented for all the Classes (upto upper primary classes) in the sample schools in Tiruvannamalai District in the following table.

TABLE 2.6 Class-wise Enrolment Deviation as per PES (2008-2009)

Class	Total			SC children enrolled			ST Children enrolled		
	PES	DISE	Deviation in %	PES	DISE	Deviation in %	PES	DISE	Deviation in %
I	2092	2002	(4.4)	503	506	(-0.5)	92	91	(1.0)
II	2265	2265	0	545	547	(-0.3)	102	102	0
III	2491	2489	(0.8)	633	635	(-0.3)	108	110	(-1.8)
IV	2558	2553	(0.1)	584	584	0	93	93	0
V	2677	2667	(0.3)	545	545	0	100	100	0
Sub Total	12083	11976	(0.8)	2810	2817	(-0.2)	495	496	(-0.2)
VI	2637	2832	(-6.8)	720	730	(-1.3)	55	56	(-1.7)
VII	2990	2968	(0.7)	712	712	0	54	54	0
VIII	3091	3225	(-4.1)	708	738	(-4.0)	45	46	(-2.1)
Sub Total	8718	9025	(-3.4)	2140	2180	(-1.8)	154	156	(-1.2)
Total	2637	2832	(-6.8)	720	730	(-1.3)	55	56	(-1.7)

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

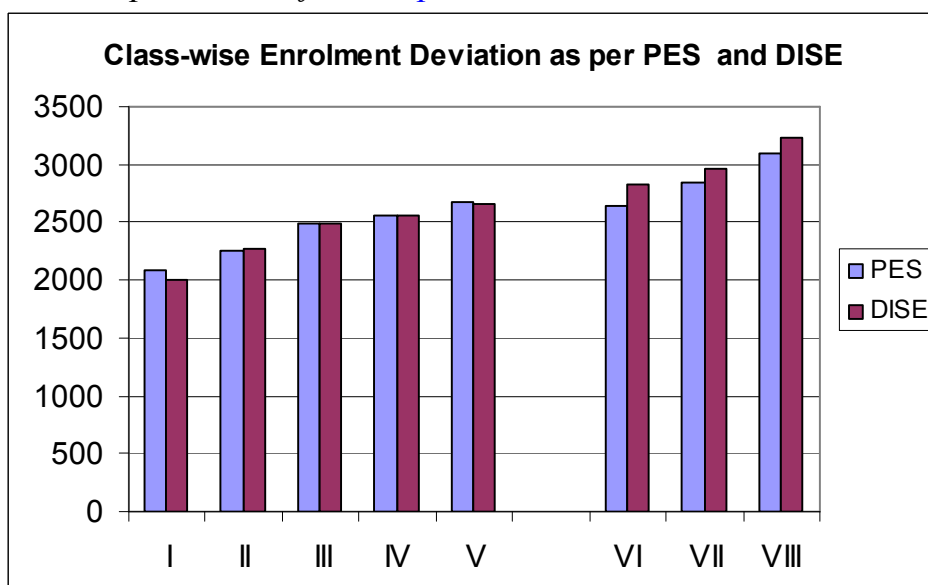


Fig 2.2 Total Enrolment – Deviation as per PES and DISE

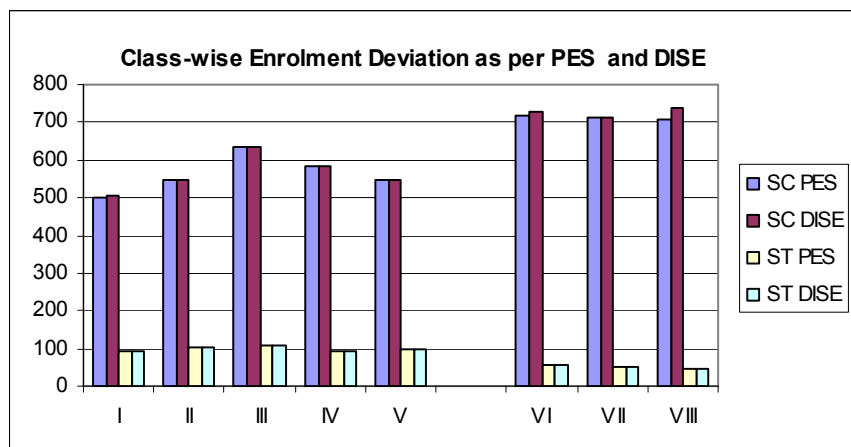


Fig 2.3 SC and ST Children Enrolment – Deviation as per PES and DISE

Regarding class-wise enrollment of children at the primary and upper primary levels in Tiruvannamalai District, a maximum deviation of 4.4% was observed at the I Standard level in Tiruvannamalai District. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 0.5 to 1.0% from the above table. As far as ST children enrolled in Primary and Upper primary level, the percentage of deviation was high between the PES and DISE format.

Even though the percentage was high, the actual number difference is very less.

2.2.7 Repeaters and Disabled (differently – disabled) Children (2008-09)

The details of the Repeaters and Disabled children enrolment are given below in the Table Format.

TABLE 2.7

Repeaters by Class – Deviation as per PES

S.No	Class	Repeaters			IED		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	I	0	0	-	15	11	36
2	II	0	0	-	24	29	-17.2
3	III	0	0	-	31	25	24
4	IV	0	0	-	35	24	45
5	V	0	0	-	46	27	70
6	VI	0	0	-	36	22	63
7	VII	0	0	-	20	22	-9
8	VIII	0	0	-	44	26	69

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

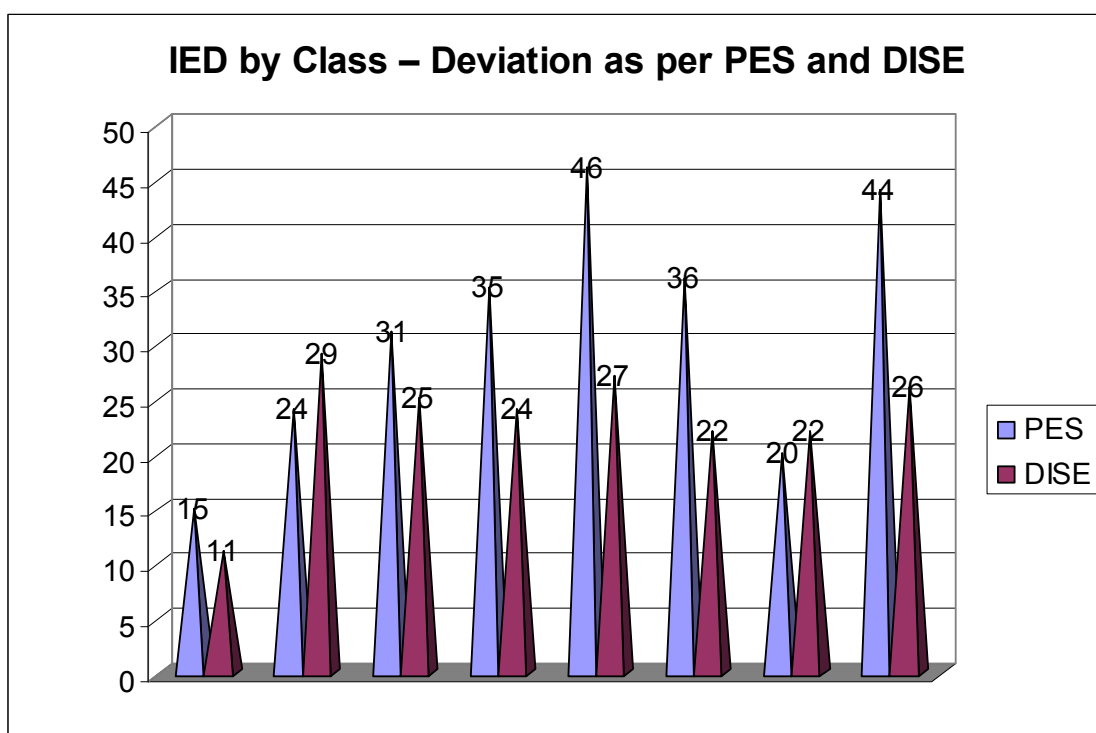


Figure 2.4 IEDs as per PES and DISE

It is observed that from the above Table, there is deviation in disabled children enrolment in I and VIII standard. With respect to repeaters there is no variation found.

2.6.8. Number of Class Rooms

The number of class rooms available in the selected sample schools are given in the Table below.

TABLE 2.8

Deviation in Number of Class Rooms and Other Rooms

S.No	Category	No. of Rooms		
		PES	DISE	Deviation in %
1	Class rooms in Good Condition	665	636	(4.5)
2	Class rooms in Major repair	13	15	(-13.3)
3	Other rooms in Good condition	89	87	(2.2)

Source: DISE Reports taken from <http://www.Tiruvannamalai.tn.nic.in>

The number of class rooms in good condition was found a higher deviation (4.5%) in PES when compare to DISE. All the Government schools surveyed in the Tiruvannamalai District are functioning in pucca buildings. In case of other rooms, deviation is 2.2% in DISE when compared to PES format.

CHAPTER III

INVESTIGATOR FEED BACK HIGHLIGHTS

3.1 Introduction

The team members were asked to collect data in the investigators feed back schedules. All the team members furnished the data almost accurately. The information was computerized and the reports were also generated to highlight the real situation.

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

3.2 Number of Visits made

All the 114 Schools were opened on the day of first visit itself. The investigators went on the week days that too in full working days.

3.3 Status of Teachers Response:

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were very good. Because the District Officers gave clear information about the visit to the Head Teacher on the day of visit. The observed responses were given in the following table.

TABLE :3.1 Status of Teachers Response

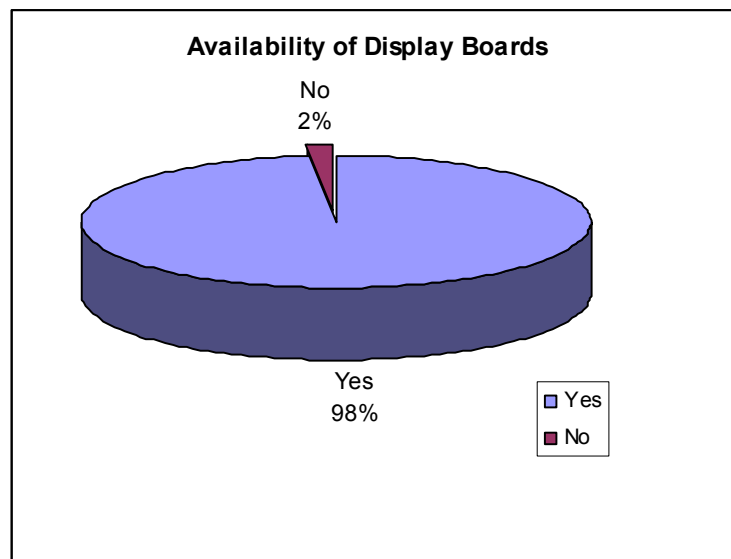
S.No	Attributes	Category of Response				
		Very good	Good	Average	Poor	Very Poor
1	Initial Reaction	114	0	-	-	-
2	Response of the HT to provide Information	97	17	-	-	-
3	Availability of Records	97	17	-	-	-

Source : Computed from the survey forms

Almost in all the selected schools the Head Teacher / Head Teacher incharge maintained the records ranged from Very good to Good in respect to maintenance and availability of master registers like, enrollment details, Result records etc. They have also maintained in proper condition. In Tiruvannamalai District HT provided proper information and Availability of records was maintained properly eventhough the HT was appointed only few months or days before in some schools.

3.4 Availability of Display Board:

In 98.2% per cent schools, the teachers have properly displayed their class- wise enrollment, number of SC, ST and OBC children, method teaching, teacher in position details, attendance details etc., The investigators did not find display boards in 2 Schools and they are coming under the private sector.



3.5 Midday Meal Programme:

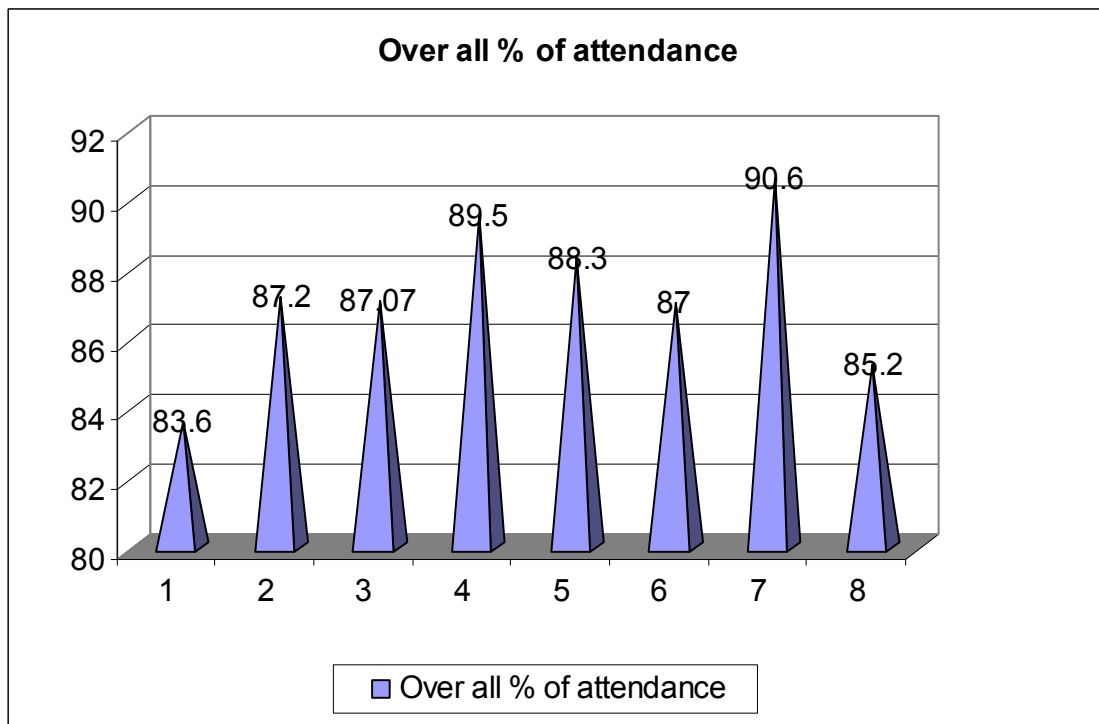
From the investigators observation, 114 Sampled schools, provided mid day meals to their children. In most of the schools, cent per cent of the children were served with midday meals. Before serving the food to the children, the

food was tasted by the concerned staff in the respective schools especially items like grams and sambar.

Mostly all the schools provided nutritious food for the children with green leafy vegetables, brinjal, carrot, beetroot and tomato. They were mixed with the sambar. In addition to this, grams and Potato have been served to the children on Tuesdays and Fridays respectively. Egg has been served weekly thrice on alternative days.

3.6 Class wise Enrolment and Attendance:

From the below table, the attendance of the students were found high (above 90.5 per cent) in upper primary classes when compared to Primary level of education. In primary level also, the students attendance was above 88.3 per cent, were noted on the day of visit by the investigators. Here the role of teachers and the regular visits of the BRTes are appreciable. Their efforts certainly ensure the students' attendance regularly.



Source : Students Attendance Registers available in the sampled schools

Source : Rec TABLE 3.2 Class wise Enrolment and Attendance Details (2009 – 10)

Class	As per PES Enrolment (as per record)						Attendance at the time of Visit						Over all % attendance
	Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	1247	1271	407	411	2	6	1040	1067	379	371	3	8	83.6
II	1246	1204	364	380	2	2	1076	1061	340	353	3	4	87.2
III	1456	1429	443	415	7	29	1248	1264	410	388	5	7	87.07
IV	1470	1460	395	419	3	6	1292	1331	366	400	0	6	89.5
V	1693	1689	452	499	4	4	1533	1454	406	454	4	10	88.3
VI	1089	1413	350	405	1	14	892	1285	326	375	1	23	87.0
VII	994	1482	345	399	2	1	888	1356	340	382	2	6	90.6
VIII	1066	1705	339	424	2	17	938	1425	348	373	2	27	85.2

TABLE 3.3 Annual Examination Results 2008-09

Class	As per PES Enrolment (as per record)						Appeared						Passed						Total Pass Percentage
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
V	1264	1193	254	216	48	45	1276	1143	231	212	42	45	1276	1143	231	212	41	42	100%
VIII	1343	1516	374	487	83	111	1341	1513	372	487	83	111	1340	1520	372	487	83	111	99%

Source : Students Exam Result Register available in the sample schools

3.7 Examination Results:

The Records maintained for Results by the Head Teacher helped the investigators to collect the details about the pass percentage of students and students appeared for the exam for V and VIII classes in the given format. The Table 3.3 shows the details of the Examination results.

In Class V, the pass percentage is 100per cent and it was reported that this was due to hard work done by the teachers, learning method adopted and the students enthusiasm. In Class VIII, the pass percentage was above 99 per cent in 2008-09 examinations.

CHAPTER IV

FINDINGS OF THE SURVEY

4.1 Introduction

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Tiruvannamalai District in Tamilnadu. The sample selection was done with great care and without any bias by using Random Sample selection method. 5% sample ie., 114 samples were selected from 2296 schools from 18 Blolecks of Tiruvannamalai District. During the sample selection, equal importances were given to Management category, Type of School, Location of the School and Category of School. Two investigators were given orientation about Special DCF (Data Capture format) for Post Enumeration Survey given by Tamil Nadu State Mission of Education for All, Chennai. Then the data were collected from the selected sample schools. After the collection of required data, it was consolidated, analysed, compared with DISE report and finally generated reports. The findings of the reports are given below.

4.2 School Location

The details regarding the location of the schools such as village name / ward number, Name of the block / Municipality and Rural / Urban showed that there is no difference between PES and DISE data and the PES data are matching with the DISE data.

4.3 School Particulars

The information relating to school particulars such as school Management, year of establishment etc., are found to be correct and there is no

deviation between PES and DISE data. There is slight difference in type of schools, because this year (2008-09).

4.4 Teachers in position

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 5 –10 in numbers.

4.5 Facilities in Schools

Very meagre deviation is found in availability of common toilet facilities and Play ground in the selected sample schools. In many schools staff toilets were not available and there is a need for separate staff toilet. In the case of drinking water facility and boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture is also having quite minor deviation. In some schools they have furniture but the students are sitting on the floor because they are undergoing the Activity Based Learning (ABL) Method for their learning purposes.

In the case of availability computers, there is no major deviation in reporting. PES reports 311 computers on the other hand DISE format reports 313.

4.6.1 Enrolment Details

Since enrolment data are felt very important, the team members were very keen to observe this aspect like Admission registers, Promotion registers, Attendance registers etc., and then filled the Data in the given format (DCF).

A maximum deviation of 4.4% was observed at the I Standard level in Tiruvannamalai District and the overall deviation is – 0.5%. As far as the enrolment of SC Children, the deviation was noted in the range of (+) or (-) 1.5 to 2.0% from the tables available in this study. As far as ST children enrolled in Primary and upper primary level, the percentage of deviation was high between

the PES and DISE format. Even though the percentage was high, the actual number difference is very less.

4.6.2 Repeaters and Disabled Children enrolment:

There is no deviation in Repeaters. With respect to IED the variation is found only in II, III, VI and VIII standard ranges from 8.3% and -11.7% respectively.

4.6.3 Class wise Enrolment and Attendance:

On the day of visit, the attendance of the students was found good (above 90 per cent) in upper primary classes and Primary level. Here the role of teachers and the regular visits of the BRTEs are appreciable. This effort certainly maintains the students' attendance regularly.

4.6.4 Examinations Results:

In Class V, the pass percentage is 100 per cent for both Boys and Girls and this is due to hard work done by the teachers, learning methods and the students enthusiasm. In Class VIII, it is also noted that above 99 per cent pass in 2008-09 examinations.

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

4.7 Number of Classrooms

The number of class rooms in good condition is found a higher deviation (4.5%) in PES when compared to DISE. **All the Government schools surveyed in the Tiruvannamalai District are functioning in pucca building.** In case of other rooms, deviation is lower in PES (2.2%) when compared to DISE format.

4.8 Number of Visits made

All the 114 Schools were opened on the day of first visit itself.

4.9 Status of Teachers Response:

Head Teacher / Head Teacher incharge was available at the time of visit. The initial reactions of the teachers were very good. Almost in all the selected schools (100%) the Head Teacher / Head Teacher incharge maintained the records ranged from very good to good in respect to maintenance and availability of master registers.

4.10 Availability of Display Board:

In 98 per cent schools, they have properly displayed their class- wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, etc.,

CHAPTER V

SUGGESSTIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter concentrates on the suggestions and recommendations emerged from the report given in the preceding five chapters.

5.2 DISE Training

The DISE Training should be given to all Management Category Schools like Private aided and unaided and Secondary and Higher Secondary schools. The DCF Training to the Head teachers of the above said category schools are also strongly recommended by the investigators. In addition to the Head Teacher, two more teachers from each school can be trained in DCF / DISE concept. In the same way the in-service training should also made compulsory to all category schools.

5.3 Data Collection and Data Processing

It is very essential to encourage the sharing of the data with all stakeholders of the schools like VEC members, Parents and other local body officials to strengthen the facilities of the schools and to enhance the enrollment in this competitive situation of the private schools. The SSA officials' efforts are commendable in monitoring and evaluation of data capturing, data sharing and usage and this should be encouraged.

5.4 Data Quality

DISE data quality is good; Details are also available on time. Up to date information and error free quality was maintained at all levels.

5.5 Maintenance and Updation of Records

This Post Enumeration Survey reveals that the Head Teachers of the sample schools are maintaining all the records satisfactorily.

5.6 General Observations

The cooperation and efforts in preparation of DISE and Maintenance of records at the School level by the teachers and District SSA officials were very good. This will pave a way to improve of the status of Government schools. If these efforts are continued, the dream of 100% Enrollment and literacy achievement is possible.

The state SSA Directorate may establish professional contacts with Universities and Research Centers to take up Research Projects in Teachers and Student Absentism, Literacy Achievement, Effectiveness of ABL methods. Web application method for data capturing may be followed to avoid any delay in sending and processing the data.