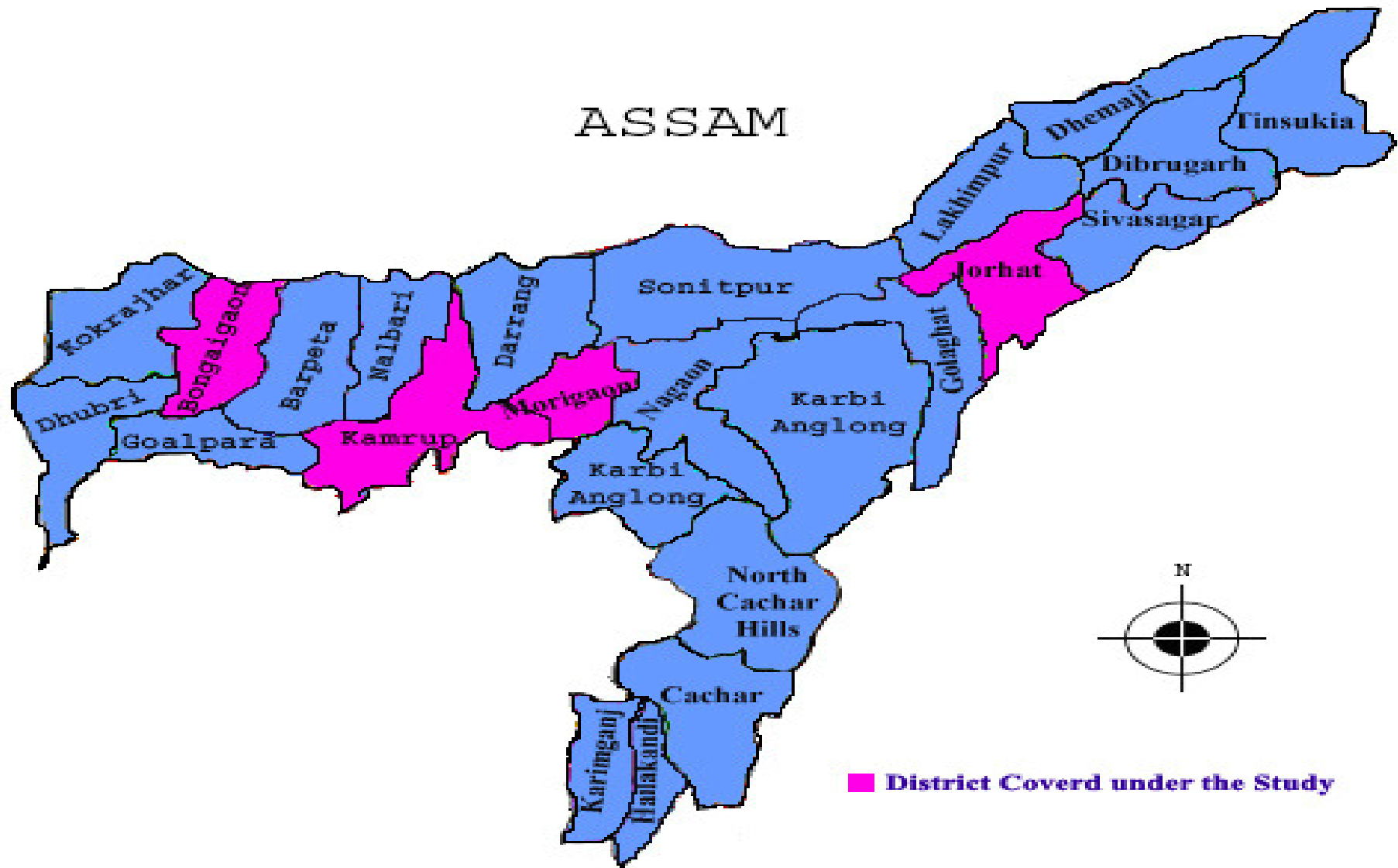


5% Sample Checking of DISE Data 2010-2011



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(Dr. Biman Kumar Bhatta)

Associate Professor & Principal Investigator

Chapter Index

<u>Chapter</u>	<u>Description</u>	<u>Page no</u>
Chapter I	Introduction	1
Chapter II	Methodology	6
Chapter III	Verification of DISE data 2010-11: Bongaigaon District	15
Chapter IV	Verification of DISE data 2010-11: Jorhat District	30
Chapter V	Verification of DISE data 2010-11: Kamrup District	48
Chapter VI	Verification of DISE data 2010-11: Marigaon District	68
Chapter VII	Overall analysis of DISE data 2010-11	83
Chapter VIII	Details of enrolment and percentage of students present on the day of visit	107
Chapter IX	Analysis of feedback from Investigators	139
Chapter X	Summary of findings	151
Chapter XI	Suggestions & Conclusions	164
	Bibliography	168
	Appendix I: Field Investigator's profile	169
	Appendix II: List of sample schools & respondents	170
	Appendix III: Field investigators manual	181
	Appendix IV: Sample schedule for data collection	187
	Appendix V: Selected Photographs	192

List of Tables

<u>Table</u>	<u>Description</u>	<u>Page no</u>
2.1	District wise Block wise size of sample	7
2.2	Block-wise, rural/urban wise and school category wise distribution of selected schools of Bongaigaon district	8
2.3	Block-wise, rural/urban wise and school category wise distribution of selected schools of Jorhat district	8
2.4	Block-wise, rural/urban wise and school category wise distribution of selected schools of Kamrup district	9
2.5	Block-wise, rural/urban wise and school category wise distribution of selected schools of Marigaon district	9
2.6	Rural/urban wise and school category wise distribution of selected schools of the selected districts	10
3.1.1	Comparison of data regarding School Location Particulars of Bongaigaon district	15
3.2.1	Comparison of data regarding School Particulars of Bongaigaon district	16
3.2.2	Frequency distribution of HT's total years of working experience as Head Teacher in Bongaigaon district	17
3.3.1.1	Comparison of data regarding staff details of Bongaigaon district	19
3.3.2.1	Comparison of data regarding facilities available in selected schools of Bongaigaon district	20
3.3.2.2	Condition of class room and other room in the selected schools of Bongaigaon district	22
3.4.1	Class wise and school category wise total enrolment of Bongaigaon district.	23
3.4.2	Caste wise enrolment in the selected primary schools of Bongaigaon district	24

3.4.3	Caste wise enrolment in the selected primary with upper primary schools of Bongaigaon district	25
3.4.4	Caste wise enrolment in the selected upper primary schools of Bongaigaon district	26
3.4.5	Class and school category wise enrolment of disabled students in selected schools of Bongaigaon district	27
3.4.6	Class and school category wise repeaters in selected schools of Bongaigaon district	28
4.1.1	Comparison of data regarding School Location Particulars of Jorhat district	30
4.2.1	Comparison of data regarding School Particulars of Jorhat district	31
4.2.2	Frequency distribution of HT's total years of working experience as Head Teacher in Jorhat district	32
4.3.1.1	Comparison of data regarding staff details of Jorhat district	34
4.3.2.1	Comparison of data regarding facilities available in selected schools of Jorhat district	35
4.3.2.2	Condition of class room and other room in the selected schools of Jorhat district	37
4.4.1	Class wise and school category wise total enrolment of Jorhat district.	38
4.4.2	Caste wise enrolment in the selected primary schools of Jorhat district	39
4.4.3	Caste wise enrolment in the selected primary with upper primary schools of Jorhat district	40
4.4.4	Caste wise enrolment in the selected upper primary schools of Jorhat district	41

4.4.5	Class and school category wise enrolment of disabled students in selected schools of Jorhat district	42
4.4.6	Class and school category wise repeaters in selected schools of Jorhat district	43
4.5.1.1	Area-wise enrolment in Primary schools of Jorhat district	44
4.5.1.2	Area-wise enrolment in selected Upper primary schools of Jorhat district	45
4.5.1.3	Rural urban scenario of facilities in schools where DISE data did not matched with survey data	46
5.1.1	Comparison of data regarding School Location Particulars of Kamrup district	48
5.2.1	Comparison of data regarding School Particulars of Kamrup district	49
5.2.2	Frequency distribution of HT's total years of working experience as Head Teacher in Kamrup district	50
5.3.1.1	Comparison of data regarding staff details of Kamrup district	52
5.3.2.1	Comparison of data regarding facilities available in selected schools of Kamrup district	53
5.3.2.2	Condition of class room and other room in the selected schools of Kamrup district	55
5.4.1	Class wise and school category wise total enrolment of Kamrup district.	56
5.4.2	Caste wise enrolment in the selected primary schools of Kamrup district	57
5.4.3	Caste wise enrolment in the selected primary with upper primary schools of Kamrup district	58
5.4.4	Caste wise enrolment in the selected upper primary schools of Kamrup district	59

5.4.5	Class and school category wise enrolment of disabled students in selected schools of Kamrup district	60
5.4.6	Class and school category wise repeaters in selected schools of Kamrup district	61
5.5.1.1	Area-wise enrolment in Primary schools of Kamrup district	62
5.5.1.2	Area-wise enrolment in selected Upper primary schools of Kamrup district	63
5.5.1.3	Area-wise enrolment in selected Primary with Upper primary schools of Kamrup district	64
5.5.1.4	Rural urban scenario of facilities in schools where DISE data did not matched with survey data	65
6.1.1	Comparison of data regarding School Location Particulars of Marigaon district	68
6.2.1	Comparison of data regarding School Particulars of Marigaon district	69
6.2.2	Frequency distribution of HT's total years of working experience as Head Teacher in Marigaon district	70
6.3.1.1	Comparison of data regarding staff details of Marigaon district	71
6.3.2.1	Comparison of data regarding facilities available in selected schools of Marigaon district	73
6.3.2.2	Condition of class room and other room in the selected schools of Marigaon district	75
6.4.1	Class wise and school category wise total enrolment of Marigaon district.	76
6.4.2	Caste wise enrolment in the selected primary schools of Marigaon district	77

6.4.3	Caste wise enrolment in the selected primary with upper primary schools of Marigaon district	78
6.4.4	Caste wise enrolment in the selected upper primary schools of Marigaon district	79
6.4.5	Class and school category wise enrolment of disabled students in selected schools of Marigaon district	80
6.4.6	Class and school category wise repeaters in selected schools of Marigaon district	81
7.1.1	Comparison of data regarding School Location Particulars of Selected districts	83
7.2.1	Comparison of data regarding School Particulars of Selected districts	84
7.2.2	Frequency distribution of HT's total years of working experience as Head Teacher in Selected districts	85
7.3.1.1	Comparison of data regarding staff details of Bongaigaon district	86
7.3.2.1	Comparison of data regarding facilities available in selected schools of Selected districts	88
7.3.2.2	Condition of class room and other room in the selected schools of Selected districts	91
7.4.1	Class wise and school category wise total enrolment of Selected districts.	93
7.4.2	Caste wise enrolment in the selected primary schools of Selected districts	95
7.4.3	Caste wise enrolment in the selected primary with upper primary schools of Selected districts	96
7.4.4	Caste wise enrolment in the selected upper primary schools of Selected districts	98

7.4.5	Class and school category wise enrolment of disabled students in selected schools of Selected districts	100
7.4.6	Class and school category wise repeaters in selected schools of Selected districts	101
7.5.1.1	Area-wise enrolment in Primary schools of Kamrup district	102
7.5.1.2	Area-wise enrolment in selected Upper primary schools of Kamrup district	103
7.5.1.3	Area-wise enrolment in selected Primary with Upper primary schools of Kamrup district	104
7.5.1.4	Rural urban scenario of facilities in schools where DISE data did not matched with survey data	105
8.1.1.1	Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Bongaigaon district	108
8.1.2.1	Details of caste wise enrolment and present percentage of students from the selected Primary schools of Bongaigaon district	110
8.1.2.2	Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Bongaigaon district	111
8.1.2.3	Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Bongaigaon district	112

8.2.1.1	Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Jorhat district	113
8.2.2.1	Details of caste wise enrolment and present percentage of students from the selected Primary schools of Jorhat district	115
8.2.2.2	Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Jorhat district	116
8.2.2.3	Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Jorhat district	117
8.3.1.1	Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Kamrup district	118
8.3.2.1	Details of caste wise enrolment and present percentage of students from the selected Primary schools of Kamrup district	120
8.3.2.2	Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Kamrup district	121
8.3.2.3	Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Kamrup district	122

8.4.1.1	Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Kamrup district	123
8.4.2.1	Details of caste wise enrolment and present percentage of students from the selected Primary schools of Kamrup district	125
8.4.2.2	Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Kamrup district	126
8.4.2.3	Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Kamrup district	127
8.5.1.1	Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of selected districts	128
8.5.2.1	Details of caste wise enrolment and present percentage of students from the selected Primary schools of selected districts	133
8.5.2.2	Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of selected districts	135
8.5.2.3	Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of selected districts	137

9.2.1	Category wise initial reaction of Head teachers in the selected schools of all the selected districts	140
9.3.1	Response of the Head Teachers to provide information in the selected schools of all the selected districts	142
9.4.1	Grade wise availability of records with the head teachers in the selected schools from the selected districts	143
9.5.1	Investigators feedback on the other thirteen attributes for selected schools of Bongaigaon District	145
9.5.2	Investigators feedback on the other thirteen attributes for selected schools of Jorhat District	146
9.5.3	Investigators feedback on the other thirteen attributes for selected schools of Kamrup District	147
9.5.4	Investigators feedback on the other thirteen attributes for selected schools of Marigaon District	148
9.5.5	Investigators feedback on the other thirteen attributes for selected schools from the selected Districts	149

List of Figures

<u>Figure</u>	<u>Description</u>	<u>Page no</u>
7.3.1	Comparison of data regarding facilities available in selected schools from all selected districts	90
7.3.2	Comparison of condition of class room and other rooms between DISE and Survey data	92
7.4.1	Percent variation of class wise total enrolment between DISE and Survey data of category wise selected schools	94
7.4.2	Percent variation of caste wise enrolment in Primary Schools	95
7.4.3	Percent variation of caste wise enrolment in Primary with Upper Primary Schools	97
7.4.4	Percent variation of caste wise enrolment in Upper Primary Schools	99
8.5.1.1	Bar diagram showing Enrolment and Presence of students of all selected Primary schools on the day of survey	130
8.5.1.2	Bar diagram showing Enrolment and Presence of students of all selected Primary with Upper primary schools on the day of survey	131
8.5.1.3	Bar diagram showing Enrolment and Presence of students of all selected Upper primary schools on the day of survey	132
8.5.2.1	Composite column diagram showing Enrolment and Presence of SC and ST students of selected Primary schools	134
8.5.2.2	Composite column diagram showing Enrolment and Presence of SC and ST students of selected Primary with Upper primary schools	136
8.5.2.3	Composite column diagram showing Enrolment and Presence of SC and ST students of selected Primary with Upper primary schools	138

9.2.1	Bar diagram showing initial reaction of the Head teachers of the selected districts to provide information	141
9.3.1	Subdivided column diagram showing relative percentage of responses of Head teachers to provide information	142
9.4.1	Pie diagram showing categorized record keeping system of the Head teachers	144

CHAPTER I

INTRODUCTION

For successful implementation of any educational programme, effective monitoring, coupled with efficient information system, is essential. While monitoring framework under SSA is developed separately, concerted efforts have been made towards strengthening of Educational Management Information System (EMIS) in India.¹

Indian education system is one of the largest education systems in the World; it caters to the needs of more than 1,028 million people. Keeping in view its size, the information system has the following limitations: (i) multiple data collection agencies; (ii) multiple directorates involved in data collection and lack of coordination among them; (iii) lack of understanding of the concept and definitions of educational statistics; (iv) lack of adequate staff at different levels; (v) lack of qualified and trained staff, specially at the lower levels; (vi) problems in distribution and collection of data-capture formats; (vii) lack of district-specific time series data; (viii) time-lag in data; (ix) reliability of education data; (x) data gaps; (xi) lack of equipments (computers) at lower levels; (xii) creation of new districts and changes in boundaries of the existing districts; (xiii) poor dissemination and utilization of data; and (xiv) lack of accountability at all levels.²

¹ <http://www.schoolreportcards.in/>

² Ibid

Notwithstanding the above limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education, in general, and primary and elementary education, in particular.

The priority in the field of education in India at present is on universal elementary education. It is, therefore, necessary to make provision for primary and upper primary schooling facilities in every nook and corner of the country. It may be kept in view that provision does not only mean opening schools everywhere but it also means providing all basic facilities in the schools. Data on facilities in schools are collected by the District Information System on Education (DISE) every year which provides annual data in its district and state report cards.

In India education has been accorded much importance since independence and it has been perceived that educational development is necessary to ensure economic and overall development of the country. In order to develop human resources in a better way, it is important that education is imparted to all sections of population in the country. This is the reason that plans were developed for the expansion of educational facilities across the country so that all people can have opportunity of participating in education irrespective of one's caste, class, sex, religion or region. However, despite these provisions, it has been noticed that the spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities, regional disparities, social disparities and spatial disparities.

The country has made tremendous progress during last 50 years after independence in expanding the education system. The number of schools, teachers, enrolment, have all increased many-fold during this period of planned development. But unfortunately, this expansion has not been distributed equally and some areas are lagging behind the others in terms of even basic facilities of education.

In order to universalize elementary education, which has been mandated right from independence and also a constitutional directive, it is therefore necessary to provide schools everywhere and also along with all necessary facilities to all the schools. Schools without proper infrastructure and facilities are ill-equipped and are not in a position to impart education properly and the quality of education in such schools will be poor. We can never expect to have good quality education from schools that do not have appropriate building, teacher, infrastructure and other basic facilities.

At the time of initiating DPEP in 1994, the Ministry of Human Resource Development, Government of India, as a part of the DPEP endeavor, have thought of designing and developing a school-based computerized information system for strengthening the database for planning and management for successful implementation and monitoring of the programme in a decentralized framework. The responsibility for developing such a system was assigned to the National University of Educational Planning and Administration (NUEPA), New Delhi.

NUEPA designed the software for implementation in the district level and provided the necessary technical and professional support to the DPEP districts. The first version of the software, named District Information System of Education (DISE) was released in 1995. The DISE data collected from schools of DPEP districts were computerized at district levels. The first major review of DISE was undertaken in 1997-98, when Sarva Shiksha Abhiyan (SSA) was launched and the DISE software was redesigned to cater the needs and requirements of SSA programme. Another extensive review of DISE software was made during 2000-01 and named DISE 2001.

The DISE was initially implemented in seven states in 1994-95 and now expanded to cover all 35 states and UT's. The time lag between data gathering and reporting has reduced dramatically from over two years. Also, comparison with other sources of information indicates that the reliability of the data too has improved considerably.

DISE is becoming an important instrument. It needs to be constantly strengthened and its reliability and accuracy needs to be improved with strengthening of data gathering and reporting systems.

DISE provides a unique data collection channel and provides very timely data on education which can facilitate local planning and the targeting of resources. However, the DISE data needs to be verified for its reliability, quality, accuracy and consistency as an annual exercise and has been taken up since the inception of SSA.

This investigation of Five Percent Sample Checking of DISE data 2010-11 was carried out in the four districts of Assam viz. Bongaigaon, Jorhat, Kamrup and Marigaon covering 331 govt., provincialised and recognized schools with the following objectives.

Objectives:

The objectives of the study as specified by the Sarba Siksha Abhijan Mission, Assam were

- 1) To ascertain the quality of DISE data for the year 2010-11
- 2) To validate the DISE data of the year 2010-11
- 3) To find out the reliability of DISE data of the year 2010-11.

CHAPTER II

METHODOLOGY

To meet the objectives as specified by the Sarba Siksha Abhijan Assam, the following methodology was adopted.

Construction of the sampling frame

The aggregate of all the govt., provincialised and recognized schools in the selected four districts viz. Bongaigaon, Jorhat, Kamrup and Marigaon constituted the sampling frame for the study. The district-wise block-wise list of schools of the above mentioned categories was collected from the Directorate of Axom Sarba Siksha Abhijan Mission.

Sampling design

A three stage sampling design was adopted in the present investigation. The identified districts were the First Stage Units, educational blocks under the selected districts were the Second Stage Units and The govt., provincialised and recognized schools in the identified blocks under the selected districts constitute the Third and Ultimate Stage Unit for the investigation. Out of the ultimate stage units from each of the second stage units from each of the first stage units a 5% sample was selected by Simple Random Sampling Without Replacement (SRSWOR) technique using Lottery Method. Thus the sampling design yields the following sample as shown in the following table (Table 2.1) for the investigation.

Table 2.1: District-wise Block-wise size of sample

Sl. No	Name of sample District	Name of sample Block	Total schools in the Block	No. of schools investigated
1	Bongaigaon	Boitamari	118	06
		Bongaigaon	288	14
		Borobazar	262	13
		Manikpur	201	10
		Srijangram	281	14
		TOTAL	1150	57
2	Jorhat	Central Jorhat	261	13
		East Jorhat	278	14
		Jorhat	302	15
		Majuli	528	26
		North West Jorhat	251	13
		Titabor	269	13
		TOTAL	1889	94
3	Kamrup	Boko	266	13
		Chamaria	185	09
		Chhaygaon	271	14
		Dimaria	195	10
		Guwahati	327	16
		Hajo	265	13
		Kamalpur	138	07
		Karara	228	11
		Rampur	188	09
		Rangia	435	22
		Rani	111	06
		TOTAL	2609	130
4	Marigaon	Bhurbandha	235	12
		Kapili	57	03
		Laharighat	364	18
		Mayang	340	17
		TOTAL	996	50
GRAND TOTAL			6644	331

Thus there were five numbers of sample blocks in Bongaigaon district, six numbers of sample blocks in Jorhat district, eleven numbers of sample blocks in Kamrup district and four numbers of sample blocks in Marigaon district, covering a total of twenty six blocks from the sample districts for the study.

The block-wise, rural/urban wise and school category wise distribution of selected schools are presented in the following tables.

Table 2.2: Block-wise, rural/urban wise and school category wise distribution of selected schools of Bongaigaon district

	Boitamari			Bongaigaon			Borobazar			Manikpur			Srijangram			Total		
	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T*
LP	6	0	6	11	0	11	12	0	12	5	0	5	8	3	11	42	3	45
UP	0	0	0	3	0	3	1	0	1	5	0	5	0	1	1	9	1	10
LP+UP	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2
Total	6	0	6	14	0	14	13	0	13	10	0	10	10	4	14	53	4	57

* R = Rural, U = Urban, T = Total

Table 2.3: Block-wise, rural/urban wise and school category wise distribution of selected schools of Jorhat district

	Central Jorhat			East Jorhat			Jorhat			Majuli			North W. Jorhat			Titabor			Total		
	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
LP	11	0	11	14	0	14	9	2	11	21	0	21	9	0	9	5	4	9	69	6	75
UP	2	0	2	0	0	0	2	2	4	3	0	3	2	0	2	2	1	3	11	3	14
LP+UP	0	0	0	0	0	0	0	0	0	2	0	2	2	0	2	0	1	1	4	1	5
Total	13	0	13	14	0	14	11	4	15	26	0	26	13	0	13	7	6	13	84	10	94

* R = Rural, U = Urban, T = Total

Table 2.4: Block-wise, rural/urban wise and school category wise distribution of selected schools of Kamrup district

	Boko			Chamaria			Chhaygaon			Dimaria			Guwahati			Hajo			Kamalpur			Karara			Rampur			Rangia			Rani			Total		
	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
LP	13	0	13	9	0	9	13	0	13	10	0	10	0	9	9	11	0	11	7	0	7	7	0	7	4	0	4	9	2	11	5	1	6	88	12	100
UP	0	0	0	0	0	0	1	0	1	0	0	0	0	6	6	2	0	2	0	0	0	4	0	4	1	0	1	10	0	10	0	0	0	18	6	24
LP+UP	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	4	0	4	0	1	1	0	0	0	4	2	6	
Total	13	0	13	9	0	9	14	0	14	10	0	10	0	16	16	13	0	13	7	0	7	11	0	11	9	0	9	19	3	22	5	1	6	110	20	130

* R = Rural, U = Urban, T = Total

Table 2.5: Block-wise, rural/urban wise and school category wise distribution of selected schools of Marigaon district

	Bhurbandha			Kapili			Laharighat			Mayang			Total		
	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
LP	10	0	10	1	0	1	14	0	14	14	1	15	39	1	40
UP	1	0	1	2	0	2	4	0	4	1	0	1	8	0	8
LP+UP	1	0	1	0	0	0	0	0	0	0	1	1	1	1	2
Total	12	0	12	3	0	3	18	0	18	15	2	17	48	2	50

* R = Rural, U = Urban, T = Total

Table 2.6: Rural/urban wise and school category wise distribution of selected schools of all the selected districts

	Bongaigaon			Jorhat			Kamrup			Marigaon			Overall		
	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
LP	42	3	45	69	6	75	88	12	100	39	1	40	238	22	260
UP	9	1	10	11	3	14	18	6	24	8	0	8	46	10	56
LP+UP	2	0	2	4	1	5	4	2	6	1	1	2	11	4	15
Total	53	4	57	84	10	94	110	20	130	48	2	50	295	36	331

Collection of data

For data collection the new schedule prescribed by NUEPA and recommended by the SMO, SSA, Assam was used. A team of field investigators was engaged in each district for collection of primary data, who have visited the selected schools personally to collect the necessary data. The Field investigators were properly trained before sending them to the field. A manual (Appendix III) was prepared by the research team based on the instructions provided by NUEPA for collection of DISE data and handed over to the Field investigators for ready reference. The secondary information on DISE data were collected from the State Mission Office, SSA, Assam for comparison and verification.

Analysis of data

The collected data was analyzed adopting appropriate statistical tools like diagrams, graphs, validity index, reliability index etc. so as to meet the specific objectives of the study.

A comparative analysis of the DISE and sample checking data pertaining to various aspects has been done and found out the deviation in number and variation in percentage. Reliability and validity indices were also calculated wherever applicable.

$$\text{Deviation (in number)} = |[(\text{Value}) \text{ survey data} - (\text{Value}) \text{ DISE data}]|$$

$$\text{Variation (in percentage)} = \frac{|[(\text{Value}) \text{ survey data} - (\text{Value}) \text{ DISE data}]|}{(\text{Value}) \text{ survey data}} \times 100$$

Reliability Index

In the simplest and non technical language, reliability means consistency. If the tools of data collection are reliable it should give consistent results. In other words, a reliable tool will give trustworthy and stable results if it is applied to the same individuals or objects from time to time, provided the characteristics being measured has not itself changed in the meantime. Similarly a reliable test is one, which, when applied to same subjects (persons) on different occasions, yields stable and trustworthy results, relatively free from the errors of measurement.

In modern test theory every observed score may be thought of as being made up of two parts, a component which is called the true score³ and a second component called the error score⁴. Symbolically, modern test theory can be expressed by the following linear model⁵

$$X_t = X_\alpha + X_e$$

³ True score = Actual score

⁴ Error score = Observed score ~ Actual score

⁵ Linear model is a mathematical model, where the relationship between the variables involved is linear.

Where X_t = Obtained or raw score or measure
 X_α = True score or measure
 $X_e = X_t - X_\alpha$, is error score or measure

The reliability of any set of measurements is defined as that part of the variance which is true variance. If we write r_{tt} , for the coefficient of reliability of a test then we have

$$r_{tt} = \frac{s_\alpha^2}{s_t^2}$$

$$= 1 - \frac{s_e^2}{s_t^2}$$

where, s_t^2 = Variance of the test score

s_e^2 = Error Variance

s_α^2 = True Variance

Coefficient of reliability r_{tt} defined above is merely an abstract idea. Operationally, it is some sort of self correlation of a test.

Statistically linear model mentioned above may be interpreted as the line of regression of X_t on X_α . The Karl Pearson correlation coefficient between X_t and X_α is known as the index of reliability and is written as $r_{t\alpha}$. From regression theory we know that the standard error of estimate is given

by $s_{t\alpha} = s_t(1 - r_{t\alpha}^2)^{1/2}$. But $s_{t\alpha}^2$ is the same as s_e^2 and we get

$$r_{t\alpha}^2 = r_{tt}$$

$$\Rightarrow r_{t\alpha} = \sqrt{r_{tt}}$$

There are several methods that are used for estimating the reliability. The Test Retest method is appropriate in our case. The Test Retest method

consists in submitting a group of individuals or candidates to a particular test and compiling their respective scores. After some time the same test is repeated on the same candidates and their scores are noted again. The two series of scores are arranged pair-wise, a pair is being the scores of a candidate in the two repetitions of the test. Karl Pearson's coefficient of correlation between the two series is taken as the measure of coefficient of reliability.

Validity Index

In addition to reliability, another essential property of any measuring tool is its validity. A measuring tool is said to be valid if the measurement made by it are accurate and comparable with those made by a standard tool. The validity of a test depends upon the accuracy with which it measures what it is supposed or intended to measure.

The reliability of a test is determined by obtaining the coefficient of self-correlation between the scores of n individuals on two repetitions of a test or on two parallel forms of a test. On the other hand validity of a test is determined experimentally by obtaining the coefficient of correlation between the scores of n individuals on a given test (X) and some independent standard test (Y) called criterion. One of the most difficult aspects of the validity problem is the choice of a proper and adequate criterion variable and obtaining measures on the variable which are to be compared with the scores on the given test. A criterion may be an objective measure of performance of a qualitative measure such as judgment of characters or excellence of work done. These criteria are most often approximate and

indirect, for if reliable criteria were easily available, they would be preferred for use rather than the test. A high correlation coefficient between X and Y is an evidence of validity provided that

- (1) The criterion Y was set up independently and
- (2) Both X and Y are reliable.

It may be pointed out that validity is a highly relative concept. A test may be valid for a particular purpose, trait, group or situation and not always.

To be valid, a test must be reliable. Index of reliability, $r_{t\alpha} = \sqrt{r_{tt}}$ is sometimes taken as a measure of validity. If reliability coefficient of a test is 'r' (say), then validity coefficient will be 'r²', which implies that the test measures true ability to the extent of r² percent. Thus theoretically a reliable test is valid.

CHAPTER III

VERIFICATION OF DISE DATA 2010-11: BONGAIGAON DISTRICT

3.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 3.1.1.

Table 3.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	57	0	0.00	0	0.00	57	100.00
Block/Municipal	57	0	0.00	0	0.00	57	100.00
Rural/Urban	57	0	0.00	0	0.00	57	100.00
DISE code	57	0	0.00	0	0.00	57	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and DISE code.

3.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 3.2.1.

Table 3.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	57	0	0.00	0	0.00	57	100.00
HT Name	57	0	0.00	0	0.00	57	100.00
EQ of HT	57	0	0.00	0	0.00	57	100.00
Year of Estt.	57	0	0.00	4	7.02	53	92.98
School Cat	57	0	0.00	0	0.00	57	100.00
School Type	57	0	0.00	0	0.00	57	100.00
Lowest class	57	0	0.00	0	0.00	57	100.00
Highest class	57	0	0.00	0	0.00	57	100.00
School Mgt	57	0	0.00	0	0.00	57	100.00
Residential	57	0	0.00	0	0.00	57	100.00
Shift school	57	0	0.00	0	0.00	57	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment. In case of year of establishment there is a variation of 7.02 percent. This variation may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distributions of total working experience of HTs of selected schools of the district is presented in the following table.

Table 3.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in selected schools of Bongaigaon district

Working Exp	Boitamari	Bongaigaon	Borobazar	Manikpur	Srijangram	Total
0-5 years	2 (3.51)	4 (7.02)	2 (3.51)	3 (5.26)	4 (7.02)	15 (26.32)
5-10 years	3 (5.26)	2 (3.51)	1 (1.75)	2 (3.51)	4 (7.02)	12 (21.05)
10-15 years	1 (1.75)	2 (3.51)	2 (3.51)	1 (1.75)	4 (7.02)	10 (17.54)
15-20 years	0 (0.00)	1 (1.75)	5 (8.77)	2 (3.51)	0 (0.00)	8 (14.04)
20years & Above	0 (0.00)	5 (8.77)	3 (5.26)	2 (3.51)	2 (3.51)	12 (21.05)
Total	6 (10.53)	14 (24.56)	13 (22.81)	10 (17.54)	14 (24.56)	57 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the above table it has been observed that as far as Bongaigaon district is concerned, the working experience of Head teachers are more or less equal among the working experience categories. For the Head teachers of lesser working experience, it may be difficult to understand the purpose of DISE data and may be unaware about nature and objectives of various

types of school data. It has also been observed that there are 21.05 percent of schools where HT's are having working experience of 20 years or more. These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF.

3.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Bongaigaon district. Staff pattern and basic facilities in the schools has a great impact on the incorporation of universalization of elementary education as realized by the state as well as central government. Although this study is not meant for analyzing impact of student teacher ratio and basic facilities on the universalization of elementary education, an attempt is made to observe these while studying the reliability and validity of DISE data through five percent sample checking.

3.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 3.3.1.1

Table 3.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
Primary school				
Posts sanctioned	45	151	149	1.34
In position	45	146	145	0.69
No. of Para teacher	45	0	0	0.00
Non teaching	45	2	2	0.00
Upper primary school				
Posts sanctioned	10	63	62	1.61
In position	10	66	65	1.54
No. of Para teacher	10	0	0	0.00
Non teaching	10	9	8	12.50
Primary with Upper primary school				
Posts sanctioned	02	14	14	0.00
In position	02	14	14	0.00
No. of Para teacher	02	0	0	0.00
Non teaching	02	2	2	0.00
Overall				
Posts sanctioned	57	228	225	1.33
In position	57	226	224	0.89
No. of Para teacher	57	0	0	0.00
Non teaching	57	13	12	8.33

From the table we have observed only small variations as regards different category of staff under different category of schools. Only slightly significant variation was observed as regards non teaching staff in Upper primary school.

3.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this

parameter has been made separately for the above mentioned three categories of schools and presented in Table 3.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 3.3.2.1 Comparison of data regarding facilities available in selected Schools of Bongaigaon district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Primary schools							
Building status	45	0	0.00	0	0.00	45	100.00
Electricity in school	45	0	0.00	0	0.00	45	100.00
Common toilet	45	0	0.00	4	8.89	41	91.11
Girls' toilet	45	0	0.00	5	11.11	40	88.89
Staff toilet	45	45	100.00	0	0.00	0	0.00
Boundary wall condition	45	0	0.00	5	11.11	40	88.89
Drinking water	45	0	0.00	4	8.89	41	91.11
Playground	45	0	0.00	0	0.00	45	100.00
No of computer	45	0	0.00	0	0.00	45	100.00
Seating arrangement	45	0	0.00	4	8.89	41	91.11
Upper primary schools							
Building status	10	0	0.00	0	0.00	10	100.00
Electricity in school	10	0	0.00	0	0.00	10	100.00
Common toilet	10	0	0.00	1	10.00	9	90.00
Girls' toilet	10	0	0.00	0	0.00	10	100.00
Staff toilet	10	10	100.00	0	0.00	0	0.00
Boundary wall condition	10	0	0.00	2	20.00	8	80.00
Drinking water	10	0	0.00	1	10.00	9	90.00
Playground	10	0	0.00	0	0.00	10	100.00
No of computer	10	0	0.00	0	0.00	10	100.00
Seating arrangement	10	0	0.00	1	10.00	9	90.00
Primary with Upper primary schools							
Building status	02	0	0.00	0	0.00	2	100.00

Electricity in school	02	0	0.00	0	0.00	2	100.00
Common toilet	02	0	0.00	0	0.00	2	100.00
Girls' toilet	02	0	0.00	0	0.00	2	100.00
Staff toilet	02	02	100.00	0	0.00	0	0.00
Boundary wall condition	02	0	0.00	0	0.00	2	100.00
Drinking water	02	0	0.00	0	0.00	2	100.00
Playground	02	0	0.00	0	0.00	2	100.00
No of computer	02	0	0.00	0	0.00	2	100.00
Seating arrangement	02	0	0.00	0	0.00	2	100.00
Overall							
Building status	57	0	0.00	0	0.00	57	100.00
Electricity in school	57	0	0.00	0	0.00	57	100.00
Common toilet	57	0	0.00	5	8.77	52	91.23
Girls' toilet	57	0	0.00	5	8.77	52	91.23
Staff toilet	57	57	100.00	0	0.00	0	0.00
Boundary wall condition	57	0	0.00	7	12.28	50	87.72
Drinking water	57	0	0.00	5	8.77	52	91.23
Playground	57	0	0.00	0	0.00	57	100.00
No of computer	57	0	0.00	0	0.00	57	100.00
Seating arrangement	57	0	0.00	5	8.77	52	91.23

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'Girls' toilet' and 'boundary wall condition'; in Upper primary schools in the characteristic 'boundary wall condition'; and in Primary with Upper primary schools in no characteristics.

However, the overall analysis of all the categories of selected schools of Bongaigaon district showed that except 'Boundary wall condition', all the variations are within permissible limits.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 3.3.2.2: Condition of class room and other room in the selected schools of Bongaigaon district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	57	71	73	2.74
Good condition other room	57	15	14	7.14
Need minor repair classroom	57	33	39	15.38
Need minor repair other room	57	7	8	12.50
Need major repair classroom	57	62	54	14.81
Need major repair other room	57	13	14	7.14
Unfit for use classroom	57	n	n	n
Unfit for use other room	57	n	n	n
Total rooms	57	201	202	0.50

n -- indicates no data

From the table it can be observed that as regards total rooms in the selected schools and good condition rooms the variations are well within permissible limits. However, in case of 'Need major repair' and 'Need minor repair' classrooms there is variations outside the permissible limits. Where survey data showed more number of 'Need minor repair' rooms, DISE data showed more number of 'Need major repair' rooms and vice-versa.

3.4 Enrolment details:

In this section enrolment details of the selected schools of Bongaigaon district will be discussed in relation to DISE data and survey data.

In the district of Bongaigaon a total of 57 schools were selected for the study. Of these schools 45 were Primary, 2 were Primary with Upper primary and 10 were Upper primary schools. The following table (Table 3.4.1) presents the total enrolment in 2010 from the selected schools of Bongaigaon district class wise and school category wise.

Table 3.4.1: Class wise and school category wise total enrolment of Bongaigaon district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	563	543	3.55	14	13	7.14			
ClassIGirls	509	504	0.98	4	4	0.00			
ClassIIBoys	448	457	2.01	4	4	0.00			
ClassIIGirls	463	425	8.21	13	14	7.69			
ClassIIIBoys	410	394	3.90	14	15	7.14			
ClassIIIGirls	432	427	1.16	11	11	0.00			
ClassIVBoys	367	373	1.63	9	9	0.00			
ClassIVGirls	401	379	5.49	9	9	0.00			
ClassVBoys				8	8	0.00	230	224	2.61
ClassVGirls				11	12	9.09	268	270	0.75
ClassVIBoys				11	11	0.00	233	229	1.72
ClassVIGirls				14	13	7.14	231	224	3.03
ClassVIIBoys				15	15	0.00	232	221	4.74
ClassVIIGirls				11	11	0.00	225	227	0.89

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are within permissible limits. The minimum variation being 0.00 percent and the maximum being 9.09 percent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94. Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

Table 3.4.2: Caste wise enrolment in the selected Primary schools of Bongaigaon district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	116	115	0.86	60	57	5.00	135	138	2.22
Class I Girls	96	93	3.13	55	49	10.91	139	130	6.47
Class II Boys	72	70	2.78	52	53	1.92	130	144	10.77
Class II Girls	61	62	1.64	49	51	4.08	119	117	1.68
Class III Boys	48	49	2.08	36	34	5.56	155	140	9.68
Class III Girls	83	81	2.41	60	65	8.33	116	118	1.72
Class IV Boys	58	60	3.45	52	51	1.92	111	114	2.70
Class IV Girls	63	71	12.70	59	61	3.39	102	105	2.94
Total Boys	294	294	0.00	200	195	2.50	531	536	0.94
Total Girls	303	307	1.32	223	226	1.35	476	470	1.26
Overall	597	601	0.67	423	421	0.47	1007	1006	0.10

The above table (Table 3.4.2) represents the caste wise enrolment of students in selected Primary schools of Bongaigaon district obtained from survey as well as DISE data

From the table it has been observed that there exist higher variations between DISE data and Survey data for SC girls in Class IV, for ST girls in Class I and for OBC boys in Class II. All other variations are small and well within permissible limits

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these were found to be very low.

The following table (Table 3.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Bongaigaon district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

Table 3.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Bongaigaon district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	3	3	0	0	0	0	4	3	1
Class I Girls	0	0	0	2	1	1	0	0	0
Class II Boys	0	0	0	0	0	0	0	0	0
Class II Girls	0	0	0	1	1	0	0	1	1
Class III Boys	1	0	1	1	0	1	1	0	1
Class III Girls	3	4	1	0	0	0	2	1	1
Class IV Boys	0	0	0	1	1	0	0	0	0
Class IV Girls	0	0	0	0	0	0	0	0	0
Class V Boys	0	0	0	0	0	0	0	1	1
Class V Girls	1	0	1	0	0	0	1	0	1
Class VI Boys	1	1	0	0	0	0	1	1	0
Class VI Girls	0	0	0	0	0	0	0	0	0
Class VII Boys	1	0	1	0	0	0	1	0	1
Class VII Girls	4	4	0	0	0	0	3	3	0
Total Boys	6	4	2	2	1	1	7	5	2
Total Girls	8	8	0	3	2	1	6	5	1
Overall	14	12	2	5	3	2	13	10	3

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits. Deviation for total boys,

total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are found to be very low.

The following table (Table 3.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Bongaigaon district obtained from survey as well as DISE data

From the table it has been observed that as far as caste-wise enrolment of students in the Upper primary schools of Bongaigaon district are concerned, the variations was very low and lies well within permissible limits except one, where the variation was found to be just above the permissible limits.

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Upper primary schools of the district and these are also found to be small and lie well within permissible limits.

Table 3.4.4: Caste wise enrolment in the selected Upper primary schools of Bongaigaon district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	10	11	10.00	23	24	4.35	55	54	1.82
Class V Girls	18	18	0.00	11	11	0.00	75	73	2.67
Class VI Boys	9	9	0.00	11	11	0.00	89	83	6.74
Class VI Girls	11	10	9.09	9	9	0.00	56	63	12.50
Class VII Boys	8	8	0.00	20	19	5.00	78	78	0.00
Class VII Girls	17	18	5.88	18	17	5.56	71	71	0.00
Total Boys	27	28	3.70	54	54	0.00	222	215	3.15
Total Girls	46	46	0.00	38	37	2.63	202	207	2.48
Overall	73	74	1.37	92	91	1.09	424	422	0.47

The following table (Table 3.4.5) represents the class wise enrolment of differently-able students in selected schools of Bongaigaon district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 3.4.5: Class wise enrolment of differently able students in selected schools of Bongaigaon district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	2	3	1	0	0	0			
ClassIGirls	4	4	0	0	0	0			
ClassIIBoys	5	5	0	0	1	1			
ClassIIGirls	3	3	0	0	0	0			
ClassIIIBoys	2	2	0	0	0	0			
ClassIIIGirls	6	7	1	0	0	0			
ClassIVBoys	4	5	1	1	1	0			
ClassIVGirls	2	2	0	0	0	0			
ClassVBoys				0	0	0	2	2	0
ClassVGirls				0	1	1	2	2	0
ClassVIBoys				0	0	0	2	2	0
ClassVIGirls				0	0	0	1	1	0
ClassVIIBoys				1	1	0	1	1	0
ClassVIIGirls				0	0	0	2	2	0

From the table we observe that all the deviations for all category of schools selected from Bongaigaon district are very small and are therefore can be considered to lie within permissible limits.

The following table (Table 3.4.6) represents the class wise repeaters in selected schools of Bongaigaon district obtained from survey as well as DISE data. Here too, almost all the variations are within permissible limits except variations for Class II and Class III Girls in Primary schools, and Class V Girls in Upper primary schools..

Table 3.4.6: Class and school category wise repeaters in selected schools of Bongaigaon district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	49	48	2.04	0	0	0.00			
ClassIGirls	44	42	4.55	0	0	0.00			
ClassIIBoys	49	46	6.12	0	0	0.00			
ClassIIGirls	39	44	12.82	0	0	0.00			
ClassIIIBoys	19	20	5.26	0	0	0.00			
ClassIIIGirls	22	19	13.64	0	0	0.00			
ClassIVBoys	23	21	8.70	0	0	0.00			
ClassIVGirls	20	19	5.00	0	0	0.00			
ClassVBoys				0	0	0.00	4	4	0.00
ClassVGirls				0	0	0.00	14	12	14.29
ClassVIBoys				0	0	0.00	0	0	0.00
ClassVIGirls				0	0	0.00	0	0	0.00
ClassVIIBoys				0	0	0.00	0	0	0.00
ClassVIIGirls				0	0	0.00	0	0	0.00

3.5 Comparative analysis of Rural and Urban Schools:

The terms of reference of the project requires a comparative analysis between the schools of urban and rural areas. Of the selected schools of Bongaigaon district, 4 schools were from urban areas and 53 schools were from rural areas. As the number of schools from urban areas are very few as

compared to the number of schools from rural areas, therefore comparative analysis was not done, as because such analysis could not bring a comparative picture of rural urban scenario.

CHAPTER IV

VERIFICATION OF DISE DATA 2010-11: JORHAT DISTRICT

4.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 4.1.1.

Table 4.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	94	0	0.00	0	0.00	94	100.00
Block/Municipal	94	0	0.00	0	0.00	94	100.00
Rural/Urban	94	0	0.00	0	0.00	94	100.00
DISE code	94	0	0.00	0	0.00	94	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and DISE School Code. Thus there is no variation as far as school location particulars of Jorhat district are concerned.

4.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 4.2.1.

Table 4.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	94	0	0.00	0	0.00	94	100.00
HT Name	94	0	0.00	0	0.00	94	100.00
EQ of HT	94	0	0.00	0	0.00	94	100.00
Year of Estt.	94	0	0.00	14	14.89	80	85.11
School Cat	94	0	0.00	0	0.00	94	100.00
School Type	94	0	0.00	0	0.00	94	100.00
Lowest class	94	0	0.00	0	0.00	94	100.00
Highest class	94	0	0.00	0	0.00	94	100.00
School Mgt	94	0	0.00	0	0.00	94	100.00
Residential	94	0	0.00	0	0.00	94	100.00
Shift school	94	0	0.00	0	0.00	94	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment. In case of year of establishment there exists a variation of 14.89 percent. This variation in case of year of establishment may be attributed due to typographical error.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 4.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Jorhat district

Working Exp	Central Jorhat	East Jorhat	Jorhat	Majuli	North West Jorhat	Titabor	Total
0-5 years	1 (1.06)	2 (2.13)	4 (4.26)	10 (10.64)	2 (2.13)	5 (5.32)	24 (25.53)
5-10 years	4 (4.26)	5 (5.32)	4 (4.26)	9 (9.57)	6 (6.38)	5 (5.32)	33 (35.11)
10-15 years	2 (2.13)	2 (2.13)	0 (0.00)	5 (5.32)	2 (2.13)	0 (0.00)	11 (11.70)
15-20 years	3 (3.19)	1 (1.06)	2 (2.13)	0 (0.00)	2 (2.13)	2 (2.13)	10 (10.64)
20yrs & Above	3 (3.19)	4 (4.26)	5 (5.32)	2 (2.13)	1 (1.06)	1 (1.06)	16 (17.02)
Total	13 (13.83)	14 (14.89)	15 (15.96)	26 (27.66)	13 (13.83)	13 (13.83)	94 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the table it has been observed that there is highest number of Head teachers in the category of 5 - 10 years of total working experience and a large number of Head teachers are in the category of 0 - 5 years of total working experience. For them it may be difficult to understand the purpose of DISE data and may be unaware about nature and objectives of various types of school data and the fresher's transferred from other school may found it difficult to provide all the information as required by the DISE DCF as well as PES. It has also been observed that there are 17.02 percent of schools where HT's are having working experience of 20 years or more.

These teachers are elderly and some of them may feel it difficult to conceptualize the DISE DCF.

4.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Jorhat district.

4.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 4.3.1.1

From the table we have observed that as regards total number of sanctioned post there is 0.91 percent variation in Primary schools, 13.68 percent variation in Upper primary and 8.47 percent variation in Primary with Upper primary schools. As regards teachers in position there is 7.94 percent variation in Primary, 1.08 percent variation in Upper primary and 2.00 percent variation in Primary with Upper primary schools. As regards non teaching staff, there is 0.00 percent variation in Primary and Primary with Upper primary each and 10.00 percent variation in Upper primary schools. As a whole, in Jorhat district, there is 4.81 percent variation as regards total posts sanctioned, 4.52 percent variation as regards teachers in

position and 5.88 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits except one.

Table 4.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
Primary school				
Posts sanctioned	75	221	219	0.91
In position	75	204	189	7.94
No. of Para teacher	75	0	0	0.00
Non teaching	75	3	3	0.00
Upper primary school				
Posts sanctioned	14	101	117	13.68
In position	14	94	93	1.08
No. of Para teacher	14	0	0	0.00
Non teaching	14	11	10	10.00
Primary with Upper primary school				
Posts sanctioned	5	54	59	8.47
In position	5	49	50	2.00
No. of Para teacher	5	0	0	0.00
Non teaching	5	4	4	0.00
Overall				
Posts sanctioned	94	376	395	4.81
In position	94	347	332	4.52
No. of Para teacher	94	0	0	0.00
Non teaching	94	18	17	5.88

4.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 4.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 4.3.2.1 Comparison of data regarding facilities available in selected Schools of Jorhat district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Primary schools							
Building status	75	0	0.00	0	0.00	75	100.00
Electricity in school	75	0	0.00	0	0.00	75	100.00
Common toilet	75	0	0.00	2	2.67	73	97.33
Girls' toilet	75	0	0.00	7	9.33	68	90.67
Staff toilet	75	75	100.00	0	0.00	0	0.00
Boundary wall condition	75	0	0.00	10	13.33	65	86.67
Drinking water	75	0	0.00	4	5.33	71	94.67
Playground	75	0	0.00	0	0.00	75	100.00
No of computer	75	0	0.00	0	0.00	75	100.00
Seating arrangement	75	0	0.00	9	12.00	66	88.00
Upper primary schools							
Building status	14	0	0.00	0	0.00	14	100.00
Electricity in school	14	0	0.00	0	0.00	14	100.00
Common toilet	14	0	0.00	2	14.29	12	85.71
Girls' toilet	14	0	0.00	3	21.43	11	78.57
Staff toilet	14	14	100.00	0	0.00	0	0.00
Boundary wall condition	14	0	0.00	3	21.43	11	78.57
Drinking water	14	0	0.00	2	14.29	12	85.71
Playground	14	0	0.00	0	0.00	14	100.00
No of computer	14	0	0.00	0	0.00	14	100.00
Seating arrangement	14	0	0.00	1	7.14	13	92.86
Primary with Upper primary schools							
Building status	5	0	0.00	0	0.00	5	100.00
Electricity in school	5	0	0.00	0	0.00	5	100.00
Common toilet	5	0	0.00	0	0.00	5	100.00
Girls' toilet	5	0	0.00	1	20.00	4	80.00
Staff toilet	5	5	100.00	0	0.00	0	0.00
Boundary wall condition	5	0	0.00	1	20.00	4	80.00
Drinking water	5	0	0.00	0	0.00	5	100.00
Playground	5	0	0.00	0	0.00	5	100.00
No of computer	5	0	0.00	0	0.00	5	100.00

Seating arrangement	5	0	0.00	1	20.00	4	80.00
Overall							
Building status	94	0	0.00	0	0.00	94	100.00
Electricity in school	94	0	0.00	0	0.00	94	100.00
Common toilet	94	0	0.00	4	4.26	90	95.74
Girls' toilet	94	0	0.00	11	11.70	83	88.30
Staff toilet	94	94	100.00	0	0.00	0	0.00
Boundary wall condition	94	0	0.00	14	14.89	80	85.11
Drinking water	94	0	0.00	6	6.38	88	93.62
Playground	94	0	0.00	0	0.00	94	100.00
No of computer	94	0	0.00	0	0.00	94	100.00
Seating arrangement	94	0	0.00	11	11.70	83	88.30

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristics 'boundary wall condition' and 'Seating arrangement'; in Upper primary schools in the characteristics 'Common toilet', 'Girls' toilet', 'boundary wall condition' and 'drinking water'; and in Primary with Upper primary schools in the characteristics 'Girls toilet', 'boundary wall condition', and 'seating arrangement'.

The overall analysis of all the categories of selected schools of Jorhat district showed significant variation in 'Girls' toilet', 'Boundary wall condition' and 'Seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 4.3.2.2: Condition of class room and other room in the selected schools of Jorhat district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	94	146	166	12.05
Good condition other room	94	32	35	8.57
Need minor repair classroom	94	86	74	16.22
Need minor repair other room	94	23	22	4.55
Need major repair classroom	94	50	42	19.05
Need major repair other room	94	17	15	13.33
Unfit for use classroom	94	n	n	n
Unfit for use other room	94	n	n	n
Total rooms	94	354	354	0.00

n -- indicates no data

From the table it has been observed that there is no variation in the case of total rooms in the selected schools. As regards 'Good condition class room', 'Need major repair class room', 'Need minor repair class room' and 'Need minor repair other room' there is variations outside the permissible limits.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa.

4.4 Enrolment details:

In this section enrolment details of the selected schools of Jorhat district will be discussed in relation to DISE data and survey data.

In the district of Jorhat a total of 94 schools were selected for the study. Of these schools 75 were Primary, 5 were Primary with Upper primary and 14 were Upper primary schools. The following table (Table 4.4.1) presents the total enrolment in 2010 from the selected schools of Jorhat district class wise and school category wise.

Table 4.4.1: Class wise and school category wise total enrolment of Jorhat district.

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	455	481	5.71	23	23	0.00			
ClassIGirls	432	421	2.55	28	27	3.57			
ClassIIBoys	411	414	0.73	23	23	0.00			
ClassIIGirls	456	461	1.10	25	26	4.00			
ClassIIIBoys	391	388	0.77	21	20	4.76			
ClassIIIGirls	440	430	2.27	18	18	0.00			
ClassIVBoys	442	452	2.26	20	19	5.00			
ClassIVGirls	403	391	2.98	17	17	0.00			
ClassVBoys				51	49	3.92	248	247	0.40
ClassVGirls				53	53	0.00	212	210	0.94
ClassVIBoys				51	52	1.96	253	256	1.19
ClassVIGirls				45	46	2.22	248	251	1.21
ClassVIIBoys				46	46	0.00	196	196	0.00
ClassVIIGirls				42	41	2.38	266	263	1.13

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are within permissible limits. The minimum variation being 0.00 percent and the maximum 5.71 percent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.98.

Similarly, the validity index was found to be 0.99. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table (Table 4.4.2) represents the caste wise enrolment of students in selected Primary schools of Jorhat district obtained from survey as well as DISE data

Table 4.4.2: Caste wise enrolment in the selected Primary schools of Jorhat district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class IBoys	47	49	4.26	55	58	5.45	258	282	9.30
Class IGirls	51	49	3.92	61	62	1.64	220	230	4.55
Class IIBoys	43	42	2.33	50	49	2.00	213	231	8.45
Class IIGirls	45	47	4.44	42	43	2.38	256	277	8.20
Class IIIBoys	40	43	7.50	49	47	4.08	200	224	12.00
Class IIIGirls	41	40	2.44	50	49	2.00	239	232	2.93
Class IVBoys	48	49	2.08	48	49	2.08	258	256	0.78
Class IVGirls	35	35	0.00	36	33	8.33	240	229	4.58
Total Boys	178	183	2.81	202	203	0.50	929	993	6.89
Total Girls	172	171	0.58	189	187	1.06	955	968	1.36
Overall	350	354	1.14	391	390	0.26	1884	1961	4.09

From the table it has been observed that in case of enrolment of SC and ST students variations are within permissible limits. Maximum variation in case of OBC students is for class III boys (12.00%) and minimum variation is for class IV boys (0.78%).

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are found to be well within permissible limits.

The following table (Table 4.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Jorhat district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

From the table it has been observed that for all castes, the deviations were very low and so lies within the permissible limits.

Table 4.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Jorhat district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	2	2	0	2	2	0	6	6	0
Class I Girls	3	3	0	1	1	0	13	11	2
Class II Boys	0	0	0	2	2	0	6	7	1
Class II Girls	2	2	0	6	6	0	4	4	0
Class III Boys	1	0	1	2	2	0	5	4	1
Class III Girls	2	1	1	0	0	0	8	6	2
Class IV Boys	1	0	1	1	1	0	5	6	1
Class IV Girls	1	1	0	0	0	0	4	3	1
Class V Boys	8	6	2	13	13	0	9	10	1
Class V Girls	5	6	1	7	6	1	12	13	1
Class VI Boys	9	10	1	11	12	1	13	13	0
Class VI Girls	6	6	0	9	9	0	13	14	1
Class VII Boys	3	4	1	15	14	1	10	9	1
Class VII Girls	3	3	0	4	3	1	12	13	1
Total Boys	24	22	2	46	46	0	54	55	1
Total Girls	22	22	0	27	25	2	66	64	2
Overall	46	44	2	73	71	2	120	119	1

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 4.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Jorhat district obtained from survey as well as DISE data

Table 4.4.4: Caste wise enrolment in the selected Upper primary schools of Jorhat district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	60	64	6.67	28	30	7.14	117	114	2.56
Class V Girls	67	64	4.48	23	25	8.70	83	86	3.61
Class VI Boys	72	72	0.00	27	28	3.70	108	111	2.78
Class VI Girls	55	59	7.27	27	26	3.70	121	120	0.83
Class VII Boys	50	49	2.00	25	24	4.00	95	92	3.16
Class VII Girls	71	79	11.27	25	23	8.00	125	122	2.40
Total Boys	182	185	1.65	80	82	2.50	320	317	0.94
Total Girls	193	202	4.66	75	74	1.33	329	328	0.30
Overall	375	387	3.20	155	156	0.65	649	645	0.62

From the table it has been observed that as far as enrolment of ST and OBC students in the Upper primary schools of Jorhat district are concerned, the variations was small and lies well within permissible limits. However, in the case of SC, variation for Class VII girls was beyond permissible limits.

Variations for total boys, total girls and overall students also showed variation within permissible limits.

The following table (Table 4.4.5) represents the class wise enrolment of differently able students in selected schools of Jorhat district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 4.4.5: Class wise enrolment of differently able students in selected schools of Jorhat district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	5	5	0	0	0	0			
ClassIGirls	7	6	1	0	0	0			
ClassIIBoys	5	6	1	0	0	0			
ClassIIGirls	4	5	1	0	0	0			
ClassIIIBoys	7	6	1	0	0	0			
ClassIIIGirls	2	2	0	0	0	0			
ClassIVBoys	5	5	0	0	0	0			
ClassIVGirls	3	3	0	0	1	1			
ClassVBoys				0	0	0	3	3	0
ClassVGirls				0	0	0	0	0	0
ClassVIBoys				0	0	0	5	4	1
ClassVIGirls				0	0	0	1	0	1
ClassVIIBoys				0	0	0	2	2	0
ClassVIIGirls				0	0	0	4	3	1

From the table we observe no large deviations and are therefore considered to be within permissible limits.

The following table (Table 4.4.6) represents the class wise repeaters in selected schools of Jorhat district obtained from survey as well as DISE data.

Table 4.4.6: Class and school category wise repeaters in selected schools of Jorhat district

Classes	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	1	1	0.00	0	0	0.00			
ClassIGirls	1	1	0.00	0	0	0.00			
ClassIIBoys	6	5	16.67	0	0	0.00			
ClassIIGirls	4	4	0.00	0	0	0.00			
ClassIIIBoys	8	7	12.50	0	0	0.00			
ClassIIIGirls	9	9	0.00	0	0	0.00			
ClassIVBoys	3	3	0.00	0	0	0.00			
ClassIVGirls	11	12	9.09	0	0	0.00			
ClassVBoys				0	0	0.00	9	12	33.33
ClassVGirls				0	0	0.00	18	19	5.56
ClassVIBoys				0	0	0.00	12	12	0.00
ClassVIGirls				0	0	0.00	11	10	9.09
ClassVIIBoys				0	0	0.00	9	9	0.00
ClassVIIGirls				0	0	0.00	11	10	9.09

Here the variations for Class II Boys and Class III Boys in Primary school, Class V Boys in Upper primary schools in respect of repeater students are found to be beyond permissible limits. In all other cases the variations were well within permissible limits

4.5.1 Area wise enrolment in the selected schools of Jorhat district

The following tables present area-wise enrolment in different categories of schools of Jorhat district.

Table 4.5.1.1: Area-wise enrolment in Primary schools of Jorhat district

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassIB	6	68	75	10.29	69	387	406	4.91
ClassIG	6	65	71	9.23	69	367	350	4.63
ClassIIB	6	76	83	9.21	69	335	331	1.19
ClassIIG	6	58	61	5.17	69	398	400	0.50
ClassIIIB	6	59	60	1.69	69	332	328	1.20
ClassIIIG	6	66	72	9.09	69	374	358	4.28
ClassIVB	6	77	81	5.19	69	365	371	1.64
ClassIVG	6	67	74	10.45	69	336	317	5.65
TotalB	6	280	299	6.79	69	1419	1436	1.20
TotalG	6	256	278	8.59	69	1475	1425	3.39
Overall	6	536	577	7.65	69	2894	2861	1.14

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be higher in Urban areas than those in Rural areas for all classes and sex of the selected Primary schools of Jorhat district. Variation for total boys, total girls and overall students were also higher in urban areas than in rural areas. The reason behind the higher percent variation may be smaller number of sample schools in the urban areas.

Table 4.5.1.2: Area-wise enrolment in selected Upper primary schools of Jorhat district

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassVB	3	61	61	0.00	11	187	186	0.53
ClassVG	3	66	66	0.00	11	146	144	1.37
ClassVIB	3	64	64	0.00	11	189	192	1.59
ClassVIG	3	82	82	0.00	11	166	169	1.81
ClassVIIB	3	59	59	0.00	11	137	137	0.00
ClassVIIG	3	77	77	0.00	11	189	186	1.59
TotalB	3	184	184	0.00	11	513	515	0.39
TotalG	3	225	225	0.00	11	501	499	0.40
Overall	3	409	409	0.00	11	1014	1014	0.00

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be nil in Urban areas and very small in Rural areas for all classes and sex in the selected Upper primary schools of Jorhat district. Variation for total boys, total girls and overall students were also nil in urban areas and very small in rural areas.

As the number of Primary with Upper primary schools in Jorhat district is only five and one of them was in urban areas and other four in rural areas, therefore comparative analysis on enrolment was not done.

As regards facilities in schools, we are required to compare those characteristics in which survey data are not matched with DISE data in the table 'Table 4.3.2.1'. From the table it has been observed that there are variations in the characteristics 'Common toilet', 'Girls' toilet', 'boundary

wall condition', 'Source of drinking water' and 'Seating arrangement' in all category of schools with the exception that there is no variation in the characteristics 'Common toilet' and 'Source of drinking water' in Primary with Upper primary schools. These are presented in the following table.

Table 4.5.1.3 Rural urban scenario of facilities in schools where DISE data did not matched with survey data

Characteristics	Available in DISE but not matched with survey data						
	Sample size	Overall		Urban area		Rural area	
		No.	%	No.	%	No.	%
Primary school							
Common toilet	75	2	2.67	0	0.00	2	2.90
Girls' toilet	75	7	9.33	1	16.67	6	8.70
Boundary wall condition	75	10	13.33	2	33.33	8	11.59
Drinking water	75	4	5.33	1	16.67	3	4.35
Seating arrangement	75	9	12.00	1	16.67	8	11.59
Upper primary school							
Common toilet	14	2	14.29	0	0.00	2	18.18
Girls' toilet	14	3	21.43	0	0.00	3	27.27
Boundary wall condition	14	3	21.43	1	33.33	2	18.18
Drinking water	14	2	14.29	0	0.00	2	18.18
Seating arrangement	14	1	7.14	0	0.00	1	9.09
Primary with Upper primary school							
Girls' toilet	5	1	20.00	0	0.00	1	25.00
Boundary wall condition	5	1	20.00	0	0.00	1	25.00
Seating arrangement	5	1	20.00	0	0.00	1	25.00
Overall							
Common toilet	94	4	4.26	0	0.00	4	4.76
Girls' toilet	94	11	11.7	1	10.00	10	11.90
Boundary wall condition	94	14	14.89	3	30.00	11	13.10
Drinking water	94	6	6.38	1	10.00	5	5.95
Seating arrangement	94	11	11.7	1	10.00	10	11.90

From the table above we observed the following -

1. Considering all the selected Primary schools of Jorhat district we found variation beyond permissible limits in the characteristics

- 'Boundary wall condition' and 'Seating arrangement'. The contribution of urban schools to these variations were respectively 33.33 and 16.67 percent; i.e., if we were dealing with only the selected Urban Primary schools, we would have a deviation of 33.33 percent of DISE data from Survey data in case of the characteristic 'Boundary wall condition' and 16.67 percent in case of 'Seating arrangement' and similarly the contribution of rural schools to these variations were 11.59 percent each.
2. Considering all the selected Upper primary schools of Jorhat district we found variation beyond permissible limits in the characteristics 'Common toilet', 'Girls' toilet' 'Boundary wall condition' and 'Drinking water source'. The contributions of urban schools to these variations were respectively 0.00, 0.00, 33.33 and 0.00 percent whereas those of rural schools were 18.18, 27.27, 18.18 and 18.18 percent.
 3. Considering all the selected Primary with Upper primary schools of Jorhat district we found variation beyond permissible limits in the characteristics 'Girls' toilet', 'Boundary wall condition', and 'Seating arrangement'. The contribution of urban schools to these variations were nil whereas those of rural schools were respectively 25.00, 25.00 and 25.00 percent.
 4. Considering the entire selected schools of Jorhat district we found variation beyond permissible limits in the characteristics 'Boundary wall condition' and 'Seating arrangement'. The contributions of urban schools to these variations were respectively 30.00 and 10.00 percent whereas those of rural schools were 13.00 and 11.90 percent.

CHAPTER V

VERIFICATION OF DISE DATA 2010-11: KAMRUP DISTRICT

5.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 5.1.1.

Table 5.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	130	0	0.00	0	0.00	130	100.00
Block/Municipal	130	0	0.00	0	0.00	130	100.00
Rural/Urban	130	0	0.00	0	0.00	130	100.00
DISE code	130	0	0.00	0	0.00	130	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code.

5.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics

indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 5.2.1.

Table 5.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	130	0	0.00	0	0.00	130	100.00
HT Name	130	0	0.00	0	0.00	130	100.00
EQ of HT	130	0	0.00	0	0.00	130	100.00
Year of Estt.	130	0	0.00	0	0.00	130	100.00
School Cat	130	0	0.00	0	0.00	130	100.00
School Type	130	0	0.00	0	0.00	130	100.00
Lowest class	130	0	0.00	0	0.00	130	100.00
Highest class	130	0	0.00	0	0.00	130	100.00
School Mgt	130	0	0.00	0	0.00	130	100.00
Residential	130	0	0.00	0	0.00	130	100.00
Shift school	130	0	0.00	0	0.00	130	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 5.2.2 Frequency distribution of HT's total years of working experience as Head Teacher in Kamrup district

Working Experience	Boko	Chamaria	Chhaygaon	Dimaria	Guwahati	Hajo	Kamalpur	Karara	Rampur	Rangia	Rani	Total
0-5 years	5 (3.85)	1 (0.77)	3 (2.31)	0 (0.00)	8 (6.15)	3 (2.31)	4 (3.08)	6 (4.62)	5 (3.85)	6 (4.62)	3 (2.31)	44 (33.85)
5-10 years	0 (0.00)	3 (2.31)	1 (0.77)	2 (1.54)	5 (3.85)	0 (0.00)	3 (2.31)	2 (1.54)	2 (1.54)	7 (5.38)	1 (0.77)	26 (20.00)
10-15 years	3 (2.31)	2 (1.54)	2 (1.54)	4 (3.08)	0 (0.00)	6 (4.62)	0 (0.00)	1 (0.77)	1 (0.77)	2 (1.54)	2 (1.54)	23 (17.69)
15-20 years	2 (1.54)	1 (0.77)	1 (0.77)	1 (0.77)	2 (1.54)	2 (1.54)	0 (0.00)	1 (0.77)	0 (0.00)	1 (0.77)	0 (0.00)	11 (8.46)
20years & Above	3 (2.31)	2 (1.54)	7 (5.38)	3 (2.31)	1 (0.77)	2 (1.54)	0 (0.00)	1 (0.77)	1 (0.77)	6 (4.62)	0 (0.00)	26 (20.00)
Total	13 (10.00)	9 (6.92)	14 (10.77)	10 (7.69)	16 (12.31)	13 (10.00)	7 (5.38)	11 (8.46)	9 (6.92)	22 (16.92)	6 (4.62)	130 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the table it has been observed that in Kamrup district, 33.85 percent of the Head teachers are having total working experience as Head teachers less than 5 years; 20.00 percent each are having total working experience as Head teachers between (5 - 10) years and 20 or more years. Of the total, 17.69 percent of the Head teachers are having working experience between (10 - 15) years and 8.46 percent are having working experience between (15 - 20) years. Thus a large number of the Head teachers of Kamrup district are having working experience of less than 5 years.

5.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Kamrup district.

5.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 5.3.1.1.

From the table we have observed that there is no significant variation as regards the characteristics under staff details in the selected schools of Kamrup district.

Table 5.3.1.1 Comparison of data regarding Staff details in selected Schools of Kamrup district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Primary school				
Posts sanctioned	100	311	311	0.00
In position	100	291	289	0.69
No. of Para teacher	100	1	1	0.00
Non teaching sanctioned	100	0	0	0.00
Upper primary school				
Posts sanctioned	24	178	180	1.11
In position	24	169	174	2.87
No. of Para teacher	24	0	0	0.00
Non teaching sanctioned	24	0	0	0.00
Primary with Upper primary school				
Posts sanctioned	6	53	53	0.00
In position	6	59	57	3.51
No. of Para teacher	6	0	0	0.00
Non-teaching sanctioned	6	0	0	0.00
Overall				
Posts sanctioned	130	542	544	0.37
In position	130	519	520	0.19
No. of Para teacher	130	1	1	0.00
Non-teaching sanctioned	130	0	0	0.00

5.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 5.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 5.3.2.1 Comparison of data regarding facilities available in selected Schools of Kamrup district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Primary school							
Building status	100	0	0.00	0	0.00	100	100.00
Electricity in school	100	0	0.00	0	0.00	100	100.00
Common toilet	100	0	0.00	3	3.00	97	97.00
Girls' toilet	100	0	0.00	6	6.00	94	94.00
Staff toilet	100	100	100.00	0	0.00	0	0.00
Boundary wall condition	100	0	0.00	15	15.00	85	85.00
Drinking water	100	0	0.00	10	10.00	90	90.00
Playground	100	0	0.00	0	0.00	100	100.00
No of computer	100	0	0.00	0	0.00	100	100.00
Seating arrangement	100	0	0.00	7	7.00	93	93.00
Upper primary school							
Building status	24	0	0.00	0	0.00	24	100.00
Electricity in school	24	0	0.00	0	0.00	24	100.00
Common toilet	24	0	0.00	2	8.33	22	91.67
Girls' toilet	24	0	0.00	4	16.67	20	83.33
Staff toilet	24	24	100.00	0	0.00	0	0.00
Boundary wall condition	24	0	0.00	4	16.67	20	83.33
Drinking water	24	0	0.00	2	8.33	22	91.67
Playground	24	0	0.00	0	0.00	24	100.00
No of computer	24	0	0.00	0	0.00	24	100.00
Seating arrangement	24	0	0.00	1	4.17	23	95.83
Primary with Upper primary school							
Building status	6	0	0.00	0	0.00	6	100.00
Electricity in school	6	0	0.00	0	0.00	6	100.00
Common toilet	6	0	0.00	1	16.67	5	83.33
Girls' toilet	6	0	0.00	0	0.00	6	100.00
Staff toilet	6	6	100.00	0	0.00	0	0.00
Boundary wall condition	6	0	0.00	2	33.33	4	66.67
Drinking water	6	0	0.00	1	16.67	5	83.33
Playground	6	0	0.00	0	0.00	6	100.00
No of computer	6	0	0.00	0	0.00	6	100.00
Seating arrangement	6	0	0.00	1	16.67	5	83.33

Overall							
Building status	130	0	0.00	0	0.00	130	100.00
Electricity in school	130	0	0.00	0	0.00	130	100.00
Common toilet	130	0	0.00	6	4.62	124	95.38
Girls' toilet	130	0	0.00	10	7.69	120	92.31
Staff toilet	130	130	100.00	0	0.00	0	0.00
Boundary wall condition	130	0	0.00	21	16.15	109	83.85
Drinking water	130	0	0.00	13	10.00	117	90.00
Playground	130	0	0.00	0	0.00	130	100.00
No of computer	130	0	0.00	0	0.00	130	100.00
Seating arrangement	130	0	0.00	9	6.92	121	93.08

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristic 'boundary wall condition'; in Upper primary schools in the characteristics 'girls' toilet' and 'boundary wall condition'; and in Primary with Upper primary schools in the characteristics 'common toilet', 'boundary wall condition', 'source of drinking water' and 'seating arrangement'.

The overall analysis of all the categories of selected schools of Kamrup district showed slightly significant variation in 'boundary wall condition' and 'source of drinking water'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table.

Table 5.3.2.2: Condition of class room and other room in the selected schools of Kamrup district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	130	208	229	9.17
Good condition other room	130	25	29	13.79
Need minor repair classroom	130	154	137	12.41
Need minor repair other room	130	30	28	7.14
Need major repair classroom	130	71	67	5.97
Need major repair other room	130	28	26	7.69
Unfit for use classroom	130	n		n
Unfit for use other room	130	n	n	n
Total rooms	130	516	516	0.00

n -- indicates no data

From the table it has been observed that there is no variation in the case of 'Total rooms' in the selected schools. In all the other characteristics except two there was found some small variation, which can be considered to be under control.

In case of characteristics 'Good condition other room' and 'Need minor repair classroom', there was found slightly significant variation which can be ignored considering the qualitatively character of the characteristics.

5.4 Enrolment details:

In this section enrolment details of the selected schools of Kamrup district will be discussed in relation to DISE data and survey data.

In the district of Kamrup a total of 130 schools were selected for the study. Of these schools 100 were Primary, 6 were Primary with Upper primary and 24 were Upper primary schools. The following table (Table

5.4.1) presents the total enrolment in 2010 from the selected schools of Kamrup district class wise and school category wise.

Table 5.4.1: Class wise and school category wise total enrolment of Kamrup district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	841	826	1.78	40	39	2.50			
ClassIGirls	854	882	3.28	36	37	2.78			
ClassIIBoys	783	772	1.40	22	21	4.55			
ClassIIGirls	785	748	4.71	32	32	0.00			
ClassIIIBoys	719	728	1.25	27	25	7.41			
ClassIIIGirls	737	733	0.54	32	32	0.00			
ClassIVBoys	701	695	0.86	30	30	0.00			
ClassIVGirls	712	710	0.28	34	33	2.94			
ClassVBoys				125	129	3.20	323	315	2.48
ClassVGirls				121	117	3.31	346	333	3.76
ClassVIBoys				117	118	0.85	360	358	0.56
ClassVIGirls				93	98	5.38	372	374	0.54
ClassVIIBoys				114	116	1.75	341	338	0.88
ClassVIIGirls				90	93	3.33	413	405	1.94

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are within permissible limits; the minimum variation being 0.00 percent and the maximum 7.41 percent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94. Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table represents the caste wise enrolment in selected Primary schools of Kamrup district obtained from survey and DISE data

Table 5.4.2: Caste wise enrolment in the selected Primary schools of Kamrup district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	177	168	5.08	178	179	0.56	119	122	2.52
Class I Girls	153	163	6.54	193	196	1.55	153	159	3.92
Class II Boys	140	137	2.14	168	170	1.19	133	138	3.76
Class II Girls	163	149	8.59	160	164	2.50	140	139	0.71
Class III Boys	153	162	5.88	139	144	3.60	99	104	5.05
Class III Girls	141	135	4.26	179	176	1.68	125	121	3.20
Class IV Boys	154	164	6.49	151	146	3.31	119	112	5.88
Class IV Girls	124	130	4.84	160	166	3.75	117	119	1.71
Total Boys	624	631	1.12	636	639	0.47	470	476	1.28
Total Girls	581	577	0.69	692	702	1.45	535	538	0.56
Overall	1205	1208	0.25	1328	1341	0.98	1005	1014	0.90

From the table it has been observed that in case of enrolment of SC, ST and OBC students variations are within permissible limits in all the classes and for both the sex.

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are also found to be well within permissible limits.

The following table represents the caste wise enrolment in selected Upper primary schools of Kamrup district obtained from survey as well as DISE data

Table 5.4.3: Caste wise enrolment in the selected Upper primary schools of Kamrup district

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	26	29	11.54	5	5	0.00	85	78	8.24
Class V Girls	35	33	5.71	14	13	7.14	67	65	2.99
Class VI Boys	32	32	0.00	6	5	16.67	90	89	1.11
Class VI Girls	45	49	8.89	12	11	8.33	71	72	1.41
Class VII Boys	31	34	9.68	10	10	0.00	65	70	7.69
Class VII Girls	39	40	2.56	22	21	4.55	87	90	3.45
Total Boys	89	95	6.74	21	20	4.76	240	237	1.25
Total Girls	119	122	2.52	48	45	6.25	225	227	0.89
Overall	208	217	4.33	69	65	5.80	465	464	0.22

From the table it has been observed that as far as enrolment of SC, ST and OBC students in the Upper primary schools of Kamrup district are concerned, the variations was very low and lies well within permissible limits except in the case of ST students of Class VI Boys.

Data related to total boys, total girls and overall students also showed variations within permissible limits.

The following table represents the caste wise enrolment of students in selected Primary with Upper primary schools of Kamrup district obtained from survey as well as DISE data. Here as the number of students is very small, instead of calculating variations, we calculate deviations only.

Table 5.4.4: Caste wise enrolment in the selected Primary with Upper primary schools of Kamrup district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	0	4	4	0	0	0	13	14	1
Class I Girls	1	2	1	0	0	0	12	12	0
Class II Boys	0	0	0	0	0	0	11	10	1
Class II Girls	0	1	1	0	0	0	15	15	0
Class III Boys	0	0	0	0	0	0	10	9	1
Class III Girls	0	0	0	0	0	0	14	15	1
Class IV Boys	2	1	1	0	0	0	13	12	1
Class IV Girls	0	0	0	0	1	1	19	18	1
Class V Boys	7	5	2	20	20	0	41	40	1
Class V Girls	8	9	1	30	29	1	39	38	1
Class VI Boys	11	9	2	15	16	1	23	21	2
Class VI Girls	9	10	1	24	23	1	27	30	3
Class VII Boys	6	9	3	25	22	3	28	32	4
Class VII Girls	4	3	1	22	23	1	25	27	2
Total Boys	26	28	2	60	58	2	139	138	1
Total Girls	22	25	3	76	76	0	151	155	4
Overall	48	53	5	136	134	2	290	293	3

From the table it has been observed that for all castes, the deviations are very low and so within the permissible limits.

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these are also found to be very low.

The following table (Table 5.4.5) represents the class wise enrolment of differently able students in selected schools of Kamrup district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 5.4.5: Class wise enrolment of differently able students in selected schools of Kamrup district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	3	3	0	0	0	0			
ClassIGirls	3	2	1	1	1	0			
ClassIIBoys	7	5	2	0	0	0			
ClassIIGirls	4	4	0	1	1	0			
ClassIIIBoys	3	3	0	0	0	0			
ClassIIIGirls	8	7	1	0	0	0			
ClassIVBoys	2	2	0	0	0	0			
ClassIVGirls	6	7	1	2	2	0			
ClassVBoys				0	0	0	2	2	0
ClassVGirls				2	2	0	5	6	1
ClassVIBoys				0	0	0	17	15	2
ClassVIGirls				5	4	1	5	5	0
ClassVIIBoys				0	0	0	11	10	1
ClassVIIGirls				0	0	0	7	6	1

From the table we observe that the deviations are small and are therefore can be considered to be within permissible limits.

The following table (Table 5.4.6) represents the class wise repeaters in selected schools of Kamrup district obtained from survey as well as DISE data. Percent variations were calculated for Primary Schools and for Upper Primary & Primary with Upper primary only deviations were calculated as the numbers were very small.

Table 5.4.6: Class and school category wise repeaters in selected schools of Kamrup district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	25	24	4.00	0	0	0			
ClassIGirls	23	21	8.70	0	0	0			
ClassIIBoys	11	11	0.00	0	1	1			
ClassIIGirls	12	11	8.33	0	0	0			
ClassIIIBoys	9	9	0.00	1	0	1			
ClassIIIGirls	15	16	6.67	0	0	0			
ClassIVBoys	4	4	0.00	0	0	0			
ClassIVGirls	14	15	7.14	0	0	0			
ClassVBoys				0	2	2	0	0	0
ClassVGirls				0	1	1	0	0	0
ClassVIBoys				2	2	0	1	0	1
ClassVIGirls				3	0	3	1	0	1
ClassVIIBoys				0	0	0	0	0	0
ClassVIIGirls				0	0	0	0	0	0

It is to be mentioned here that in Kamrup district, only small variation/ deviation existed as far as repeaters of the selected schools were concerned.

5.5 Comparative analysis of Rural and Urban Schools:

The terms of reference of the project requires a comparative analysis between the schools of urban and rural areas. Of the selected schools of Kamrup district, 20 schools were from urban areas and 110 schools were from rural areas. In this section an attempt will be made to make a comparative analysis of 'Enrolment' and 'Facilities in schools' of urban and rural areas.

5.5.1 Area wise enrolment in the selected schools of Kamrup district

The following tables present area-wise enrolment in different categories of schools of Kamrup district.

Table5.5.1.1: Area-wise enrolment in selected Primary schools of Kamrup district

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassIB	12	131	127	3.05	88	710	699	1.55
ClassIG	12	126	129	2.38	88	728	753	3.43
ClassIIB	12	153	141	7.84	88	630	631	0.16
ClassIIG	12	139	117	15.83	88	646	631	2.32
ClassIIIB	12	135	124	8.15	88	584	604	3.42
ClassIIIG	12	130	124	4.62	88	607	609	0.33
ClassIVB	12	130	130	0.00	88	571	565	1.05
ClassIVG	12	121	106	12.40	88	591	604	2.20
TotalB	12	549	522	4.92	88	2495	2499	0.16
TotalG	12	516	476	7.75	88	2572	2597	0.97
Overall	12	1065	998	6.29	88	5067	5096	0.57

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be higher in Urban areas than those in Rural areas for all classes and sex with few exceptions in the selected Primary schools of Kamrup district. Variation for total boys, total girls and overall students were also higher in urban areas than in rural areas. The reason behind the higher percent variation may be smaller number of sample schools in the urban areas.

Table5.5.1.2: Area-wise enrolment in selected Upper primary schools of Kamrup district

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassVB	6	87	87	0.00	18	236	228	3.39
ClassVG	6	77	73	5.19	18	269	260	3.35
ClassVIB	6	100	98	2.00	18	260	260	0.00
ClassVIG	6	84	82	2.38	18	288	292	1.39
ClassVIIB	6	101	93	7.92	18	240	245	2.08
ClassVIIG	6	92	92	0.00	18	321	313	2.49
TotalB	6	288	278	3.47	18	736	733	0.41
TotalG	6	253	247	2.37	18	878	865	1.48
Overall	6	541	525	2.96	18	1614	1598	0.99

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be higher in Urban areas than those in Rural areas for all classes and sex except two of the selected Upper primary schools too of Kamrup district. Variation for total boys, total girls and overall students were also higher in urban areas than in rural areas. In this case also the reason behind the higher percent variation may be smaller number of sample schools in the urban areas.

Table 5.5.1.3: Area-wise enrolment in selected Primary with Upper primary schools of Kamrup district

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassIB	2	11	11	0.00	4	29	28	3.45
ClassIG	2	7	7	0.00	4	29	30	3.45
ClassIIB	2	0	0	0.00	4	22	21	4.55
ClassIIG	2	2	2	0.00	4	30	30	0.00
ClassIIIB	2	4	4	0.00	4	23	21	8.70
ClassIIIG	2	3	3	0.00	4	29	29	0.00
ClassIVB	2	7	7	0.00	4	23	23	0.00
ClassIVG	2	2	2	0.00	4	32	31	3.13
ClassVB	2	44	45	2.27	4	85	84	1.18
ClassVG	2	29	28	3.45	4	88	89	1.14
ClassVIB	2	47	42	10.64	4	70	76	8.57
ClassVIG	2	23	21	8.70	4	70	77	10.00
ClassVIIB	2	45	40	11.11	4	69	76	10.14
ClassVIIG	2	22	22	0.00	4	68	71	4.41
TotalB	2	158	149	5.70	4	321	329	2.49
TotalG	2	88	85	3.41	4	346	357	3.18
Overall	2	246	234	4.88	4	667	686	2.85

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be lower or equal in Urban areas than those in Rural areas for all lower classes and sex in the selected Primary with Upper primary schools of Kamrup district. However, it was higher in all upper classes and sex except two. Variation for total boys, total girls and overall students were higher in urban areas than in rural areas.

As regards facilities in schools, we are required to compare those characteristics in which survey data are not matched with DISE data in the table 'Table 5.3.2.1'. From the table it has been observed that there are

variations in the characteristics 'Common toilet', 'Girls' toilet', 'boundary wall condition', 'Source of drinking water' and 'Seating arrangement' in all category of schools with the exception that there is no variation in the characteristic 'Girls' toilet' in Primary with Upper primary schools. These are presented in the following table.

Table 5.5.1.4: Rural urban scenario of facilities in selected schools of Kamrup district where DISE data did not matched with survey data

Characteristics	Available in DISE but not matched with survey data						
	Sample size	Overall		Urban area		Rural area	
		No.	%	No.	%	No.	%
Primary school							
Common toilet	100	3	3.00	0	0.00	3	3.41
Girls' toilet	100	6	6.00	1	8.33	5	5.68
Boundary wall condition	100	15	15.00	3	25.00	12	13.64
Drinking water	100	10	10.00	1	8.33	9	10.23
Seating arrangement	100	7	7.00	0	0.00	7	7.95
Upper primary school							
Common toilet	24	2	8.33	0	0.00	2	11.11
Girls' toilet	24	4	16.67	1	16.67	3	16.67
Boundary wall condition	24	4	16.67	2	33.33	2	11.11
Drinking water	24	2	8.33	0	0.00	2	11.11
Seating arrangement	24	1	4.17	1	16.67	0	0.00
Primary with upper primary school							
Common toilet	6	1	16.67	0	0.00	1	25.00
Boundary wall condition	6	2	33.33	1	50.00	1	25.00
Drinking water	6	1	16.67	1	50.00	0	0.00
Seating arrangement	6	1	16.67	0	0.00	1	25.00
Overall							
Common toilet	130	6	4.62	0	0.00	6	5.45
Girls' toilet	130	10	7.69	2	10.00	8	7.27
Boundary wall condition	130	21	16.15	6	30.00	15	13.64
Drinking water	130	13	10.00	2	10.00	11	10.00
Seating arrangement	130	9	6.92	1	5.00	8	7.27

From the table above we observed the following -

1. Considering all the selected Primary schools of Kamrup district we found variation beyond permissible limits in the characteristic 'Boundary wall condition' and 'Drinking water source'. The contribution of urban schools to these variations were respectively 25.00 and 8.33 percent; i.e., if we were dealing with only the selected Urban Primary schools, we would have a deviation of 25.00 percent of DISE data from Survey data in case of the characteristic 'Boundary wall condition' and 8.33 percent in case of 'Drinking water source' and similarly the contribution of rural schools to these variations were 10.23 percent.
2. Considering all the selected upper primary schools of Kamrup district we found variation beyond permissible limits in the characteristics 'Girls' toilet' and 'Boundary wall condition'. The contributions of urban schools to these variations were respectively 16.67 percent and 33.33 percent whereas those of rural schools were 16.67 and 11.11 percent.
3. Considering all selected Primary with upper primary schools of Kamrup district we found variation beyond permissible limits in the characteristic 'Common toilet', 'Boundary wall condition', 'Drinking water source' and 'Seating arrangement'. The contribution of urban schools to these variations were respectively 0.00, 50.00, 50.00 and 0.00 percent whereas those of rural schools were 25.00, 25.00, 0.00 and 25.00 percent.
4. Considering the entire selected schools of Kamrup district we have found variation beyond permissible limits in the characteristics

'Boundary wall condition' and 'Drinking water facility'. The contributions of urban schools to these variations were respectively 30.00 and 10.00 percent whereas those of rural schools were 13.00 and 10.00 percent.

CHAPTER VI

Verification of DISE data 2010-11: Marigaon district

6.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 6.1.1.

Table 6.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	50	0	0.00	0	0.00	50	100.00
Block/Municipal	50	0	0.00	0	0.00	50	100.00
Rural/Urban	50	0	0.00	0	0.00	50	100.00
DISE code	50	0	0.00	0	0.00	50	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area and DISE code.

6.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics

indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 6.2.1.

Table 6.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	50	0	0.00	0	0.00	50	100.00
HT Name	50	0	0.00	0	0.00	50	100.00
EQ of HT	50	0	0.00	0	0.00	50	100.00
Year of Estt.	50	0	0.00	3	6.00	47	94.00
School Cat	50	0	0.00	0	0.00	50	100.00
School Type	50	0	0.00	0	0.00	50	100.00
Lowest class	50	0	0.00	0	0.00	50	100.00
Highest class	50	0	0.00	0	0.00	50	100.00
School Mgt	50	0	0.00	0	0.00	50	100.00
Residential	50	0	0.00	0	0.00	50	100.00
Shift school	50	0	0.00	0	0.00	50	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment of the school. In case of year of establishment there is a variation of 6.00 percent.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the district is presented in the following table.

Table 6.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in Marigaon district

Working Exp	Bhurbandha	Kapili	Laharighat	Mayang	Total
0-5 years	2 (4.00)	2 (4.00)	3 (6.00)	3 (6.00)	10 (20.00)
5-10 years	5 (10.00)	0 (0.00)	4 (8.00)	3 (6.00)	12 (24.00)
10-15 years	1 (2.00)	0 (0.00)	2 (4.00)	1 (2.00)	4 (8.00)
15-20 years	1 (2.00)	0 (0.00)	1 (2.00)	3 (6.00)	5 (10.00)
20years & Above	3 (6.00)	1 (2.00)	8 (16.00)	7 (14.00)	19 (38.00)
Total	12	3	18	17	50 (100.00)

(Figures in the parentheses indicate percentage of the grand total)

From the table it has been observed that there is highest number of Head teachers in the category of 20 & above years of total working experience. Further a large percentage of Head teachers are having working experience of less than 5 years.

6.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study in Marigaon district.

6.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely

Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 6.3.1.1

Table 6.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
Primary schools				
Posts sanctioned	39	85	100	15.00
In position	39	91	96	5.21
No. of Para teacher	39	0	0	0.00
Non teaching	39	1	1	0.00
Upper primary schools				
Posts sanctioned	9	72	60	20.00
In position	9	44	58	24.14
No. of Para teacher	9	0		0.00
Non teaching	9	8	8	0.00
Primary with Upper primary schools				
Posts sanctioned	2	28	29	3.45
In position	2	29	28	3.57
No. of Para teacher	2	0	0	0.00
Non teaching	2	1	1	0.00
Overall				
Posts sanctioned	50	185	189	2.12
In position	50	164	182	9.89
No. of Para teacher	50	0	0	0.00
Non teaching	50	10	10	0.00

From the table we have observed that as regards total number of sanctioned post there is 15.00 percent variation in Primary schools, 20.00 percent variation in upper primary and 3.45 percent variation in Primary with upper primary schools. As regards teachers in position there is 5.21 percent variation in Primary, 24.14 percent variation in upper primary and 3.57 percent variation in Primary with upper primary schools. As regards non teaching staff, there is no variation. As a whole, in Marigaon district, there is 2.12 percent variation as regards total posts sanctioned and 9.89 percent variation as regards teachers in position. The variations in overall situation thus observed are well within permissible limits.

6.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 6.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

From the table it has been observed that in the selected schools of Marigaon district, there are variations outside the permissible limit between the DISE data and sample checking data in Primary schools in the characteristics 'common toilet' and 'seating arrangement'; in Upper primary schools in the characteristics 'girls' toilet', 'boundary wall condition',

'drinking water' and 'seating arrangement'; and in Primary with upper primary schools in the characteristics 'common toilet' and 'seating arrangement'.

Table 6.3.2.1 Comparison of data regarding facilities available in selected Schools of Marigaon district

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Primary school							
Building status	39	0	0.00	0	0.00	39	100.00
Electricity in school	39	0	0.00	0	0.00	39	100.00
Common toilet	39	0	0.00	5	12.82	34	87.18
Girls' toilet	39	0	0.00	3	7.69	36	92.31
Staff toilet	39	39	100.00	0	0.00	0	0.00
Boundary wall condition	39	0	0.00	3	7.69	36	92.31
Drinking water	39	0	0.00	2	5.13	37	94.87
Playground	39	0	0.00	0	0.00	39	100.00
No of computer	39	0	0.00	0	0.00	39	100.00
Seating arrangement	39	0	0.00	4	10.26	35	89.74
Upper primary school							
Building status	9	0	0.00	0	0.00	9	100.00
Electricity in school	9	0	0.00	0	0.00	9	100.00
Common toilet	9	0	0.00	0	0.00	9	100.00
Girls' toilet	9	0	0.00	1	11.11	8	88.89
Staff toilet	9	9	100.00	0	0.00	0	0.00
Boundary wall condition	9	0	0.00	2	22.22	7	77.78

Drinking water	9	0	0.00	1	11.11	8	88.89
Playground	9	0	0.00	0	0.00	9	100.00
No of computer	9	0	0.00	0	0.00	9	100.00
Seating arrangement	9	0	0.00	2	22.22	7	77.78
Primary with upper primary school							
Building status	2	0	0.00	0	0.00	2	100.00
Electricity in school	2	0	0.00	0	0.00	2	100.00
Common toilet	2	0	0.00	1	50.00	1	50.00
Girls' toilet	2	0	0.00	0	0.00	2	100.00
Staff toilet	2	2	100.00	0	0.00	0	0.00
Boundary wall condition	2	0	0.00	0	0.00	2	100.00
Drinking water	2	0	0.00	0	0.00	2	100.00
Playground	2	0	0.00	0	0.00	2	100.00
No of computer	2	0	0.00	0	0.00	2	100.00
Seating arrangement	2	0	0.00	1	50.00	1	50.00
Overall							
Building status	50	0	0.00	0	0.00	50	100.00
Electricity in school	50	0	0.00	0	0.00	50	100.00
Common toilet	50	0	0.00	6	12.00	44	88.00
Girls' toilet	50	0	0.00	4	8.00	46	92.00
Staff toilet	50	50	100.00	0	0.00	0	0.00
Boundary wall condition	50	0	0.00	5	10.00	45	90.00
Drinking water	50	0	0.00	3	6.00	47	94.00
Playground	50	0	0.00	0	0.00	50	100.00
No of computer	50	0	0.00	0	0.00	50	100.00
Seating arrangement	50	0	0.00	7	14.00	43	86.00

The overall analysis of all the categories of selected schools of Marigaon district showed significant variation in 'common toilet', 'boundary wall condition' and 'seating arrangement'.

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table (Table 6.3.2.2).

Table 6.3.2.2: Condition of class room and other room in the selected schools of Marigaon district

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	50	109	131	16.79
Good condition other room	50	9	10	10.00
Need minor repair classroom	50	44	36	22.22
Need minor repair other room	50	12	13	7.69
Need major repair classroom	50	48	39	23.08
Need major repair other room	50	12	6	100.00
Unfit for use classroom	50	n	3	n
Unfit for use other room	50	n	0	n
Total rooms		234	238	1.68

n -- indicates no data

From the table it has been observed that there is a variation of 1.68 percent in the case of total rooms in the selected schools.

Further, it has also been observed from the table that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data shows lower number and vice versa.

6.4 Enrolment details:

In this section enrolment details of the selected schools of Marigaon district will be discussed in relation to DISE data and survey data.

In the district of Marigaon a total of 50 schools were selected for the study. Of these schools 39 were Primary, 2 were Primary with Upper primary and 9 were Upper primary schools. The following table (Table 6.4.1) presents the total enrolment in 2010 from the selected schools of Marigaon district class wise and school category wise.

Table 6.4.1: Class wise and school category wise total enrolment of Marigaon district.

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
ClassIBoys	531	553	4.14	69	69	0.00			
ClassIGirls	593	594	0.17	72	72	0.00			
ClassIIBoys	492	474	3.66	68	68	0.00			
ClassIIGirls	494	511	3.44	65	65	0.00			
ClassIIIBoys	426	432	1.41	56	55	1.79			
ClassIIIGirls	480	475	1.04	77	78	1.30			
ClassIVBoys	374	384	2.67	63	66	4.76			
ClassIVGirls	424	415	2.12	69	75	8.70			
ClassVBoys				88	86	2.27	129	135	4.65
ClassVGirls				72	74	2.78	259	264	1.93
ClassVIBoys				78	79	1.28	119	121	1.68
ClassVIGirls				84	85	1.19	270	273	1.11
ClassVIIBoys				66	65	1.52	152	150	1.32
ClassVIIGirls				81	82	1.23	274	279	1.82

From the table it has been observed that all the variations in relation to enrolment in all categories of schools are within permissible limits. The minimum variation being 0.00 percent and the maximum 8.70 percent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94. Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

The following table (Table 6.4.2) represents the caste wise enrolment of students in selected Primary schools of Marigaon district obtained from survey as well as DISE data.

Table 6.4.2: Caste wise enrolment in the Primary schools of Marigaon district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class I Boys	19	18	5.26	78	85	8.97	58	59	1.72
Class I Girls	18	19	5.56	85	90	5.88	49	50	2.04
Class II Boys	20	20	0.00	71	71	0.00	47	53	12.77
Class II Girls	29	29	0.00	75	74	1.33	34	40	17.65
Class III Boys	12	12	0.00	81	83	2.47	42	45	7.14
Class III Girls	17	18	5.88	77	75	2.60	64	62	3.13
Class IV Boys	23	22	4.35	68	70	2.94	50	49	2.00
Class IV Girls	19	20	5.26	67	66	1.49	53	56	5.66
Total Boys	74	72	2.70	298	309	3.69	197	206	4.57
Total Girls	83	86	3.61	304	305	0.33	200	208	4.00
Overall	157	158	0.64	602	614	1.99	397	414	4.28

From the table it has been observed that as far as caste wise enrolment of students of selected Primary schools of Marigaon district are concerned, all the variations are within permissible limits for SC and ST students. However, there is marginally high variation outside permissible limits for OBC students in some classes.

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the district and these are found to be well within permissible limits.

Table 6.4.3: Caste wise enrolment in the selected Primary with Upper primary schools of Marigaon district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
Class I Boys	9	10	1	25	25	0	8	8	0
Class I Girls	15	15	0	25	26	1	10	9	1
Class II Boys	9	8	1	24	25	1	4	4	0
Class II Girls	8	8	0	26	25	1	5	5	0
Class III Boys	5	5	0	19	20	1	8	9	1
Class III Girls	13	12	1	25	26	1	16	17	1
Class IV Boys	8	8	0	21	21	0	11	11	0
Class IV Girls	14	13	1	22	23	1	15	16	1
Class V Boys	11	12	1	22	21	1	18	17	1
Class V Girls	6	6	0	16	16	0	18	20	2
Class VI Boys	9	9	0	19	19	0	29	28	1
Class VI Girls	8	8	0	23	21	2	24	22	2
Class VII Boys	8	8	0	21	21	0	14	15	1
Class VII Girls	11	11	0	24	23	1	16	16	0
Total Boys	59	60	1	151	152	1	92	92	0
Total Girls	75	73	2	161	160	1	104	105	1
Overall	134	133	1	312	312	0	196	197	1

The above table (Table 6.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools of Marigaon district obtained from survey as well as DISE data. Here, as the number of students is very small, instead of calculating variations, we calculate deviations only.

From the table it has been observed that for all castes, the deviations are very low and so can be considered to lie within the permissible limits.

Deviation for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the district and these were also found to be very low.

The following table (Table 6.4.4) represents the caste wise enrolment of students in selected Upper primary schools of Marigaon district obtained from survey as well as DISE data

Table 6.4.4: Caste wise enrolment in the selected Upper primary schools of Marigaon district.

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent variation	Survey	DISE	Percent variation	Survey	DISE	Percent variation
Class V Boys	17	16	5.88	11	11	0.00	21	20	4.76
Class V Girls	18	19	5.56	15	16	6.67	42	42	0.00
Class VI Boys	22	22	0.00	14	16	14.29	16	15	6.25
Class VI Girls	25	26	4.00	26	25	3.85	56	55	1.79
Class VII Boys	20	19	5.00	21	21	0.00	31	31	0.00
Class VII Girls	26	25	3.85	31	31	0.00	55	54	1.82
Total Boys	59	57	3.39	46	48	4.35	68	66	2.94
Total Girls	69	70	1.45	72	72	0.00	153	151	1.31
Overall	128	127	0.78	118	120	1.69	221	217	1.81

From the table it has been observed that as far as caste-wise enrolment of students in the Upper primary schools of Marigaon district are concerned, the variations was very low and lies well within permissible limits except one for Class VI ST boys.

Variations for total boys, total girls and overall students also showed very low variation.

The following table (Table 6.4.5) represents the class wise enrolment of differently able students in selected schools of Marigaon district obtained from survey as well as DISE data. In this case also deviations were calculated instead of calculating variations.

Table 6.4.5: Class wise enrolment of differently able students in selected schools of Marigaon district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	10	10	0	1	1	0			
ClassIGirls	5	6	1	0	0	0			
ClassIIBoys	7	7	0	0	0	0			
ClassIIGirls	1	2	1	1	1	0			
ClassIIIBoys	10	9	1	0	0	0			
ClassIIIGirls	8	8	0	0	0	0			
ClassIVBoys	11	12	1	0	0	0			
ClassIVGirls	6	5	1	0	0	0			
ClassVBoys				1	1	0			
ClassVGirls				0	0	0	5	4	1
ClassVIBoys				1	1	0	3	4	1
ClassVIGirls				0	1	1	4	4	0
ClassVIIBoys				1	1	0	9	9	0
ClassVIIGirls				0	0	0	5	4	1

From the table we observe that the deviations are not very large and are therefore can be considered to be within permissible limits.

The following table (Table 6.4.6) represents the class wise repeaters in selected schools of Marigaon district obtained from survey as well as DISE data and their deviations.

Table 6.4.6: Class and school category wise repeaters in selected schools of Marigaon district

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	7	8	1	0	0	0			
ClassIGirls	4	5	1	0	0	0			
ClassIIBoys	3	3	0	0	0	0			
ClassIIGirls	2	2	0	0	0	0			
ClassIIIBoys	0	0	0	0	0	0			
ClassIIIGirls	1	1	0	0	0	0			
ClassIVBoys	3	3	0	0	0	0			
ClassIVGirls	1	1	0	0	0	0			
ClassVBoys				0	0	0	0	0	0
ClassVGirls				0	0	0	0	0	0
ClassVIBoys				0	0	0	0	0	0
ClassVIGirls				0	0	0	0	0	0
ClassVIIBoys				0	0	0	0	0	0
ClassVIIGirls				0	0	0	0	0	0

From the table it can be seen that there were no repeaters in the selected Primary with Upper primary and Upper primary schools of Marigaon district. There were few repeaters in the selected Primary schools of the district and no deviations were found between DISE data and the survey data in most of the cases. Has there existed any deviation, those were also very small and lie within permissible limits.

6.5 Comparative analysis of Rural and Urban Schools:

The terms of reference of the project requires a comparative analysis between the schools of urban and rural areas. Of the selected schools of Marigaon district, 2 schools were from urban areas and 48 schools were

from rural areas. As the number of schools from urban areas is very few as compared to the number of schools from rural areas, therefore comparative analysis was not done.

CHAPTER VII

Overall analysis of DISE data 2010-11 of all the selected districts (Including Reliability and Validity index)

7.1 School Location Particulars:

This parameter incorporates four characteristics about the particulars of the location of the schools selected for the survey. These characteristics were village/ward name, Block/municipal name, whether situated in rural/urban area and the DISE code of the school. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made and presented in Table 7.1.1 for the total sample.

Table 7.1.1 Comparison of data regarding School Location Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Vill/Ward name	331	0	0.00	0	0.00	331	100.00
Block/Municipal	331	0	0.00	0	0.00	331	100.00
Rural/Urban	331	0	0.00	0	0.00	331	100.00
DISE code	331	0	0.00	0	0.00	331	100.00

From the table it has been observed that there is no mismatch in case of the characteristics village/ward name, Block/municipal name, whether situated in rural/urban area. However, there is a mismatch of 0.32 percent in case of DISE school code.

7.2 School Particulars:

This parameter incorporates fourteen characteristics about the particulars of the schools selected for the survey. These characteristics indicate information about the institution, its category, type, management, lowest class, highest class and also about the head of the institution. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the total sample and presented in Table 7.2.1.

Table 7.2.1 Comparison of data regarding School Particulars

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Name of school	331	0	0.00	0	0.00	331	100.00
HT Name	331	0	0.00	0	0.00	331	100.00
EQ of HT	331	0	0.00	0	0.00	331	100.00
Year of Estt.	331	0	0	21	6.34	310	93.66
School Cat	331	0	0.00	0	0.00	331	100.00
School Type	331	0	0.00	0	0.00	331	100.00
Lowest class	331	0	0.00	0	0.00	331	100.00
Highest class	331	0	0.00	0	0.00	331	100.00
School Mgt	331	0	0.00	0	0.00	331	100.00
Residential	331	0	0.00	0	0.00	331	100.00
Shift school	331	0	0.00	0	0.00	331	100.00

From the table it has been observed that there is no variation in the characteristics under the parameter School particulars except in the case of year of establishment of the schools. In case of year of establishment there is a variation of 6.34 percent. This variation in case of year of establishment

may be attributed due to typographical error or the ignorance of the newly appointed HTs.

Data were also collected as regards the experience of HT and Total experience. The frequency distribution of total working experience of HTs of the total sample is presented in the following table.

Table 7.2.2: Frequency distribution of HT's total years of working experience as Head Teacher in the total sample

Working Exp	Bongaigaon	Jorhat	Kamrup	Marigaon	Overall
0-5 years	15 (4.53)	24 (7.25)	44 (13.29)	10 (3.02)	93 (28.10)
5-10 years	12 (3.63)	33 (9.97)	26 (7.85)	12 (3.63)	83 (25.08)
10-15 years	10 (3.02)	11 (3.32)	23 (6.95)	4 (1.21)	48 (14.50)
15-20 years	8(2.42)	10 (3.02)	11 (3.32)	5 (1.51)	34 (10.27)
20years & Above	12 (3.63)	16 (4.83)	26 (7.85)	19(5.74)	73 (22.05)
Total	57	94	130	50	331 (100.00)

From the table above it has been observed that there is highest number of Head teachers in the category of (0 - 5) years of total working experience and the lowest in the category (15 - 20) years.

7.3 Staff details and facilities in schools:

In this section an attempt has been made to analyze the staff details and facilities in the schools under study for the total sample. Staff pattern and basic facilities in the schools has a great impact on the implementation of Universalization of Elementary Education as well as Right to Education policy as realized by the state as well as central government. Although this

study is not meant for analyzing impact of student teacher ratio and basic facilities on the universalization of elementary education, an attempt is made to observe these while studying the reliability and validity of DISE data through five percent sample checking.

7.3.1 Staff details of School:

This parameter incorporates thirteen characteristics of which four main characteristics were analyzed in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the staff details of the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made for the above mentioned three categories of schools and presented in Table 7.3.1.1

Table 7.3.1.1 Comparison of data regarding Staff details

Characteristics	Sample size	DISE data	Survey data	Percent variation
Primary schools				
Posts sanctioned	259	768	779	1.41
In position	259	732	719	1.81
No. of Para teacher	259	1	1	0.00
Non teaching	259	6	6	0.00
Upper primary schools				
Posts sanctioned	57	414	419	1.19
In position	57	373	390	4.36
No. of Para teacher	57	0	0	0.00
Non teaching	57	28	26	7.69
Primary with Upper primary schools				
Posts sanctioned	15	149	155	3.87
In position	15	151	149	1.34
No. of Para teacher	15	0	0	0.00
Non teaching	15	7	7	0.00
Overall				
Posts sanctioned	331	1331	1353	1.63
In position	331	1256	1258	0.16
No. of Para teacher	331	1	1	0.00
Non teaching	331	41	39	5.13

From the table we have observed that as regards total number of sanctioned post there is 1.41 percent variation in Primary, 1.19 percent variation in Upper primary and 3.87 percent variation in Primary with Upper primary schools. As regards teachers in position there is 1.81 percent variation in Primary, 4.36 percent variation in Upper primary and 1.34 percent variation in Primary with Upper primary schools. As regards non teaching staff, there is 0.00 percent variation in Primary, 7.69 percent in Upper primary and again 0.00 percent variation in Primary with Upper primary schools. As a whole, in the sample districts, there is 1.63 percent variation as regards total posts sanctioned, 0.16 percent variation as regards teachers in position and 5.13 percent variation as regards non teaching staff. The variations thus observed are well within permissible limits.

7.3.2 Facilities in School:

This parameter incorporates twenty one characteristics in three categories of schools namely Primary, Upper primary only and Primary with Upper primary each about the facilities available in the selected schools. A comparison of the DISE data and the sample checking data pertaining to this parameter has been made separately for the above mentioned three categories of schools and presented in Table 7.3.2.1. However, this excludes the condition of Class room and other room, which is treated separately.

Table 7.3.2.1 Comparison of data regarding facilities available in selected Schools of the total sample

Characteristics	Sample size	Not available in DISE		Available in DISE but not matched with survey data		Available in DISE and matched with survey data	
		No.	%	No.	%	No.	%
Primary schools							
Building status	260	0	0.00	0	0.00	260	100.00
Electricity in school	260	0	0.00	0	0.00	260	100.00
Common toilet	260	0	0.00	14	5.38	246	94.62
Girls' toilet	260	0	0.00	21	8.08	239	91.92
Staff toilet	260	260	100.00	0	0.00	0	0.00
Boundary wall condition	260	0	0.00	33	12.69	227	87.31
Drinking water	260	0	0.00	20	7.69	240	92.31
Playground	260	0	0.00	0	0.00	260	100.00
No of computer	260	0	0.00	0	0.00	260	100.00
Seating arrangement	260	0	0.00	24	9.23	236	90.77
Upper primary schools							
Building status	56	0	0.00	0	0.00	56	100.00
Electricity in school	56	0	0.00	0	0.00	56	100.00
Common toilet	56	0	0.00	5	8.93	51	91.07
Girls' toilet	56	0	0.00	8	14.29	48	85.71
Staff toilet	56	56	100.00	0	0.00	0	0.00
Boundary wall condition	56	0	0.00	11	19.64	45	80.36
Drinking water	56	0	0.00	6	10.71	50	89.29
Playground	56	0	0.00	0	0.00	56	100.00
No of computer	56	0	0.00	0	0.00	56	100.00
Seating arrangement	56	0	0.00	5	8.93	51	91.07
Primary with Upper primary schools							
Building status	15	0	0.00	0	0.00	15	100.00
Electricity in school	15	0	0.00	0	0.00	15	100.00
Common toilet	15	0	0.00	2	13.33	13	86.67
Girls' toilet	15	0	0.00	1	6.67	14	93.33
Staff toilet	15	15	100.00	0	0.00	0	0.00

Boundary wall condition	15	0	0.00	3	20.00	12	80.00
Drinking water	15	0	0.00	1	6.67	14	93.33
Playground	15	0	0.00	0	0.00	15	100.00
No of computer	15	0	0.00	0	0.00	15	100.00
Seating arrangement	15	0	0.00	3	20.00	12	80.00
Overall							
Building status	331	0	0.00	0	0.00	331	100.00
Electricity in school	331	0	0.00	0	0.00	331	100.00
Common toilet	331	0	0.00	21	6.34	310	93.66
Girls' toilet	331	0	0.00	30	9.06	301	90.94
Staff toilet	331	331	100.00	0	0.00	0	0.00
Boundary wall condition	331	0	0.00	47	14.20	284	85.80
Drinking water	331	0	0.00	27	8.16	304	91.84
Playground	331	0	0.00	0	0.00	331	100.00
No of computer	331	0	0.00	0	0.00	331	100.00
Seating arrangement	331	0	0.00	32	9.67	299	90.33

From the table it has been observed that there are variations outside the permissible limit in Primary schools in the characteristic 'boundary wall condition'; in Upper primary schools in the characteristics 'Girls' toilet', 'boundary wall condition' and 'Drinking water facility' and in Primary with Upper primary schools in the characteristics 'Common toilet', 'boundary wall condition' and 'seating arrangement'.

The overall analysis of all the categories of selected schools of sample districts showed significant variation only in 'boundary wall condition'. The overall situation is presented in the following diagram (Fig. 7.3.1)

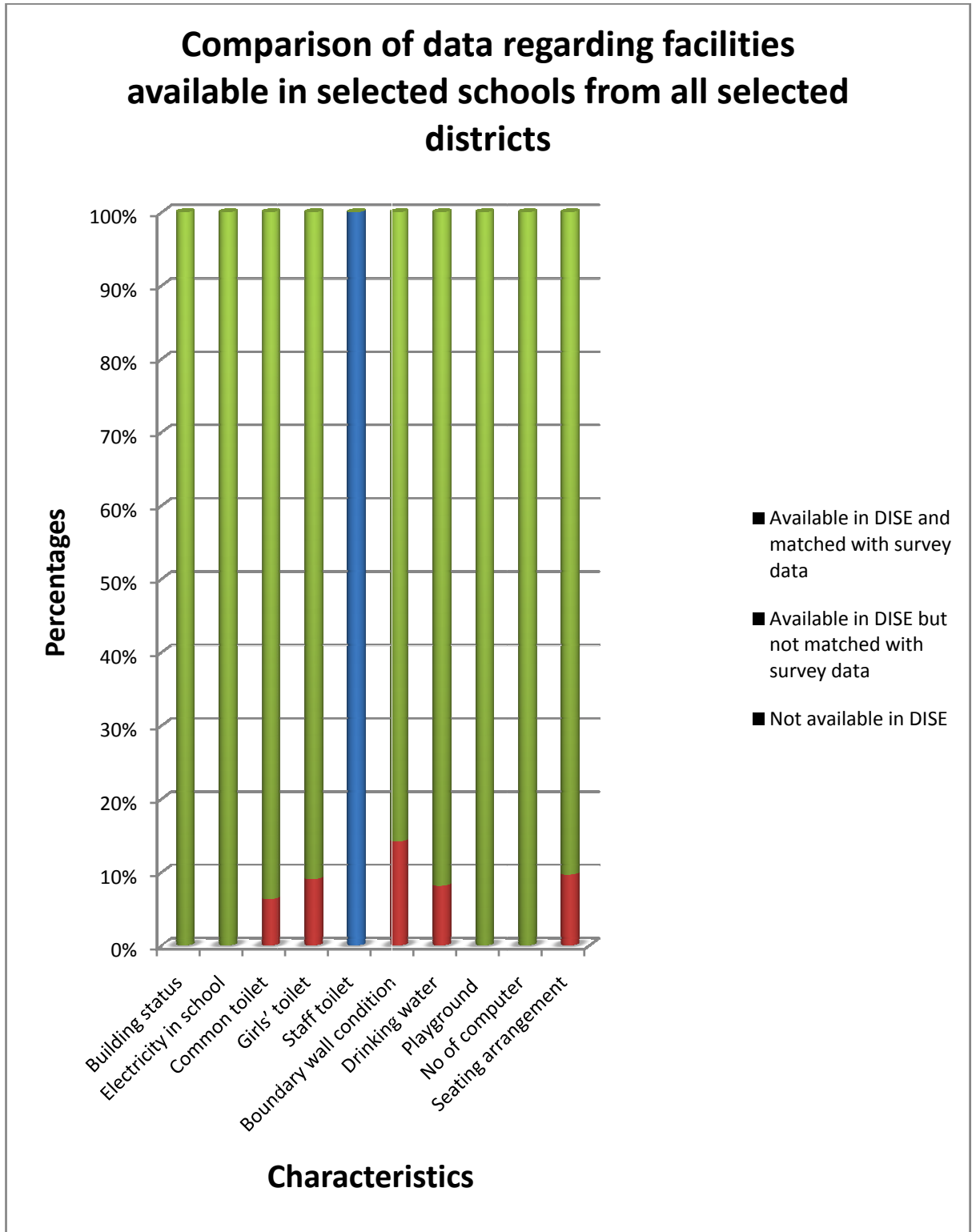


Fig. 7.3.1: Comparison of data regarding facilities available in selected schools from all selected districts

Data regarding condition of class room and other room were also collected under the parameter 'Facilities in school'. These are presented in the following table and diagram (Fig 7.3.2).

Table 7.3.2.2: Condition of class room and other room in the selected schools of all sample districts

Characteristics	Sample size	DISE data	Survey data	Percent variation
Good condition classroom	331	534	599	10.85
Good condition other room	331	81	88	7.95
Need minor repair classroom	331	317	286	10.84
Need minor repair other room	331	72	71	1.41
Need major repair classroom	331	231	202	14.36
Need major repair other room	331	70	61	14.75
Unfit for use classroom	331	n	3	n
Unfit for use other room	331	n	n	n
Total rooms		1305	1307	0.15

n -- indicates no data

From the table it has been observed that there is a variation of 0.15 percent in the case of total rooms in the selected schools.

Further, it has also been observed from the table as well as the diagram that as we move downward from good condition room to need major repair room, we see that when survey data shows higher number, the DISE data show lower number and vice versa.

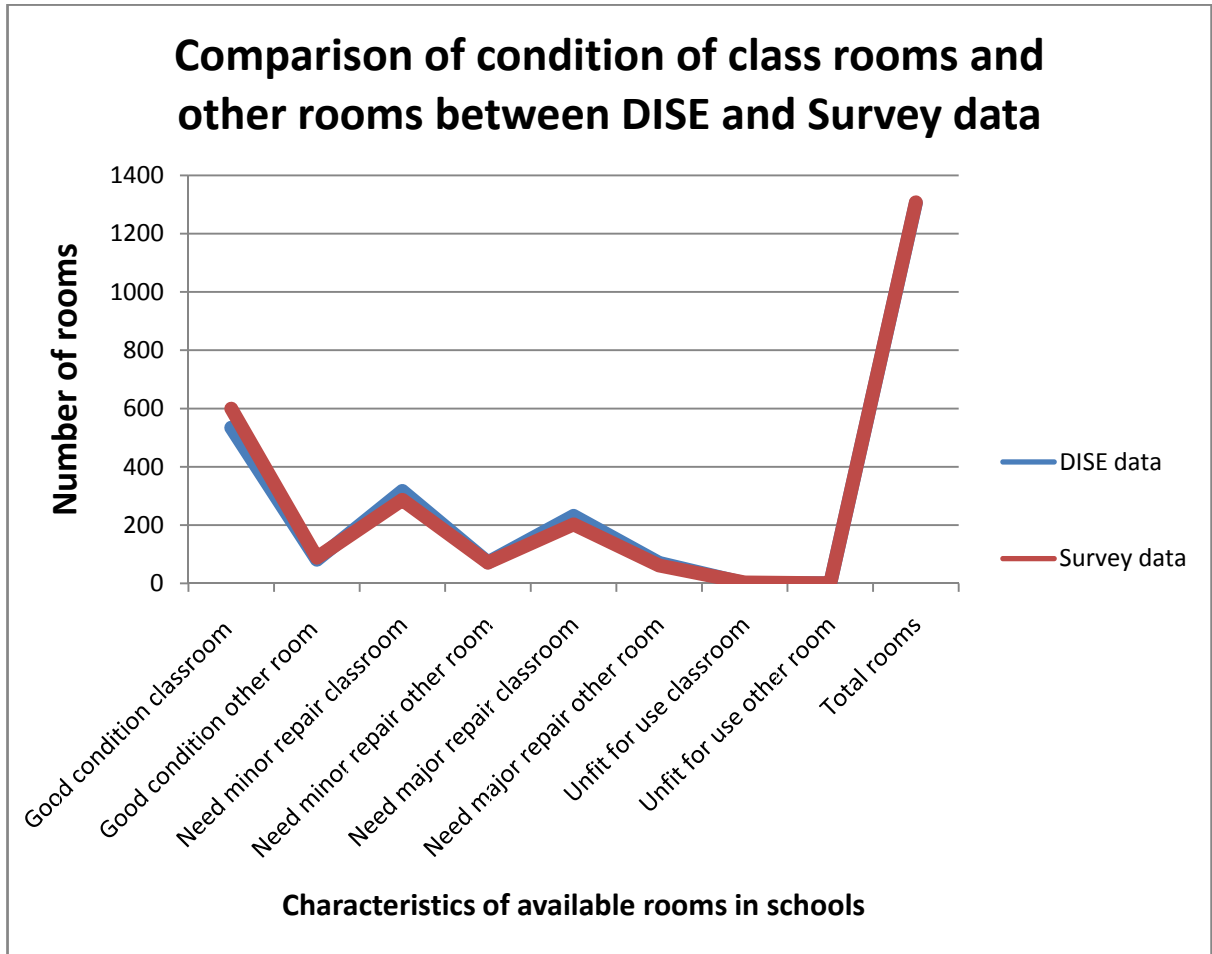


Fig. 7.3.2: Comparison of condition of class room and other rooms between DISE and Survey data

7.4 Enrolment details:

In this section enrolment details of the selected schools of all selected districts will be discussed in relation to DISE data and survey data.

The present study consists of a total sample of 331 schools. Of these schools 260 were Primary, 15 were Primary with Upper primary and 56 were Upper primary schools. The following table (Table 7.4.1) presents the class

wise and school category wise total enrolment in 2010 from the selected schools from all the sample districts.

Table 7.4.1: Class wise and school category wise total enrolment of all the selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
ClassIBoys	2390	2403	0.54	146	144	1.37			
ClassIGirls	2388	2401	0.54	140	140	0.00			
ClassIIBoys	2134	2117	0.80	117	116	0.85			
ClassIIGirls	2198	2145	2.41	135	137	1.48			
ClassIIIBoys	1946	1942	0.21	118	115	2.54			
ClassIIIGirls	2089	2065	1.15	138	139	0.72			
ClassIVBoys	1884	1904	1.06	122	124	1.64			
ClassIVGirls	1940	1895	2.32	129	134	3.88			
ClassVBoys				272	272	0.00	930	921	0.97
ClassVGirls				257	256	0.39	1085	1077	0.74
ClassVIBoys				257	260	1.17	965	964	0.10
ClassVIGirls				236	242	2.54	1121	1122	0.09
ClassVIIBoys				241	242	0.41	921	905	1.74
ClassVIIGirls				224	227	1.34	1178	1174	0.34

From the table and diagram (Fig. 7.4.1) it has been observed that all the variations in relation to enrolment in all categories of schools are within permissible limits. The minimum variation being 0.00 percent and the maximum being 3.88 percent.

Reliability Index for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.97. Similarly, the validity index was found to be 0.98. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

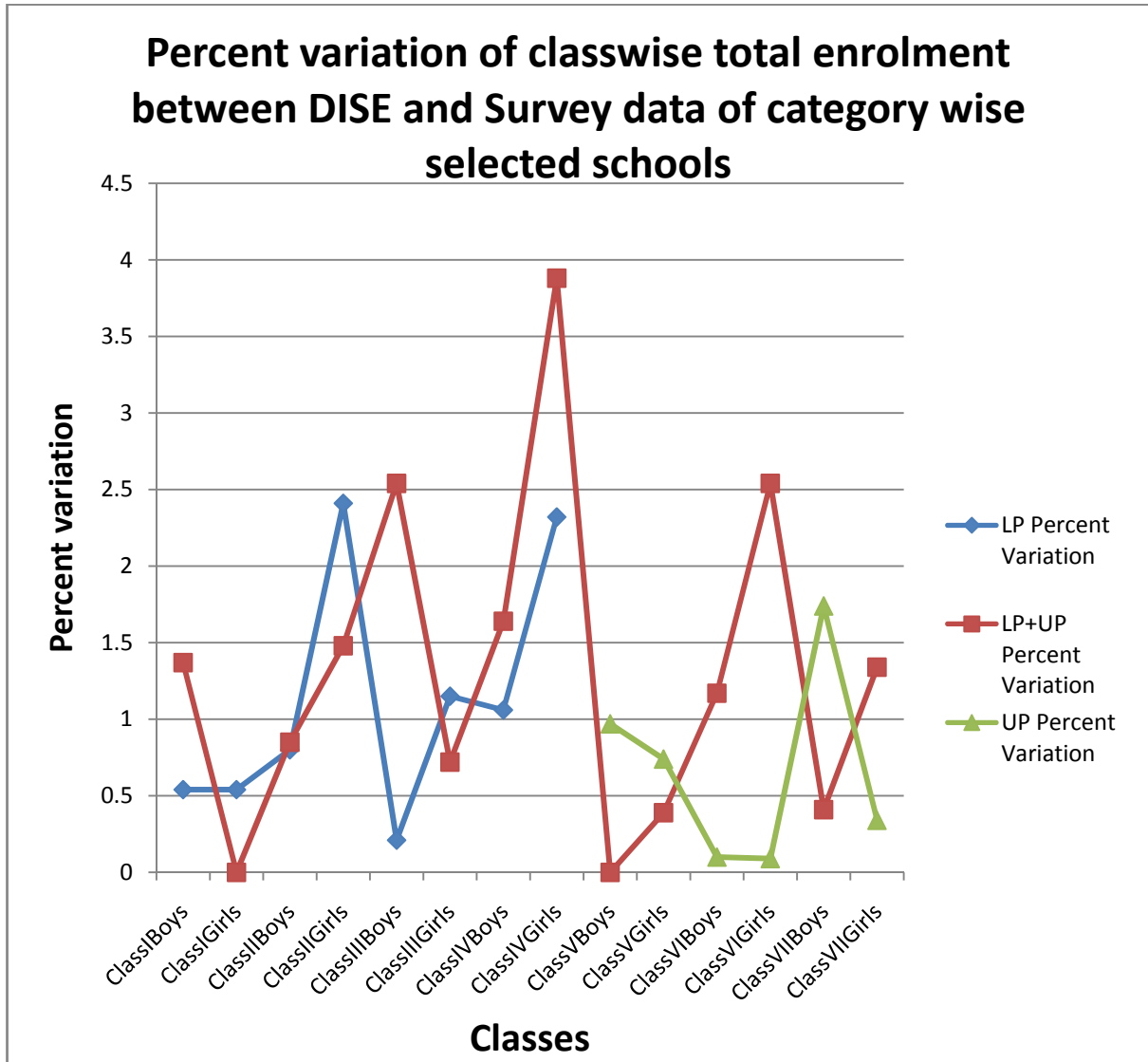


Fig. 7.4.1: Percent variation of class wise total enrolment between DISE and Survey data of category wise selected schools

The following table (Table 7.4.2) represents the caste wise enrolment of students in selected Primary schools from the sample districts obtained from survey as well as DISE data. From the table and the diagram (Fig. 7.4.2) it has been observed that in case of enrolment of SC, ST & OBC students variations are within permissible limits for all classes and all sex.

Table 7.4.2: Caste wise enrolment in the selected Primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class I Boys	359	350	2.51	371	379	2.16	570	601	5.44
Class I Girls	318	324	1.89	394	397	0.76	561	569	1.43
Class II Boys	275	269	2.18	341	343	0.59	523	566	8.22
Class II Girls	298	287	3.69	326	332	1.84	549	573	4.37
Class III Boys	253	266	5.14	305	308	0.98	496	513	3.43
Class III Girls	282	274	2.84	366	365	0.27	544	533	2.02
Class IV Boys	283	295	4.24	319	316	0.94	538	531	1.30
Class IV Girls	241	256	6.22	322	326	1.24	512	509	0.59
Total Boys	1170	1180	0.85	1336	1346	0.75	2127	2211	3.95
Total Girls	1139	1141	0.18	1408	1420	0.85	2166	2184	0.83
Overall	2309	2321	0.52	2744	2766	0.80	4293	4395	2.38

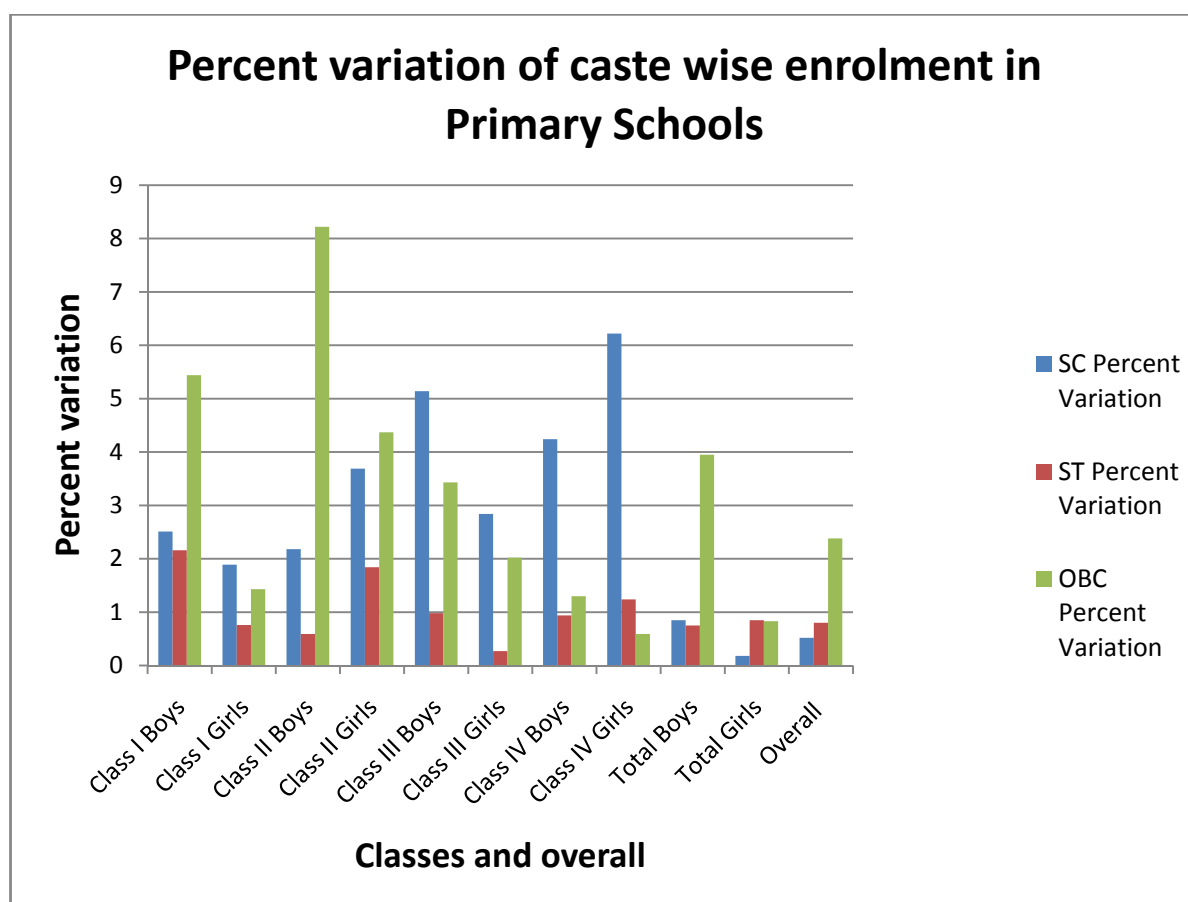


Fig. 7.4.2: Percent variation of caste wise enrolment in Primary Schools

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary schools of the sample districts and all the variations were found to be well within permissible limits.

The following table (Table 7.4.3) represents the caste wise enrolment of students in selected Primary with Upper primary schools from the sample districts obtained from survey as well as DISE data.

Table 7.4.3: Caste wise enrolment in the selected Primary with Upper primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class I Boys	11	19	72.73	27	27	0.00	37	38	2.70
Class I Girls	19	21	10.53	27	27	0.00	38	35	7.89
Class II Boys	10	9	10.00	27	27	0.00	24	24	0.00
Class II Girls	13	14	7.69	32	31	3.13	35	35	0.00
Class III Boys	6	5	16.67	22	22	0.00	38	37	2.63
Class III Girls	15	13	13.33	25	26	4.00	51	49	3.92
Class IV Boys	11	9	18.18	22	22	0.00	38	38	0.00
Class IV Girls	16	15	6.25	22	24	9.09	46	45	2.17
Class V Boys	27	24	11.11	55	54	1.82	75	74	1.33
Class V Girls	19	22	15.79	53	51	3.77	79	82	3.80
Class VI Boys	30	28	6.67	45	47	4.44	76	73	3.95
Class VI Girls	28	27	3.57	56	53	5.36	75	76	1.33
Class VII Boys	22	24	9.09	61	57	6.56	65	68	4.62
Class VII Girls	20	18	10.00	50	49	2.00	62	66	6.45
Total Boys	117	118	0.85	259	256	1.16	353	352	0.28
Total Girls	130	130	0.00	265	261	1.51	386	388	0.52
Overall	247	248	0.40	524	517	1.34	739	740	0.14

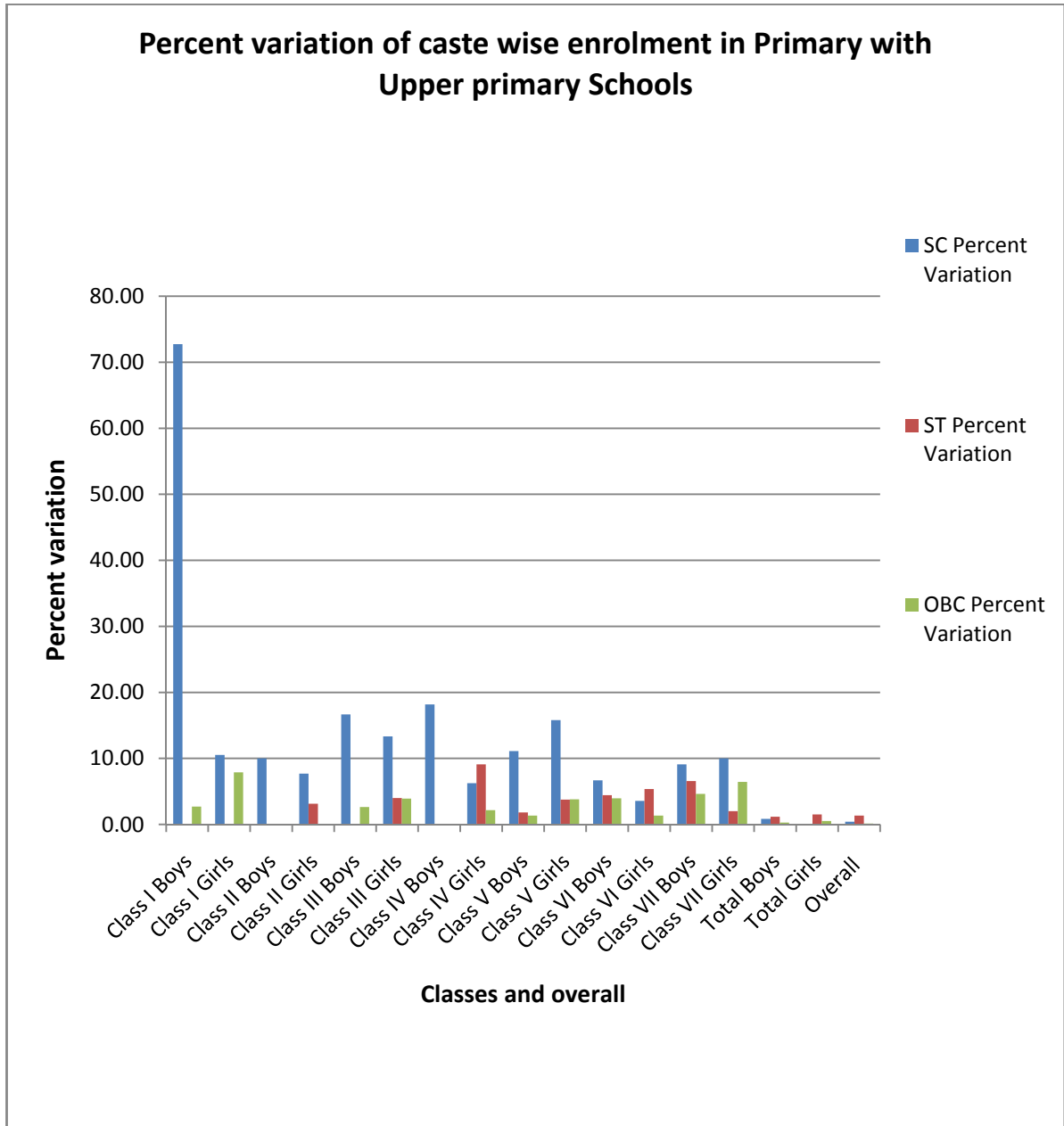


Fig. 7.4.3: Percent variation of caste wise enrolment in Primary with Upper Primary Schools

From the table and the diagram (Fig. 7.4.3) it has been observed that in case of enrolment of ST & OBC students variations are within permissible limits. In case of SC students the variations for some classes and sex are beyond permissible limits.

Variations for total boys, total girls and overall students were also calculated for caste wise enrolment in Primary with Upper primary schools of the sample districts and all the variations were found to be within permissible limits.

The following table (Table 7.4.4) represents the caste wise enrolment of students in selected Upper primary schools from the sample districts obtained from survey as well as DISE data

Table 7.4.4: Caste wise enrolment in the selected Upper primary schools from the sample districts

	SC Student			ST Student			OBC Student		
	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation	Survey	DISE	Percent Variation
Class V Boys	113	120	6.19	67	70	4.48	278	266	4.32
Class V Girls	138	134	2.90	63	65	3.17	267	266	0.37
Class VI Boys	135	135	0.00	58	60	3.45	303	298	1.65
Class VI Girls	136	144	5.88	74	71	4.05	304	310	1.97
Class VII Boys	109	110	0.92	76	74	2.63	269	271	0.74
Class VII Girls	153	162	5.88	96	92	4.17	338	337	0.30
Total Boys	357	365	2.24	201	204	1.49	850	835	1.76
Total Girls	427	440	3.04	233	228	2.15	909	913	0.44
Overall	784	805	2.68	434	432	0.46	1759	1748	0.63

From the table and the diagram (Fig. 7.4.4) it has been observed that as far as caste-wise enrolment in the selected Upper primary schools of the selected districts are concerned, all the variations are well within permissible limits.

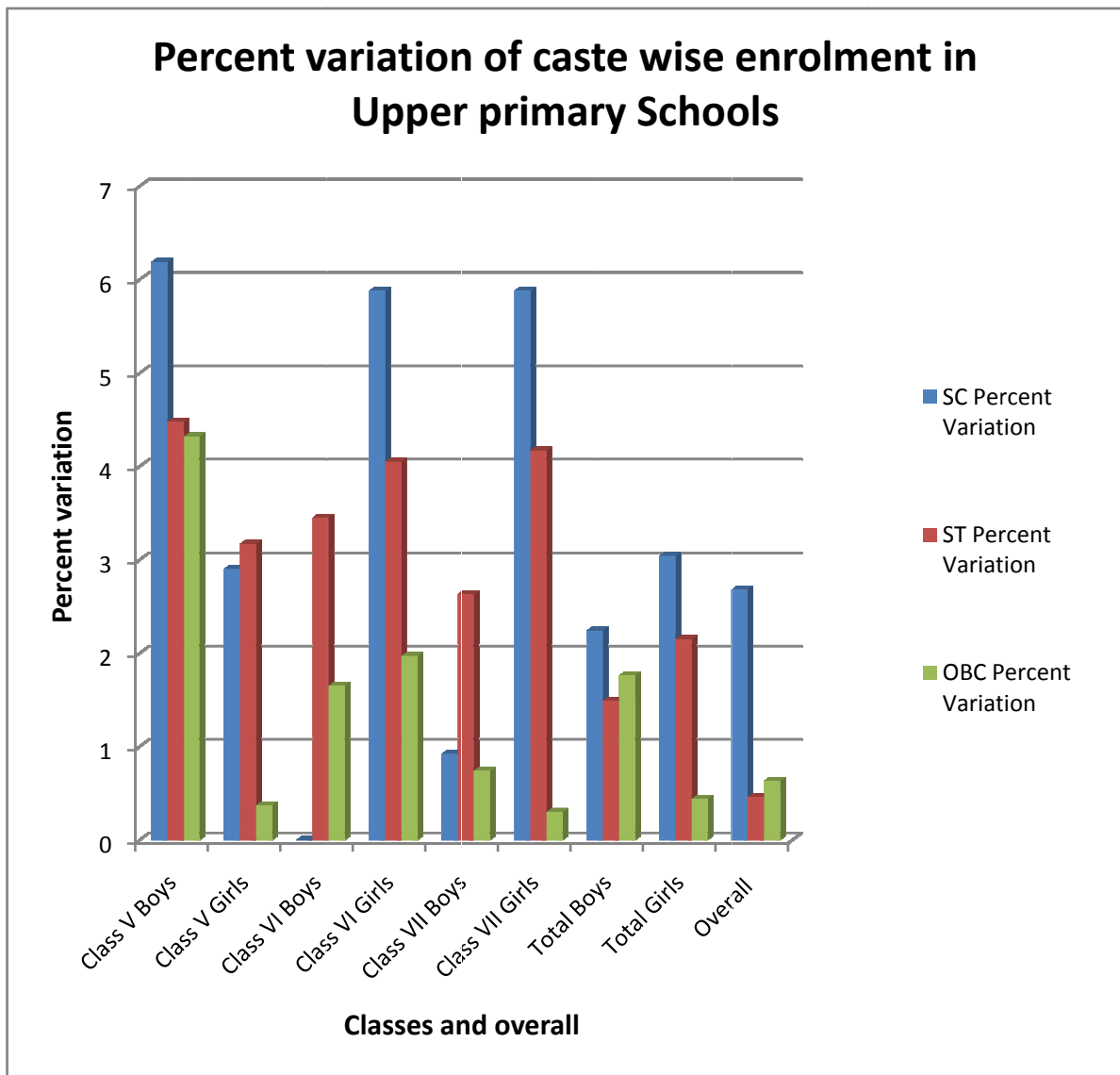


Fig. 7.4.4: Percent variation of caste wise enrolment in Upper Primary Schools

Variation for total boys, total girls and overall students were also calculated for caste wise enrolment in Upper primary schools of the selected districts, and these variations were also found to be well within permissible limits.

The following table (Table 7.4.5) represents the class wise enrolment of differently able students in selected schools from the sample districts obtained from survey as well as DISE data

Table 7.4.5: Class wise enrolment of differently able students in selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	20	21	1	1	1	0			
ClassIGirls	19	18	1	1	1	0			
ClassIIBoys	24	23	1	0	1	1			
ClassIIGirls	12	14	2	2	2	0			
ClassIIIBoys	22	20	2	0	0	0			
ClassIIIGirls	24	24	0	0	0	0			
ClassIVBoys	22	24	2	1	1	0			
ClassIVGirls	17	17	0	2	3	1			
ClassVBoys				1	1	0	10	10	0
ClassVGirls				2	3	1	12	12	0
ClassVIBoys				1	1	0	27	25	2
ClassVIGirls				5	5	0	11	10	1
ClassVIIBoys				2	2	0	23	22	1
ClassVIIGirls				0	0	0	18	15	3

From the table it has been observed that as far as enrolment of differently able students were concerned, the deviations were very small and so lies well within permissible limits in all category of selected schools.

The following table (Table 7.4.6) represents the class wise repeaters in selected schools from the sample districts obtained from survey as well as DISE data

Table 7.4.6: Class and school category wise repeaters in selected schools from the sample districts

	Primary Schools			Primary With Upper Primary Schools			Upper Primary Schools		
	Survey	DISE	Deviation	Survey	DISE	Deviation	Survey	DISE	Deviation
ClassIBoys	82	81	1	0	0	0			
ClassIGirls	72	69	3	0	0	0			
ClassIIBoys	69	65	4	0	1	1			
ClassIIGirls	57	61	4	0	0	0			
ClassIIIBoys	36	36	0	1	0	1			
ClassIIIGirls	47	45	2	0	0	0			
ClassIVBoys	33	31	2	0	0	0			
ClassIVGirls	46	47	1	0	0	0			
ClassVBoys				0	2	2	13	16	3
ClassVGirls				0	1	1	32	31	1
ClassVIBoys				2	2	0	13	12	1
ClassVIGirls				3	0	3	12	10	2
ClassVIIBoys				0	0	0	9	9	0
ClassVIIGirls				0	0	0	11	10	1

From the table it has been observed that small deviation exist in case of repeaters in all classes within school categories. Thus the variations in respect of repeaters can be considered to lie within permissible limits.

7.5 Comparative analysis of Rural and Urban Schools:

In the following sections a comparative analysis between the schools of urban and rural areas has been tried. Of the selected schools from selected districts, 36 schools were from urban areas and 295 schools were

from rural areas. In this section an attempt will be made to make a comparative analysis of 'Enrolment' and 'Facilities in schools' of urban and rural areas.

7.5.1 Area wise enrolment in the selected schools of selected districts

The following tables present area-wise enrolment in different categories of schools of the entire selected districts.

Table 7.5.1.1: Area-wise enrolment in selected Primary schools of selected districts

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassIB	23	289	291	0.69	237	2101	2112	1.55
ClassIG	23	276	287	3.99	237	2112	2114	3.43
ClassIIB	23	321	317	1.25	237	1813	1800	0.16
ClassIIG	23	271	250	7.75	237	1927	1895	2.32
ClassIIIB	23	301	289	3.99	237	1645	1653	3.42
ClassIIIG	23	285	285	0.00	237	1804	1780	0.33
ClassIVB	23	290	296	2.07	237	1594	1608	1.05
ClassIVG	23	265	259	2.26	237	1675	1636	2.2
TotalB	23	1201	1193	0.67	237	7153	7173	0.28
TotalG	23	1097	1081	1.46	237	7518	7425	1.24
Overall	23	2298	2274	1.04	237	14671	14598	0.50

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be slightly higher in Urban areas than those in Rural areas for all classes and sex except two of the selected Primary schools of all the selected district. Variation for total boys, total girls and overall students were also higher in urban areas

than in rural areas. The reason behind the higher percent variation may be smaller number of sample schools in the urban areas.

Table 7.5.1.2: Area-wise enrolment in selected Upper primary schools from all selected districts

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassVB	9	148	148	0.00	47	782	773	1.15
ClassVG	9	143	139	2.80	47	942	938	0.42
ClassVIB	9	164	162	1.22	47	801	802	0.12
ClassVIG	9	166	164	1.20	47	955	958	0.31
ClassVIIB	9	160	152	5.00	47	761	753	1.05
ClassVIIG	9	169	169	0.00	47	1009	1005	0.40
TotalB	9	472	462	2.12	47	2344	2328	0.68
TotalG	9	478	472	1.26	47	2906	2901	0.17
Overall	9	950	934	1.68	47	5250	5229	0.40

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be higher in Urban areas than those in Rural areas for all classes and sex except one of the selected Upper primary schools of selected districts. Variation for total boys, total girls and overall students were also higher in urban areas than in rural areas. In this case also the reason behind the higher percent variation may be smaller number of sample schools in the urban areas. It is to be noted here that there were no Upper primary schools selected from urban areas from the districts Bongaigaon and Marigaon.

Table 7.5.1.3: Area-wise enrolment in selected Primary with Upper primary schools of selected districts

Classes	Urban				Rural			
	Sample size	Survey	DISE	Percent variation	Sample size	Survey	DISE	Percent variation
ClassIB	4	67	67	0.00	11	79	77	2.53
ClassIG	4	67	67	0.00	11	73	73	0.00
ClassIIB	4	63	63	0.00	11	54	53	1.85
ClassIIG	4	60	60	0.00	11	75	77	2.67
ClassIIIB	4	52	52	0.00	11	66	63	4.55
ClassIIIG	4	70	70	0.00	11	68	69	1.47
ClassIVB	4	60	63	5.00	11	62	61	1.61
ClassIVG	4	60	62	3.33	11	69	72	4.35
ClassVB	4	133	134	0.75	11	139	138	0.72
ClassVG	4	109	108	0.92	11	148	148	0.00
ClassVIB	4	132	127	3.79	11	125	133	6.40
ClassVIG	4	104	102	1.92	11	132	140	6.06
ClassVIIB	4	112	107	4.46	11	129	135	4.65
ClassVIIG	4	107	107	0.00	11	117	120	2.56
TotalB	4	619	613	0.97	11	654	660	0.92
TotalG	4	577	576	0.17	11	682	699	2.49
Overall	4	1196	1189	0.59	11	1336	1359	1.72

From the table it has been observed that percent variation between Survey data and DISE data regarding enrolment was found to be lower or equal in Urban areas than those in Rural areas for all lower classes and sex in the selected Primary with Upper primary schools of selected districts. However, it was higher in all upper classes and sex except two. Variation for total boys, total girls and overall students were higher in rural areas than in urban areas except one.

As regards facilities in schools, we are required to compare those characteristics in which survey data are not matched with DISE data in the table 'Table 7.3.2.1'. From the table it has been observed that there are

variations in the characteristics 'Common toilet', 'Girls' toilet', 'boundary wall condition', 'Source of drinking water' and 'Seating arrangement' in all category of schools with the exception that there is no variation in the characteristic 'Girls' toilet' in Primary with Upper primary schools. These are presented in the following table.

Table 7.5.1.4: Rural urban scenario of facilities in schools where DISE data did not matched with survey data

Characteristics	Available in DISE but not matched with survey data						
	Sample size	Overall		Urban area		Rural area	
		No.	%	No.	%	No.	%
Primary school							
Common toilet	260	14	5.38	1	4.55	13	5.46
Girls' toilet	260	21	8.08	2	9.09	19	7.98
Boundary wall condition	260	33	12.69	8	36.36	25	10.50
Drinking water	260	20	7.69	2	9.09	18	7.56
Seating arrangement	260	24	9.23	1	4.55	23	9.66
Upper primary school							
Common toilet	56	5	8.93	0	0.00	5	10.87
Girls' toilet	56	8	14.29	2	20.00	6	13.04
Boundary wall condition	56	11	19.64	4	40.00	7	15.22
Drinking water	56	6	10.71	1	10.00	5	10.87
Seating arrangement	56	5	8.93	1	10.00	4	8.70
Primary with Upper primary school							
Common toilet	15	2	13.33	0	0.00	2	18.18
Girls toilet	15	1	6.67	0	0.00	1	9.09
Boundary wall condition	15	3	20.00	1	25.00	2	18.18
Drinking water	15	1	6.67	1	25.00	0	0.00
Seating arrangement	15	3	20.00	1	25.00	2	18.18
Overall							
Common toilet	331	21	6.34	1	2.78	20	6.78
Girls' toilet	331	30	9.06	4	11.11	26	8.81
Boundary wall condition	331	47	14.20	13	36.11	34	11.53
Drinking water	331	27	8.16	4	11.11	23	7.80
Seating arrangement	331	32	9.67	3	8.33	29	9.83

From the table above we observed the following -

1. In the selected Primary schools we found variation beyond permissible limits in the characteristic 'Boundary wall condition'. The contribution of urban schools to this variation was 36.36 percent; i.e., if we were dealing with only the selected Urban Primary schools, we would have a deviation of 36.36 percent of DISE data from Survey data in case of the characteristic 'Boundary wall condition' and similarly the contribution of rural schools to this variation was 10.50 percent.
2. In the selected Upper primary schools we found variation beyond permissible limits in the characteristics 'Girls' toilet', 'Boundary wall condition' and 'Drinking water source'. The contributions of urban schools to these variations were respectively 20.00 percent, 40.00 percent and 10.00 percent whereas those of rural schools were 13.04, 15.22 and 10.87 percent.
3. In the selected Primary with Upper primary schools we found variation beyond permissible limits in the characteristic 'Common toilet', 'Boundary wall condition' and 'Seating arrangement'. The contributions of urban schools to these variations were respectively 0.00, 25.00 and 25.00 percent whereas those of rural schools were 18.18 percent each.
4. Considering the entire selected schools of all the selected districts we found variation beyond permissible limits in the characteristic 'Boundary wall condition' only. The contribution of urban schools to this variation was 36.11 percent whereas that of rural schools was 11.53 percent.

CHAPTER VIII

DETAILS OF ENROLMENT AND PERCENTAGE OF STUDENTS PRESENT ON THE DAY OF VISIT

The DISE PES schedule has the provision of collecting information on class wise, school category wise and caste wise enrolment and percentage present details of the students from the selected schools on the day of survey. The required data for the project '5% Sample Checking of DISE Data 2010 - 11 was conducted during the first three weeks of the month of March, 2011. For the purpose of collecting information on enrolment and presence absence of the students on the day of visit the field investigators consulted the attendance register of the students on the day and also made a head count in the classes. The results of this exercise were noted in the appropriate place of the schedule. In the following sections an attempt has been made to present these class wise and school category wise in tabular as well as in graphical form separately for all the selected districts.

8.1 Enrolment and students presence details of Bongaigaon district:

In Bongaigaon district we have 57 nos. of schools selected for the study. Of these 57 schools, 45 were Primary schools, 2 were Primary with Upper primary schools and 10 were Upper primary schools only.

8.1.1 Enrolment and students presence details of Bongaigaon district on the day of survey

The following table was constructed to calculate the enrolment and percentage of students present class wise and school category wise on the day of survey.

Table 8.1.1.1: Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Bongaigaon district

	LP			LP+UP			UP		
	Enrl*	Present	% Present	Enrl*	Present	% Present	Enrl*	Present	% Present
ClassIBoys	538	263	48.88	16	10	62.50			
ClassIGirls	544	259	47.61	21	13	61.90			
ClassIIBoys	540	312	57.78	14	10	71.43			
ClassIIGirls	497	282	56.74	4	2	50.00			
ClassIIIBoys	448	289	64.51	4	2	50.00			
ClassIIIGirls	459	248	54.03	13	9	69.23			
ClassIVBoys	402	262	65.17	14	8	57.14			
ClassIVGirls	439	274	62.41	11	7	63.64			
ClassVBoys	421	247	58.67	9	6	66.67			
ClassVGirls	415	251	60.48	9	5	55.56			
ClassVIBoys				8	5	62.50	230	144	62.61
ClassVIGirls				11	7	63.64	268	175	65.30
ClassVIIBoys				11	8	72.73	233	153	65.67
ClassVIIBoys				14	10	71.43	231	134	58.01
ClassVIIIGirls				15	11	73.33	232	145	62.50
ClassVIIIGirls				11	7	63.64	225	129	57.33
Total Boys	2349	1373	58.45	91	60	65.93	695	442	63.60
Total Girls	2354	1214	51.57	94	60	63.83	724	438	60.50
Overall	4703	2587	55.01	185	120	64.86	1419	880	62.02

* Enrl = Enrolment; %Present = Percentage of students present

In the table category wise lowest present percentages are highlighted with pink and the highest present percentages are highlighted with green. From the table it has been observed that in the selected Primary schools (LP) lowest present percentage was realized by the class I Girls and the highest by Class IV Boys. In the selected Primary with Upper primary schools (LP+UP) lowest present percentage was realized by the class II Girls and Class III Boys and the highest by Class VIII Girls. Again in the selected Upper primary schools (UP) lowest present percentage was realized by the class VIII Girls and the highest by Class VII Boys. Thus the highest percentage of presence by the students of any class from all the categories of selected schools on the day of survey was those of Class VIII Girls of Primary with Upper primary schools and the lowest was those of Class I Girls of Primary schools.

If we consider all the boy students of the selected schools, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Primary schools in lowest percentage. As a whole considering the entire students also, the same picture was found.

8.1.2 Caste wise and school category wise Enrolment and presence percentage details of the students of Bongaigaon district on the day of survey

Caste wise and school category wise enrolment and presence percentage details of the students are presented in the following tables (Table 8.1.2.1 - 8.1.2.3).

Table 8.1.2.1: Details of caste wise enrolment and present percentage of students from the selected Primary schools of Bongaigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	112	71	63.39	63	41	65.08
ClassIGirls	105	69	65.71	57	37	64.91
ClassIIBoys	116	67	57.76	57	35	61.40
ClassIIGirls	96	62	64.58	52	31	59.62
ClassIIIBoys	72	52	72.22	54	31	57.41
ClassIIIGirls	61	41	67.21	49	27	55.10
ClassIVBoys	48	29	60.42	40	22	55.00
ClassIVGirls	83	59	71.08	60	34	56.67
ClassVBoys	58	40	68.97	52	28	53.85
ClassVGirls	63	39	61.90	59	32	54.24
Total Boys	406	259	63.79	266	157	59.02
Total Girls	408	270	66.18	277	161	58.12
Overall	814	529	64.99	543	318	58.56

From the table it has been observed that among SC students Class II Boys are realizing lowest presence percentage, whereas Class III Boys are attaining the highest. Among ST students of Primary schools, Class V Boys are realizing the lowest and Class I Boys the highest.

If we consider the totality of boys, girls and overall students belonging to SC and ST communities of the selected Primary schools of Bongaigaon

district, the SC students attaining higher presence percentage than their counterparts on the day of survey.

Table 8.1.2.2: Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Bongaigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	4	2	50.00	0	0	-
ClassIGirls	0	0	-	2	1	50.00
ClassIIBoys	0	0	-	0	0	-
ClassIIGirls	0	0	-	1	1	100.00
ClassIIIBoys	1	0	0.00	1	0	0.00
ClassIIIGirls	3	1	33.33	0	0	-
ClassIVBoys	0	0	-	1	1	100.00
ClassIVGirls	0	0	-	0	0	-
ClassVBoys	0	0	-	0	0	-
ClassVGirls	1	0	0.00	0	0	-
ClassVIBoys	1	1	100.00	0	0	-
ClassVIGirls	0	0	-	0	0	-
ClassVIIBoys	1	0	0.00	0	0	-
ClassVIIGirls	5	3	60.00	0	0	-
ClassVIIIBoys	5	2	40.00	0	0	-
ClassIIIGirls	2	1	50.00	0	0	-
Total Boys	12	5	41.67	2	1	50.00
Total Girls	11	5	45.45	3	2	66.67
Overall	23	10	43.48	5	3	60.00

From the table it has been observed that among SC as well as ST students lowest presence percentage was 0.00 and the highest was 100.00.

If we consider the totality of boys, girls and overall, the ST students attaining higher presence percentage than their counterparts.

Table 8.1.2.3: Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Bongaigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassVIBoys	10	6	60.00	23	14	60.87
ClassVIGirls	18	10	55.56	11	7	63.64
ClassVIIBoys	9	6	66.67	11	6	54.55
ClassVIIGirls	11	7	63.64	9	5	55.56
ClassVIIIBoys	8	5	62.50	20	12	60.00
ClassVIIGirls	17	10	58.82	18	11	61.11
Total Boys	27	17	62.96	54	32	59.26
Total Girls	46	27	58.70	38	22	57.89
Overall	73	44	60.27	92	54	58.70

From the table it has been observed that Class VII boys were present in highest percentage & Class VI girls in lowest percentage among SC students, whereas, Class VI girls in highest percentage and Class VII boys present in lowest percentage among the ST students in the selected Upper primary schools of Bongaigaon district.

If we consider the totality of boys, girls and overall, the SC students were present in higher percentage than their counterparts.

8.2 Enrolment and students presence details of Jorhat district:

In Jorhat district we have 94 nos. of schools selected for the study. Of these 94 schools, 75 were Primary schools, 5 were Primary with Upper primary schools and 14 were Upper primary schools.

8.2.1 Enrolment and students presence details of Jorhat district on the day of survey

The following table was constructed to calculate the enrolment and percentage of students present class wise and school category wise on the day of survey.

Table 8.2.1.1: Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Jorhat district

	LP			LP+UP			UP		
	Enrl*	Present	% Present	Enrl*	Present	% Present	Enrl*	Present	% Present
ClassIBoys	403	288	71.46	25	15	62.50			
ClassIGirls	410	291	70.98	24	16	61.90			
ClassIIBoys	438	330	75.34	23	14	71.43			
ClassIIGirls	394	276	70.05	28	15	50.00			
ClassIIIBoys	388	299	77.06	21	12	50.00			
ClassIIIGirls	438	325	74.20	38	21	69.23			
ClassIVBoys	371	278	74.93	21	16	57.14			
ClassIVGirls	436	296	67.89	26	16	63.64			
ClassVBoys	397	267	67.25	32	19	66.67			
ClassVGirls	350	240	68.57	35	20	55.56			
ClassVIBoys				56	29	62.50	238	131	62.61
ClassVIGirls				60	31	63.64	213	124	65.30
ClassVIIBoys				56	30	72.73	263	150	65.67
ClassVIIGirls				70	30	71.43	263	150	58.01
ClassVIIIBoys				44	22	73.33	219	146	62.50
ClassVIIGirls				45	19	63.64	272	142	57.33
Total Boys	1997	1462	73.21	278	157	56.47	720	427	59.31
Total Girls	2028	1428	70.41	326	168	51.53	748	416	55.61
Overall	4025	2890	71.80	604	325	53.81	1468	843	57.43

* Enrl = Enrolment; %Present = Percentage of students present

In the table category wise lowest present percentages are highlighted with pink and the highest present percentages are highlighted with green. From the table it has been observed that in the selected Primary schools (LP) lowest present percentage was realized by the class V boys and the highest by Class III Boys. In the selected Primary with Upper primary schools (LP+UP) lowest present percentage was realized by the class II Girls and Class III Boys and the highest by Class VIII Girls. Again in the selected Upper primary schools (UP) lowest present percentage was realized by the class VIII Girls and the highest by Class VII Boys. Thus the highest percentage of presence by the students of any class from all the categories of selected schools on the day of survey was those of Class III Boys of Primary schools and the lowest was those of Class II Girls and Class III boys of Primary with Upper primary schools.

If we consider all the boy students of the selected schools, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage. As a whole considering the entire students also, the same picture was found.

8.2.2 Caste wise and school category wise Enrolment and presence percentage details of the students of Jorhat district on the day of survey

Caste wise and school category wise enrolment and presence percentage details of the students are presented in the following tables.

Table 8.2.2.1: Details of caste wise enrolment and present percentage of students from the selected Primary schools of Jorhat district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	49	28	57.14	54	31	57.41
ClassIGirls	36	20	55.56	55	33	60.00
ClassIIBoys	38	21	55.26	57	34	59.65
ClassIIGirls	39	27	69.23	57	34	59.65
ClassIIIBoys	27	22	81.48	47	36	76.60
ClassIIIGirls	39	27	69.23	42	24	57.14
ClassIVBoys	39	24	61.54	49	31	63.27
ClassIVGirls	37	20	54.05	47	31	65.96
ClassVBoys	33	29	87.88	45	23	51.11
ClassVGirls	22	19	86.36	36	23	63.89
Total Boys	186	124	66.67	252	155	61.51
Total Girls	173	113	65.32	237	145	61.18
Overall	359	237	66.02	489	300	61.35

From the table it has been observed that among SC students in the selected Primary schools, lowest present percentage was realized by the class IV girls and the highest by Class V Boys. Again, among the ST students, lowest present percentage was realized by the class V Boys and the highest by Class III Boys.

If we consider the totality of boys, girls and overall students belong to SC and ST communities of the selected Primary schools of Jorhat district, the

SC students attaining higher presence percentage than their counterparts on the day of survey.

Table 8.2.2.2: Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Jorhat district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	2	1	50.00	6	4	66.67
ClassIGirls	3	1	33.33	4	3	75.00
ClassIIBoys	2	1	50.00	2	0	0.00
ClassIIGirls	4	2	50.00	0	0	-
ClassIIIBoys	0	0	-	2	2	100.00
ClassIIIGirls	2	1	50.00	7	5	71.43
ClassIVBoys	1	0	0.00	3	2	66.67
ClassIVGirls	4	4	100.00	0	0	-
ClassVBoys	10	6	60.00	5	4	80.00
ClassVGirls	5	1	20.00	2	1	50.00
ClassVIBoys	12	7	58.33	10	7	70.00
ClassVIGirls	9	5	55.56	11	8	72.73
ClassVIIBoys	3	1	33.33	15	4	26.67
ClassVIIGirls	9	5	55.56	8	1	12.50
ClassVIIIBoys	10	5	50.00	7	4	57.14
ClassIIIIBoys	14	9	64.29	4	3	75.00
Total Boys	40	21	52.50	50	27	54.00
Total Girls	50	28	56.00	36	21	58.33
Overall	90	49	54.44	86	48	55.81

From the table it has been observed that among SC as well as ST students lowest presence percentage was 0.00 and the highest was 100.00.

If we consider the totality of boys, girls and overall, the ST students attaining higher presence percentage than their counterparts.

Table 8.2.2.3: Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Jorhat district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassVIBoys	81	39	48.15	31	13	41.94
ClassVIGirls	62	37	59.68	17	6	35.29
ClassVIIBoys	65	44	67.69	15	11	73.33
ClassVIIGirls	55	29	52.73	15	12	80.00
ClassVIIIBoys	46	30	65.22	16	11	68.75
ClassVIIGirls	62	37	59.68	24	18	75.00
Total Boys	192	113	58.85	62	35	56.45
Total Girls	179	103	57.54	56	36	64.29
Overall	371	216	58.22	118	71	60.17

From the table it has been observed that Class VII boys were present in highest percentage & Class VI boys in lowest percentage among SC students, whereas, Class VII girls in highest percentage and Class VI girls present in lowest percentage among the ST students in the selected Upper primary schools of Jorhat district.

If we consider the totality, SC boy students were present in higher percentage than ST boys. However, in case of girl and overall students, the ST students were present in higher percentage than their counterparts.

8.3 Enrolment and students presence details of Kamrup district:

In Kamrup district we have 130 nos. of schools selected for the study. Of these 130 schools, 100 were Primary schools, 6 were Primary with Upper primary schools and 24 were Upper primary schools only.

8.3.1 Enrolment and students presence details of Kamrup district on the day of survey

Table 8.3.1.1: Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Kamrup district

	LP			LP+UP			UP		
	Enrl*	Present	% Present	Enrl*	Present	% Present	Enrl*	Present	% Present
ClassIBoys	762	453	59.45	44	24	54.55			
ClassIGirls	757	484	63.94	61	30	49.18			
ClassIIBoys	689	430	62.41	38	15	39.47			
ClassIIGirls	747	513	68.67	28	17	60.71			
ClassIIIBoys	688	464	67.44	21	11	52.38			
ClassIIIGirls	711	456	64.14	31	16	51.61			
ClassIVBoys	643	445	69.21	27	16	59.26			
ClassIVGirls	691	485	70.19	31	19	61.29			
ClassVBoys	627	429	68.42	56	37	66.07			
ClassVGirls	674	484	71.81	42	32	76.19			
ClassVIBoys				60	34	56.67	350	233	66.57
ClassVIGirls				69	40	57.97	390	279	71.54
ClassVIIBoys				87	52	59.77	366	252	68.85
ClassVIIBoys				57	39	68.42	421	265	62.95
ClassVIIIGirls				71	51	71.83	375	257	68.53
ClassVIIIGirls				56	28	50.00	426	291	68.31
Total Boys	3409	2221	65.15	404	240	59.41	1091	742	68.01
Total Girls	3580	2422	67.65	375	221	58.93	1237	835	67.50
Overall	6989	4643	66.43	779	461	59.18	2328	1577	67.74

* Enrl = Enrolment; %Present = Percentage of students present

In the table category wise lowest present percentages are highlighted with pink and the highest present percentages are highlighted with green.

From the table it has been observed that in the selected Primary schools (LP) lowest present percentage was realized by the class I Boys and the highest by Class V Girls. In the selected Primary with Upper primary schools (LP+UP) lowest present percentage was realized by the class II Boys and the highest by Class V Girls and these are respectively the lowest and the highest percentage of presence by the students of any class from all the categories of the selected schools on the day of survey. Again in the selected Upper primary schools (UP) lowest present percentage was realized by the class VII Boys and the highest by Class VI Girls.

If we consider all the boy students of the selected schools, those studying in Upper primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage. As a whole considering the entire students those studying in Upper primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage

8.3.2 Caste wise and school category wise Enrolment and presence percentage details of the students of Kamrup district on the day of survey

Caste wise and school category wise enrolment and presence percentage details of the students are presented in the following tables.

Table 8.3.2.1: Details of caste wise enrolment and present percentage of students from the selected Primary schools of Kamrup district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	134	71	52.99	180	115	63.89
ClassIGirls	131	80	61.07	198	121	61.11
ClassIIBoys	125	67	53.60	139	96	69.06
ClassIIGirls	109	62	56.88	179	134	74.86
ClassIIIBoys	114	68	59.65	174	110	63.22
ClassIIIGirls	135	68	50.37	141	111	78.72
ClassIVBoys	122	72	59.02	131	98	74.81
ClassIVGirls	122	69	56.56	163	127	77.91
ClassVBoys	136	75	55.15	126	89	70.63
ClassVGirls	110	64	58.18	169	124	73.37
Total Boys	631	353	55.94	750	508	67.73
Total Girls	607	343	56.51	850	617	72.59
Overall	1238	696	56.22	1600	1125	70.31

From the table it has been observed that among SC students in the selected Primary schools, lowest present percentage was realized by the Class III girls and the highest by Class I girls. Among ST students, lowest present percentage was realized by the Class I girls and the highest by Class IV girls.

If we consider the totality of boys, girls and overall students belong to SC and ST communities of the selected Primary schools of Kamrup district, the ST students attaining higher presence percentage than their counterparts on the day of survey.

Table 8.3.2.2: Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Kamrup district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	4	1	25.00	0	0	-
ClassIGirls	0	0	-	4	2	50.00
ClassIIBoys	0	0	-	0	0	-
ClassIIGirls	1	0	0.00	0	0	-
ClassIIIBoys	0	0	-	0	0	-
ClassIIIGirls	1	1	100.00	0	0	-
ClassIVBoys	0	0	-	0	0	-
ClassIVGirls	0	0	-	0	0	-
ClassVBoys	6	5	83.33	0	0	-
ClassVGirls	1	0	0.00	0	0	-
ClassVIBoys	7	3	42.86	0	0	-
ClassVIGirls	6	4	66.67	0	0	-
ClassVIIBoys	11	9	81.82	4	3	75.00
ClassVIIGirls	8	8	100.00	0	0	-
ClassVIIIBoys	11	11	100.00	4	2	50.00
ClassVIIIGirls	3	3	100.00	2	2	100.00
Total Boys	39	29	74.36	8	5	62.50
Total Girls	20	16	80.00	6	4	66.67
Overall	59	45	76.27	14	9	64.29

From the table it has been observed that among SC students lowest presence percentage was 0.00 and the highest was 100.00. Among ST students, lowest presence percentage was 50.00 and the highest was 100.00

If we consider the totality of boys, girls and overall, the SC students attaining higher presence percentage than their counterparts.

Table 8.3.2.3: Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Kamrup district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassVIBoys	28	16	57.14	36	16	44.44
ClassVIGirls	32	14	43.75	58	27	46.55
ClassVIIBoys	26	13	50.00	32	19	59.38
ClassVIIGirls	47	23	48.94	47	24	51.06
ClassVIIIBoys	32	16	50.00	42	25	59.52
ClassVIIGirls	42	20	47.62	45	27	60.00
Total Boys	86	45	52.33	110	60	54.55
Total Girls	121	57	47.11	150	78	52.00
Overall	207	102	49.28	260	138	53.08

From the table it has been observed that Class VI boys were present in highest percentage & Class VI girls in lowest percentage among SC students, whereas, Class VIII girls in highest percentage and Class VI boys present in lowest percentage among the ST students in the selected Upper primary schools of Kamrup district.

If we consider the totality, ST students were present in higher percentage than SC students.

8.4 Enrolment and students presence details of Marigaon district:

In Marigaon district we have 50 nos. of schools selected for the study. Of these 50 schools, 40 were Primary schools, 2 were Primary with Upper primary schools and 8 were Upper primary schools.

8.4.1 Enrolment and students presence details of Marigaon district on the day of survey

Table 8.4.1.1: Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of Marigaon district

	LP			LP+UP			UP		
	Enrl*	Present	% Present	Enrl*	Present	% Present	Enrl*	Present	% Present
ClassIBoys	434	300	69.12	62	47	75.81			
ClassIGirls	461	287	62.26	62	48	77.42			
ClassIIBoys	531	314	59.13	69	50	72.46			
ClassIIGirls	593	327	55.14	72	48	66.67			
ClassIIIBoys	492	263	53.46	68	43	63.24			
ClassIIIGirls	494	333	67.41	65	50	76.92			
ClassIVBoys	426	260	61.03	56	39	69.64			
ClassIVGirls	480	270	56.25	77	57	74.03			
ClassVBoys	374	228	60.96	63	42	66.67			
ClassVGirls	424	227	53.54	69	47	68.12			
ClassVIBoys				88	54	61.36	129	71	55.04
ClassVIGirls				72	60	83.33	259	119	45.95
ClassVIIBoys				78	60	76.92	119	73	61.34
ClassVIIBoys				84	62	73.81	270	181	67.04
ClassVIIIGirls				66	42	63.64	152	87	57.24
ClassVIIIGirls				81	47	58.02	274	139	50.73
Total Boys	2257	1365	60.48	550	377	68.55	400	231	57.75
Total Girls	2452	1444	58.89	582	419	71.99	803	439	54.67
Overall	4709	2809	59.65	1132	796	70.32	1203	670	55.69

* Enrl = Enrolment; %Present = Percentage of students present

In the table category wise lowest present percentages are highlighted with pink and the highest present percentages are highlighted with green. From the table it has been observed that in the selected Primary schools (LP) lowest present percentage was realized by the class III Boys and the highest by Class I Boys. In the selected Primary with Upper primary schools (LP+UP)

lowest present percentage was realized by the class VIII Girls and the highest by Class VI Girls. Again in the selected Upper primary schools (UP) lowest present percentage was realized by Class VI Girls and the highest by Class VII Boys and these are respectively the lowest and the highest percentage of presence by the students of any class from all the categories of the selected schools on the day of survey.

If we consider all the boy students of the selected schools, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Upper primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Upper primary schools in lowest percentage. As a whole considering the entire students those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Upper primary schools in lowest percentage

8.4.2 Caste wise and school category wise Enrolment and presence percentage details of the students of Marigaon district on the day of survey

Caste wise and school category wise enrolment and presence percentage details of the students are presented in the following tables.

Table 8.4.2.1: Details of caste wise enrolment and present percentage of students from the selected Primary schools of Marigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	22	18	81.82	88	61	69.32
ClassIGirls	22	17	77.27	71	49	69.01
ClassIIBoys	16	10	62.50	71	51	71.83
ClassIIGirls	20	14	70.00	85	52	61.18
ClassIIIBoys	20	13	65.00	58	43	74.14
ClassIIIGirls	30	21	70.00	54	42	77.78
ClassIVBoys	16	11	68.75	71	39	54.93
ClassIVGirls	26	18	69.23	58	48	82.76
ClassVBoys	24	17	70.83	66	48	72.73
ClassVGirls	23	17	73.91	52	36	69.23
Total Boys	98	69	70.41	354	242	68.36
Total Girls	121	87	71.90	320	227	70.94
Overall	219	156	71.23	674	469	69.58

From the table it has been observed that among SC students in the selected Primary schools, lowest present percentage was realized by the Class II boys and the highest by Class I boys. Among ST students, lowest present percentage was realized by the Class IV boys and the highest by Class IV girls.

If we consider the totality of boys, girls and overall students belong to SC and ST communities of the selected Primary schools of Marigaon district, the SC students attaining higher presence percentage than their counterparts on the day of survey.

Table 8.4.2.2: Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools of Marigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	9	5	55.56	16	11	68.75
ClassIGirls	12	7	58.33	10	7	70.00
ClassIIBoys	13	9	69.23	18	13	72.22
ClassIIGirls	7	6	85.71	19	12	63.16
ClassIIIBoys	9	6	66.67	14	10	71.43
ClassIIIGirls	13	4	30.77	10	6	60.00
ClassIVBoys	8	7	87.50	13	9	69.23
ClassIVGirls	13	10	76.92	12	7	58.33
ClassVBoys	8	7	87.50	12	6	50.00
ClassVGirls	12	6	50.00	14	9	64.29
ClassVIBoys	8	6	75.00	10	6	60.00
ClassVIGirls	6	5	83.33	17	11	64.71
ClassVIIBoys	5	3	60.00	13	9	69.23
ClassVIIGirls	4	2	50.00	21	13	61.90
ClassVIIIBoys	10	6	60.00	14	9	64.29
ClassVIIGirls	11	7	63.64	14	11	78.57
Total Boys	70	49	70.00	110	73	66.36
Total Girls	78	47	60.26	117	76	64.96
Overall	148	96	64.86	227	149	65.64

From the table it has been observed that among SC students lowest presence percentage was 30.77 and the highest was 87.50. Among ST students, lowest presence percentage was 50.00 and the highest was 78.57

If we consider the totality of boys, the SC students attained higher presence percentage than their counterparts. In case of girls and overall, the ST students attained higher percentage of presence.

Table 8.4.2.3: Details of caste wise enrolment and present percentage of students from the selected Upper primary schools of Marigaon district

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassVIBoys	10	5	50.00	7	4	57.14
ClassVIGirls	11	7	63.64	6	3	50.00
ClassVIIBoys	12	9	75.00	9	4	44.44
ClassVIIGirls	15	8	53.33	8	5	62.50
ClassVIIIBoys	10	4	40.00	15	7	46.67
ClassVIIGirls	20	11	55.00	11	6	54.55
Total Boys	32	18	56.25	31	15	48.39
Total Girls	46	26	56.52	25	14	56.00
Overall	78	44	56.41	56	29	51.79

From the table it has been observed that Class VII boys were present in highest percentage & Class VIII boys in lowest percentage among SC students, whereas, Class VII girls in highest percentage and Class VII boys present in lowest percentage among the ST students in the selected Upper primary schools of Marigaon district.

If we consider the totality, SC students were present in higher percentage than ST students.

8.5 Enrolment and students presence details of all the selected districts:

In the selected districts we have 331 nos. of schools selected for the study. Of these 331 schools, 260 were Primary schools, 15 were Primary with Upper primary schools and 56 were Upper primary schools.

8.5.1 Enrolment and students presence details of selected districts on the day of survey

Table 8.5.1.1: Class wise and school category wise total enrolment and percentage of presence of students on the day of survey from selected schools of all selected districts

	LP			LP+UP			UP		
	Enrl*	Present	% Present	Enrl*	Present	% Present	Enrl*	Present	% Present
ClassIBoys	2137	1304	61.02	147	96	65.31			
ClassIGirls	2172	1321	60.82	168	107	63.69			
ClassIIBoys	2198	1386	63.06	144	89	61.81			
ClassIIGirls	2231	1398	62.66	132	82	62.12			
ClassIIIBoys	2016	1315	65.23	114	68	59.65			
ClassIIIGirls	2102	1362	64.80	147	96	65.31			
ClassIVBoys	1842	1245	67.59	118	79	66.95			
ClassIVGirls	2046	1325	64.76	145	99	68.28			
ClassVBoys	1819	1171	64.38	160	104	65.00			
ClassVGirls	1863	1202	64.52	155	104	67.10			
ClassVIBoys				212	122	57.55			
ClassVIGirls				212	138	65.09	1130	697	61.68
ClassVIIBoys				232	150	64.66	981	628	64.02
ClassVIIGirls				225	141	62.67	1185	730	61.60
ClassVIIIBoys				196	126	64.29	978	635	64.93
ClassVIIGirls				193	101	52.33	1197	701	58.56
Total Boys	10012	6421	64.13	1323	834	63.04	2906	1842	63.39
Total Girls	10414	6608	63.45	1377	868	63.04	3512	2128	60.59
Overall	20426	13029	63.79	2700	1702	63.04	6418	3970	61.86

* Enrl = Enrolment; %Present = Percentage of students present

As earlier, in this table also category wise lowest present percentages are highlighted with pink and the highest present percentages are

highlighted with **green**. From the table it has been observed that in the selected Primary schools (LP) lowest present percentage was realized by the class I Girls and the highest by Class IV Boys. In the selected Primary with Upper primary schools (LP+UP) lowest present percentage was realized by the class VIII Girls and the highest by Class IV Girls and these are respectively the lowest and the highest percentage of presence by the students of any class from all the categories of the selected schools on the day of survey. Again in the selected Upper primary schools (UP) lowest present percentage was realized by Class VIII Girls and the highest by Class VIII Boys.

If we consider the entire boy students of the selected schools, those studying in Primary schools were present in the highest percentage and those of Primary with Upper primary schools in lowest percentage on the day of survey. As regards the girl students, those studying in Primary schools were present in the highest percentage and those of Upper primary schools in lowest percentage. As a whole considering the entire students those studying in Primary schools were present in the highest percentage and those of Upper primary schools in lowest percentage.

These are presented pictorially in the following three diagrams (Fig 8.5.1.1 - 8.5.1.3).

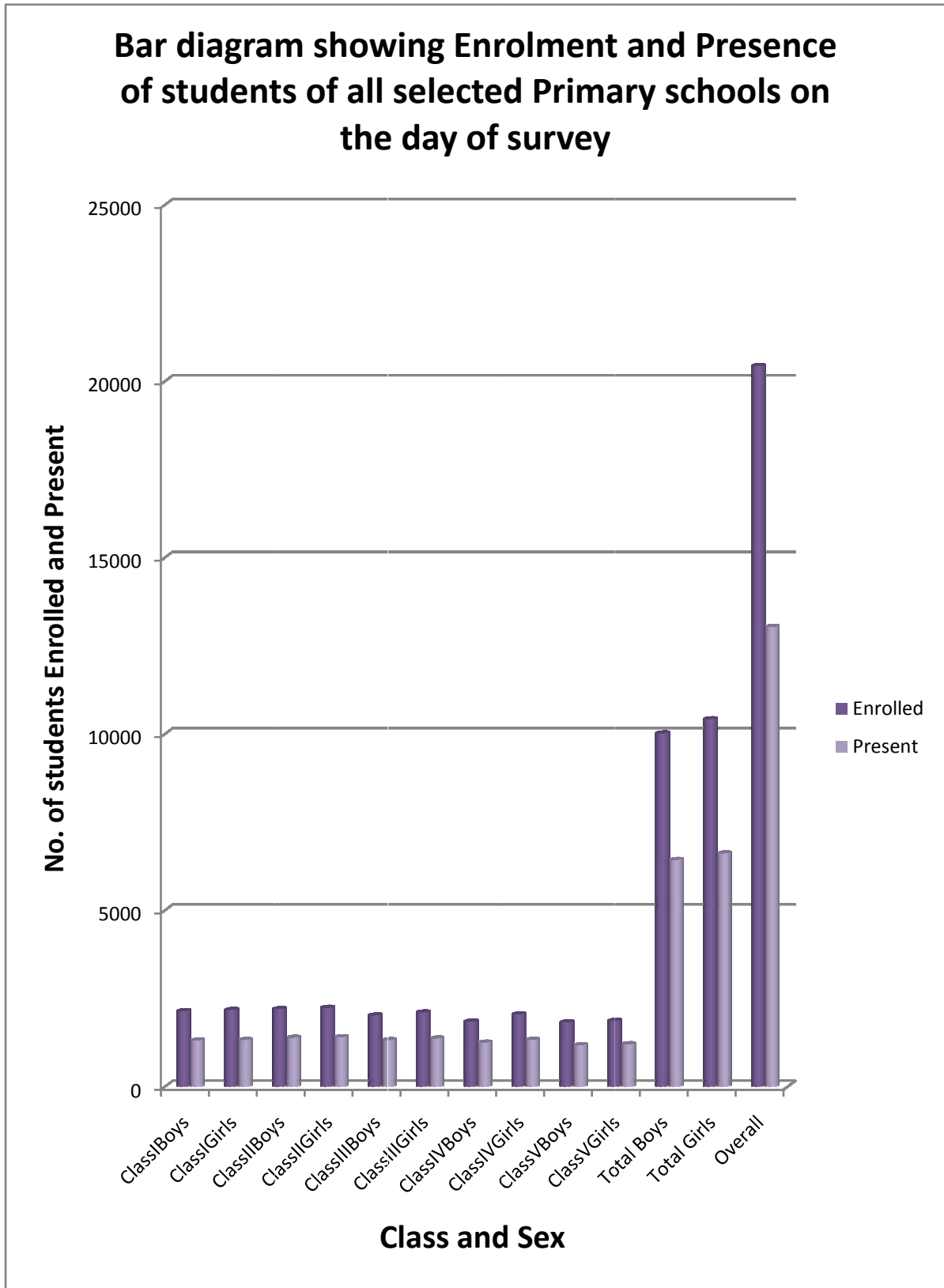


Fig. 8.5.1.1: Bar diagram showing Enrolment and Presence of students of all selected Primary schools on the day of survey

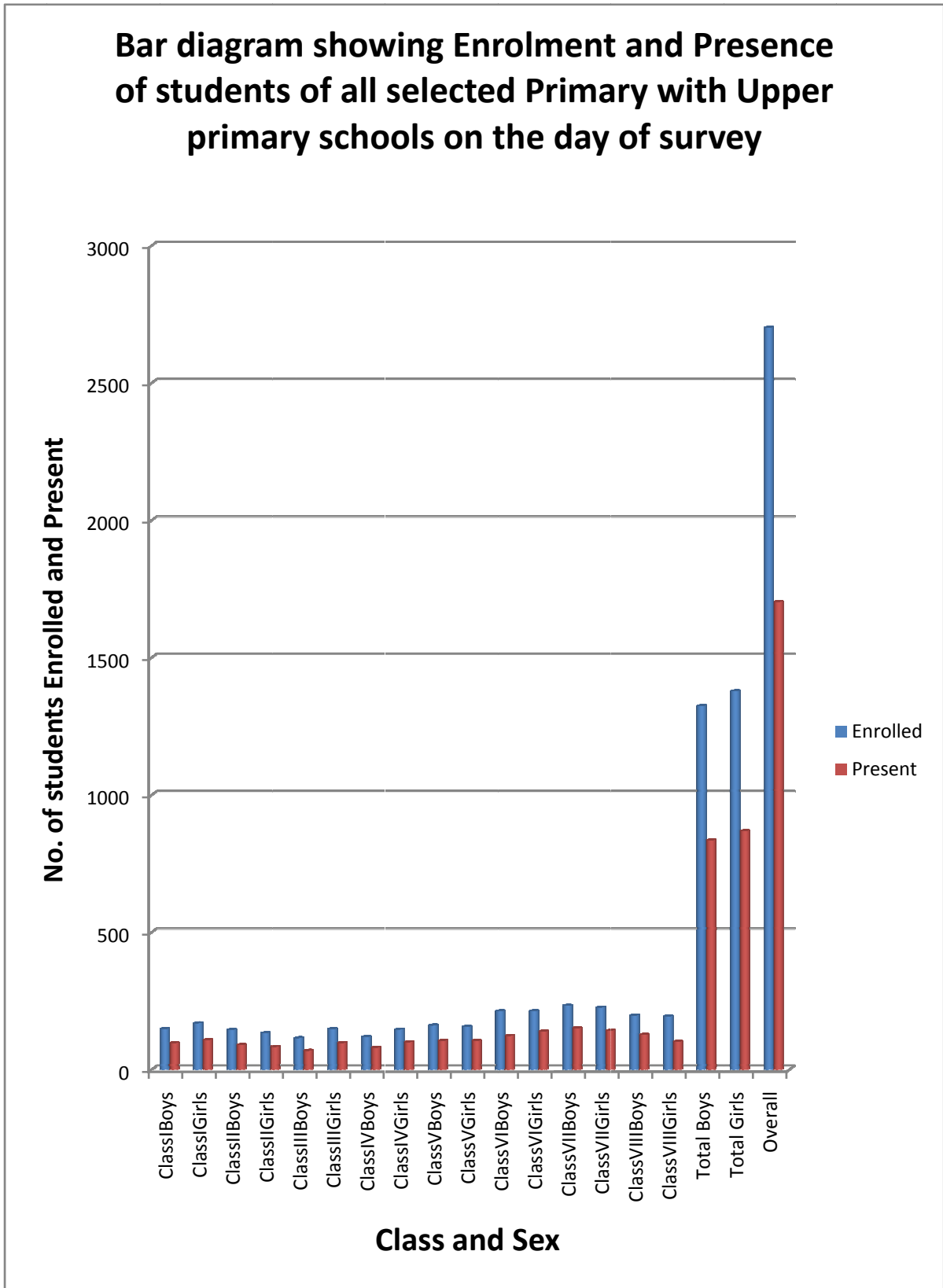


Fig. 8.5.1.2: Bar diagram showing Enrolment and Presence of students of all selected Primary with Upper primary schools on the day of survey

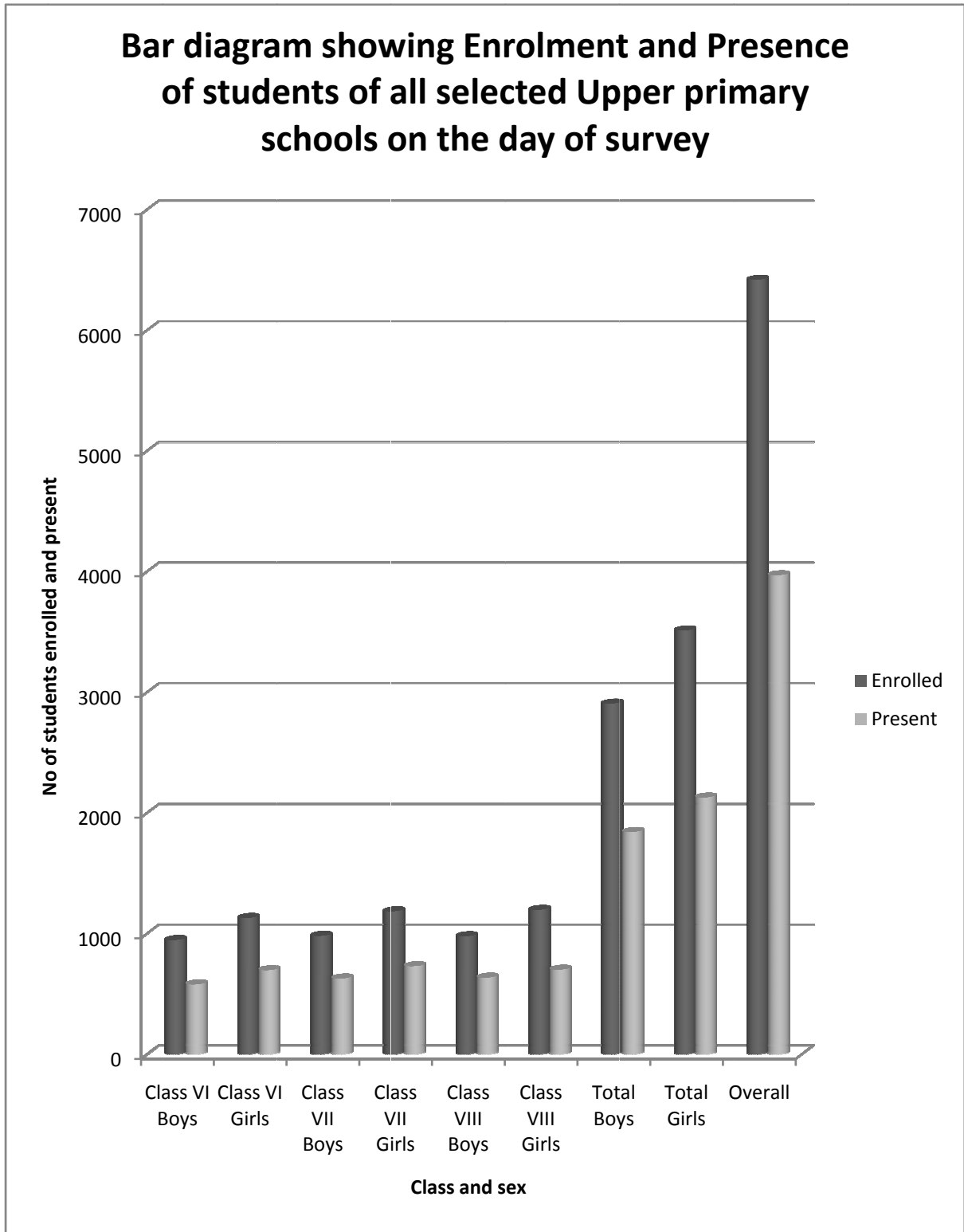


Fig. 8.5.1.3: Bar diagram showing Enrolment and Presence of students of all selected Upper primary schools on the day of survey

8.5.2 Caste wise and school category wise Enrolment and presence percentage details of the students of selected districts on the day of survey

Caste wise and school category wise enrolment and presence percentage details of the students are presented in the following tables and adjoining diagrams.

Table 8.5.2.1: Details of caste wise enrolment and present percentage of students from the selected Primary schools

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	317	188	59.31	385	248	64.42
ClassIGirls	294	186	63.27	381	240	62.99
ClassIIBoys	295	165	55.93	324	216	66.67
ClassIIGirls	264	165	62.50	373	251	67.29
ClassIIIBoys	233	155	66.52	333	220	66.07
ClassIIIGirls	265	157	59.25	286	204	71.33
ClassIVBoys	225	136	60.44	291	190	65.29
ClassIVGirls	268	166	61.94	328	240	73.17
ClassVBoys	251	161	64.14	289	188	65.05
ClassVGirls	218	139	63.76	316	215	68.04
Total Boys	1321	805	60.94	1622	1062	65.47
Total Girls	1309	813	62.11	1684	1150	68.29
Overall	2630	1618	61.52	3306	2212	66.91

From the table it has been observed that among SC students in the selected Primary schools, lowest present percentage was realized by the Class II boys and the highest by Class III boys. Among ST students, lowest present percentage was realized by the Class I girls and the highest by Class IV girls.

If we consider the totality of boys, girls and overall students belong to SC and ST communities of the selected Primary schools of all selected districts, the ST students attaining higher presence percentage than their counterparts on the day of survey.

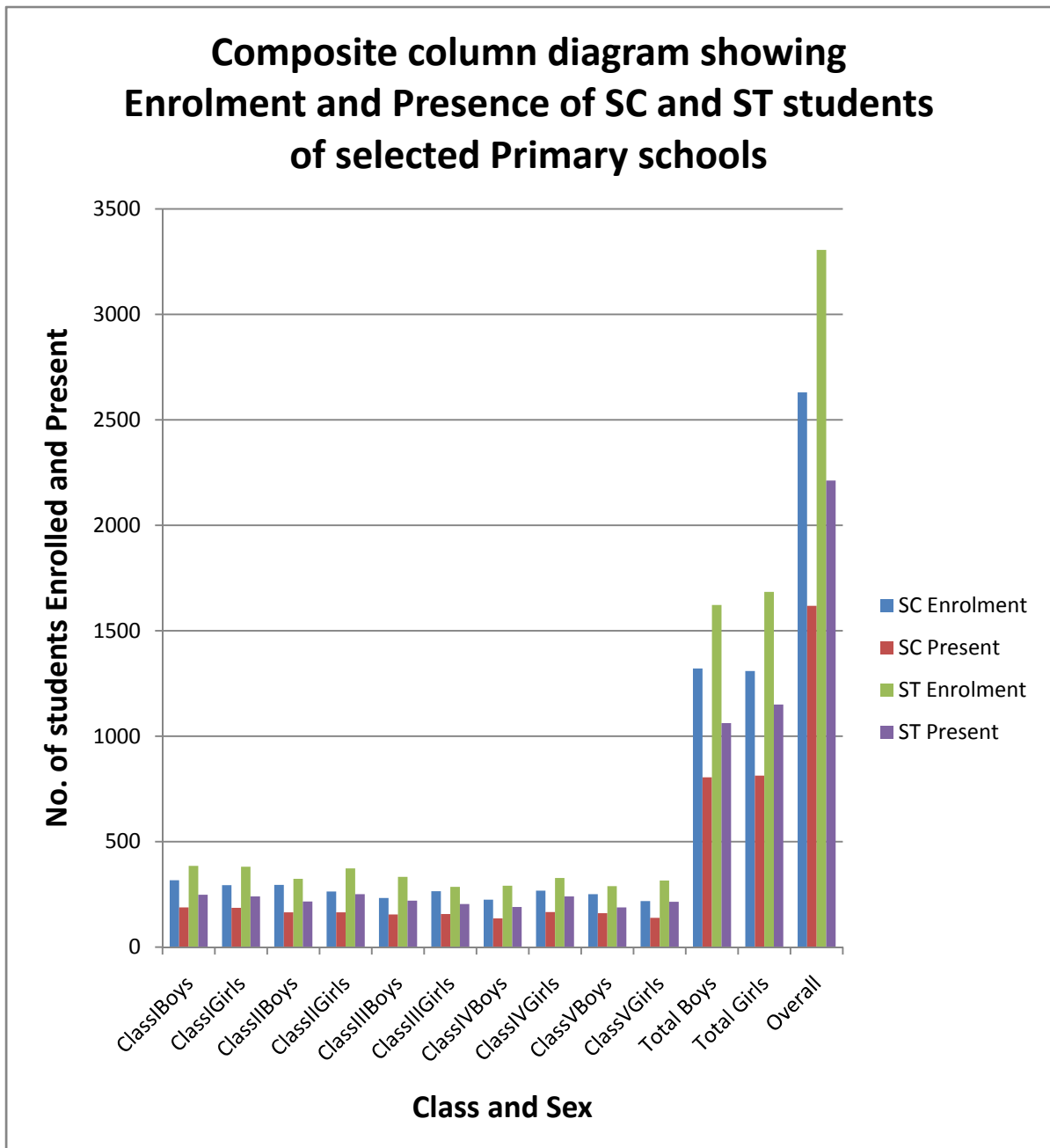


Fig. 8.5.2.1: Composite column diagram showing Enrolment and Presence of SC and ST students of selected Primary schools

Table 8.5.2.2: Details of caste wise enrolment and present percentage of students from the selected Primary with Upper primary schools

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassIBoys	19	9	47.37	22	15	68.18
ClassIGirls	15	8	53.33	20	13	65.00
ClassIIBoys	15	10	66.67	20	13	65.00
ClassIIGirls	12	8	66.67	20	13	65.00
ClassIIIBoys	10	6	60.00	17	12	70.59
ClassIIIGirls	19	7	36.84	17	11	64.71
ClassIVBoys	9	7	77.78	17	12	70.59
ClassIVGirls	17	14	82.35	12	7	58.33
ClassVBoys	24	18	75.00	17	10	58.82
ClassVGirls	19	7	36.84	16	10	62.50
ClassVIBoys	28	17	60.71	20	13	65.00
ClassVIGirls	21	14	66.67	28	19	67.86
ClassVIIBoys	20	13	65.00	32	16	50.00
ClassVIIGirls	26	18	69.23	29	14	48.28
ClassVIIIBoys	36	24	66.67	25	15	60.00
ClassVIIIGirls	30	20	66.67	20	16	80.00
Total Boys	161	104	64.60	170	106	62.35
Total Girls	159	96	60.38	162	103	63.58
Overall	320	200	62.50	332	209	62.95

From the table it has been observed that among SC students lowest presence percentage was 36.84 and the highest was 69.23. Among ST students, lowest presence percentage was 48.28 and the highest was 80.00

If we consider the totality of boys, the SC students attained higher presence percentage than their counterparts. In case of girls and overall, the ST students attained higher percentage of presence.

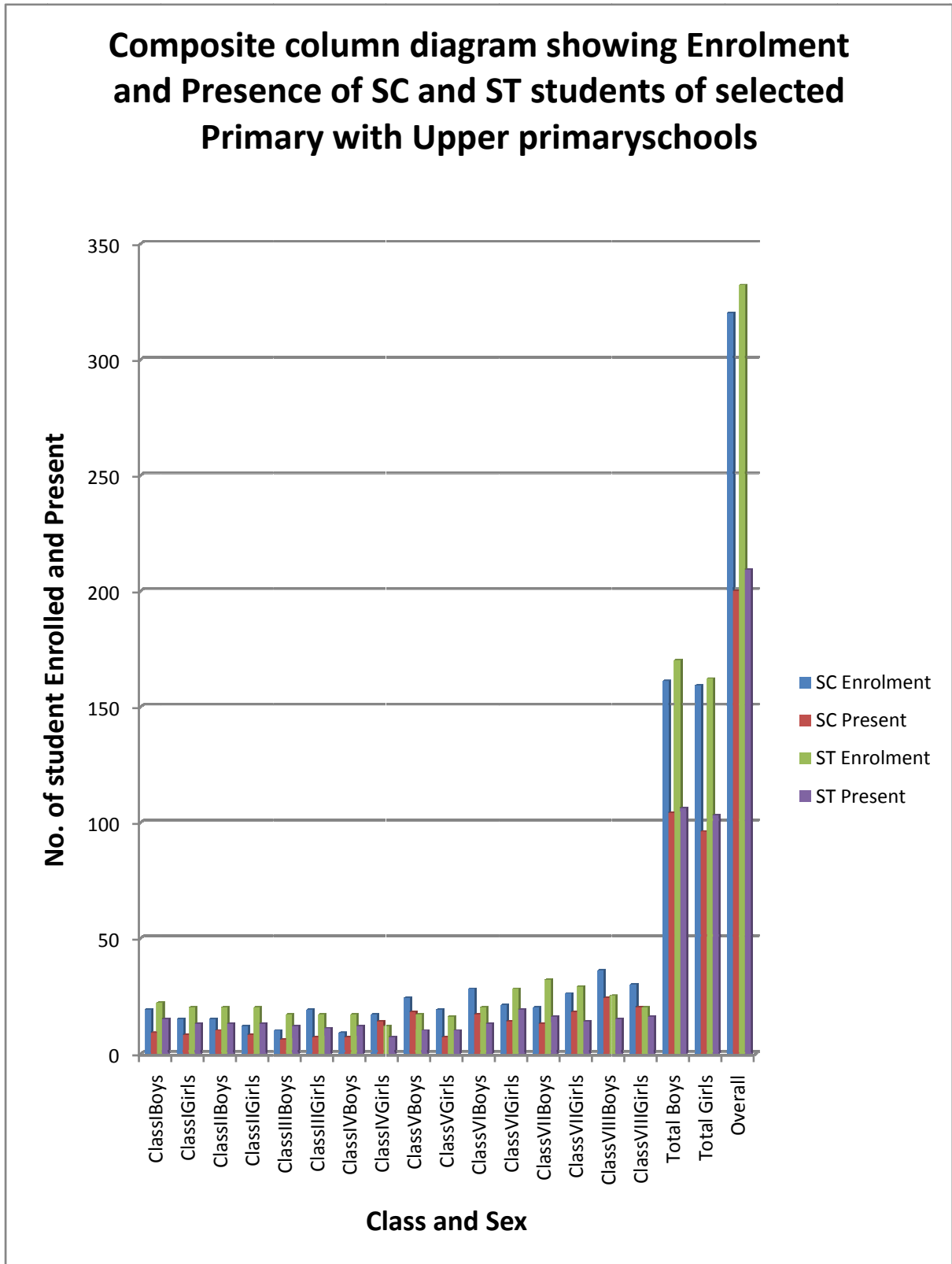


Fig. 8.5.2.2: Composite column diagram showing Enrolment and Presence of SC and ST students of selected Primary with Upper primary schools

Table 8.5.2.3: Details of caste wise enrolment and present percentage of students from the selected Upper primary schools

	SC			ST		
	Enrolment	Present	% Present	Enrolment	Present	% Present
ClassVIBoys	129	66	51.16	97	47	48.45
ClassVIGirls	123	68	55.28	92	43	46.74
ClassVIIBoys	112	72	64.29	67	40	59.70
ClassVIIGirls	128	67	52.34	79	46	58.23
ClassVIIIBoys	96	55	57.29	93	55	59.14
ClassVIIGirls	141	78	55.32	98	62	63.27
Total Boys	337	193	57.27	257	142	55.25
Total Girls	392	213	54.34	269	150	55.76
Overall	729	406	55.69	526	292	55.51

From the table it has been observed that Class VII boys were present in highest percentage & Class VI boys in lowest percentage among SC students, whereas, Class VIII girls in highest percentage and Class VI girls present in lowest percentage among the ST students in the selected Upper primary schools of selected districts.

If we consider the totality, SC students were present in higher percentage than ST students in respect of total boys and overall. In respect of total girls ST students were present in higher percentage than SC students.

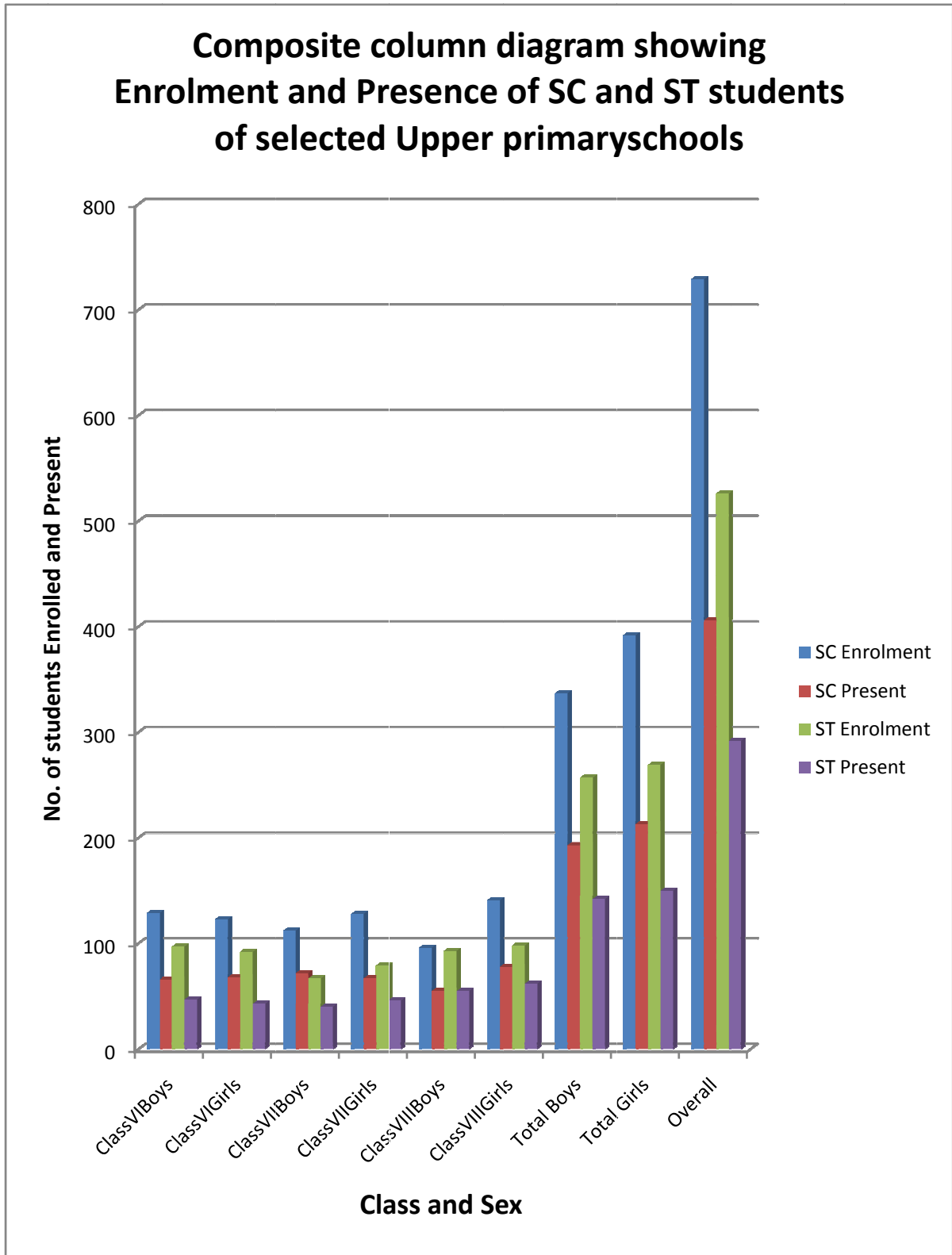


Fig. 8.5.2.3: Composite column diagram showing Enrolment and Presence of SC and ST students of selected upper primary schools

CHAPTER IX

ANALYSIS OF FEEDBACK FROM INVESTIGATORS

The field investigators are those who collect data for the research team from the school authorities. In this sense, the field investigators work as a mediator between the respondents and the researcher. The researchers visualize the field situation through the eyes of the investigators. The feedback reports of the investigators thus help the researchers in visualizing the field situation. As per the demand of the schedule of data collection the field investigators have filled in the feedback schedule after visiting the selected schools. An analysis of the feedback is tried in this chapter.

9.1 Number of visits made to get information from school

In the district of Bongaigaon three investigators were employed to collect information from the selected schools. The investigators have visited the schools physically and from all the 57 schools, they could collect necessary information in single visit only.

In the district of Jorhat again three investigators were employed to collect information from the selected schools. The investigators have visited the schools physically and in single visit to each school, they could collect all necessary information.

In the district of Kamrup, four investigators were employed to collect information from the selected schools. The investigators have visited the schools physically and except in 5 schools (3.85 percent), they could collect

all necessary information in single visit only. In the other 5 schools, they have to make two visits each.

In Marigaon district, three investigators were employed. The investigators have visited the selected schools physically and except in 3 schools (6.00 percent) they could collect necessary information in single visit only. In these schools they have to make two visits each.

9.2 Initial reaction of the Head Teacher

When investigators visit respondents, the initial reaction of the respondent plays a very important role in the process of collection of information. A good initial reaction eases up data collection process. The following table (Table 9.2.1) and the diagram (fig 9.2.1) indicates category wise initial reaction of the HTs of the selected schools of the selected districts.

Table 9.2.1: Category wise initial reaction of Head teachers in the selected schools of all the selected districts

District	Initial reaction category					Total
	V. Good	Good	Average	Poor	V. Poor	
Bongaigaon	8.77	73.68	15.79	1.75	0.00	100.00
Jorhat	36.17	51.06	12.77	0.00	0.00	100.00
Kamrup	12.31	84.62	3.08	0.00	0.00	100.00
Marigaon	14.00	46.00	38.00	2.00	0.00	100.00
Overall	18.73	67.37	13.29	0.60	0.00	100.00

(Figures in the cells indicate percentage of the total)

From the table it has been observed that as many as 36.17 percent of the Head teachers' of Jorhat district and as little as 8.77 percent of

Bongaigaon district showed very good initial reaction to the Field investigators. Most of the Head teachers' initial reaction in Kamrup district was above average. Some Head teachers' initial reaction of Bongaigaon and Marigaon district was at par or below average. As a whole, more than 86.00 percent Head teachers' initial reaction was above average towards the Field investigators when they meet first.

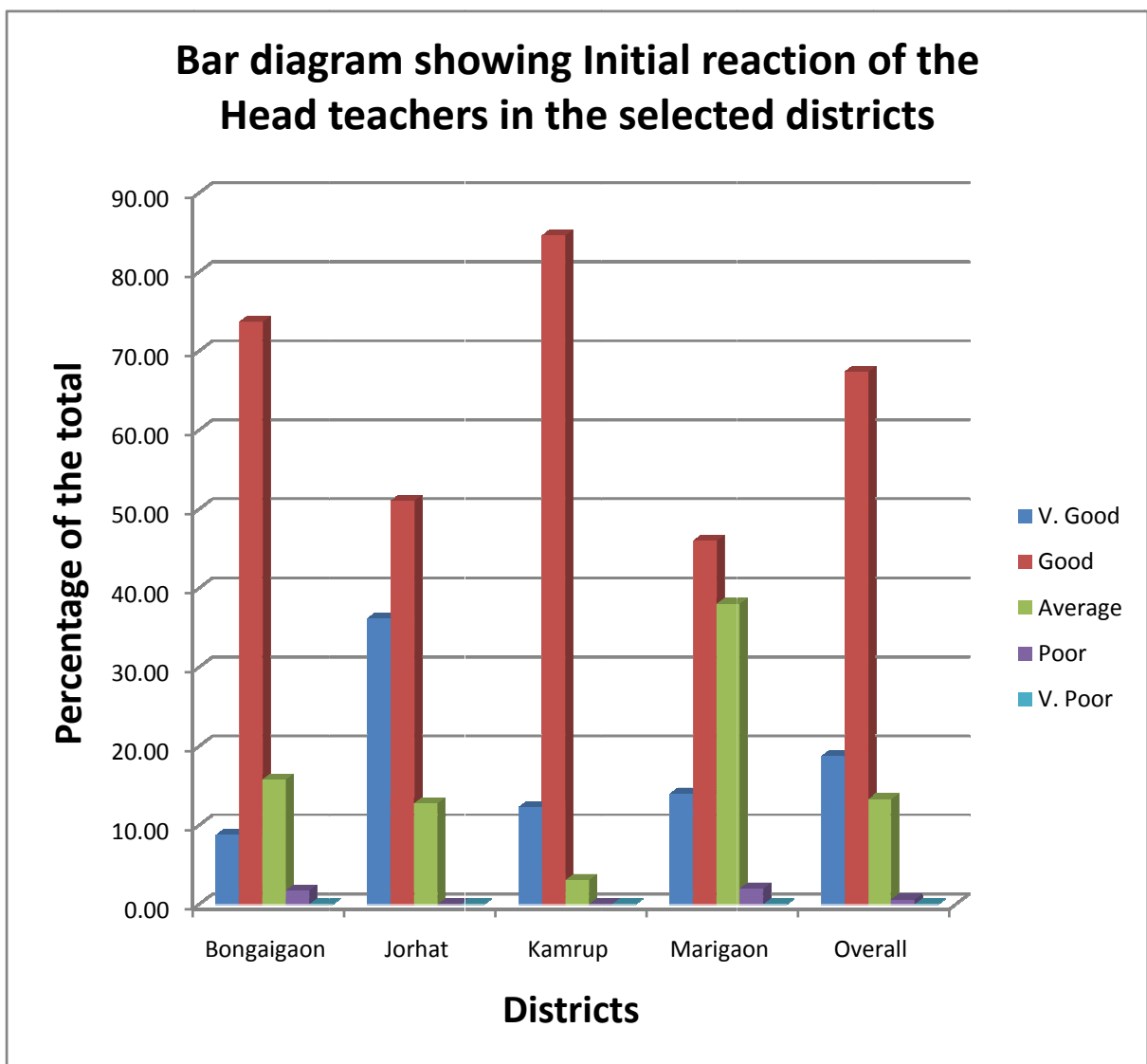


Fig. 9.2.1: Bar diagram showing initial reaction of the Head teachers of the selected districts to provide information

9.3 Response of the Head Teacher to provide information

The following table (Table 9.3.1) and figure (Fig 9.3.1) indicates category wise response of the HTs to provide information in the selected districts.

Table 9.3.1: Response of the Head Teachers to provide information (category wise) in the selected schools of all the selected districts

Districts	Response to provide information					Total
	V. Good	Good	Average	Poor	V. Poor	
Bongaigaon	8.77	64.91	24.56	1.75	0.00	100.00
Jorhat	29.79	47.87	19.15	1.06	2.13	100.00
Kamrup	8.46	81.54	10.00	0.00	0.00	100.00
Marigaon	14.00	40.00	40.00	4.00	2.00	100.00
Overall	15.41	62.84	19.64	1.21	0.91	100.00

(Figures in the table indicate percentage of the total)

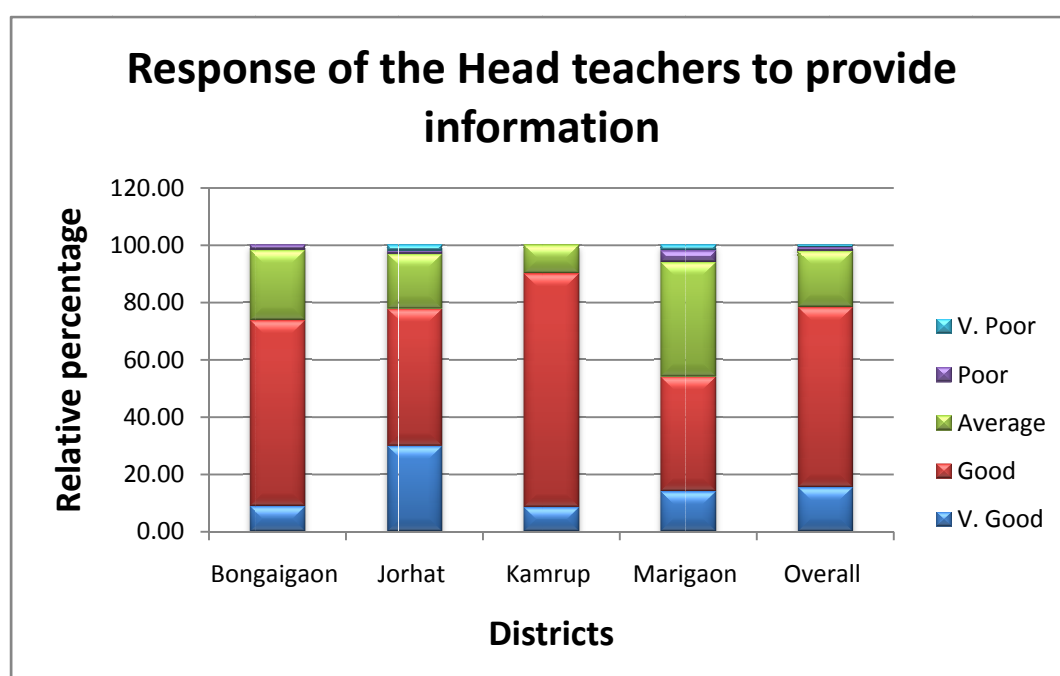


Fig. 9.3.1: Subdivided column diagram showing relative percentage of responses of Head teachers to provide information

From the table and the figure it has been observed that in as far as responses of HTs to provide information are concerned, as many as 29.79 percent in Jorhat district and as little as 8.77 percent in Bongaigaon district were very good. 90.00 percent in Kamrup district were above average and 44.00 percent of Marigaon district were at par or below average. As a whole, more than 97.00 percent Head teacher's responses to provide information were at par or above average.

9.4 Availability of records with the Head Teacher

Availability of records with the Head Teachers was also graded by the investigators. These are presented in the following table (Table 9.4.1) and figure (Fig 9.4.1).

Table 9.4.1: Grade wise availability of records with the head teachers in the selected schools from the selected districts

School category	Availability of records					Total
	V. Good	Good	Average	Poor	V. Poor	
Bongaigaon	5.26	68.42	22.81	3.51	0.00	100.00
Jorhat	44.68	29.79	19.15	3.19	3.19	100.00
Kamrup	4.66	68.99	26.35	0.00	0.00	100.00
Marigaon	10.00	30.00	54.00	4.00	2.00	100.00
Overall	16.93	51.87	27.87	2.11	1.21	100.00

(Figures in the table indicate percentage of the total)

In respect of level of record keeping system, as many as 44.68 percent of the Head teachers of selected schools of Jorhat district and as little as 5.26 percent of Bongaigaon district were very good. More than 73.00 percent Head teachers of Kamrup district have above average record keeping system

and 60.00 percent Head teachers of Marigaon district have at par or below average record keeping system.

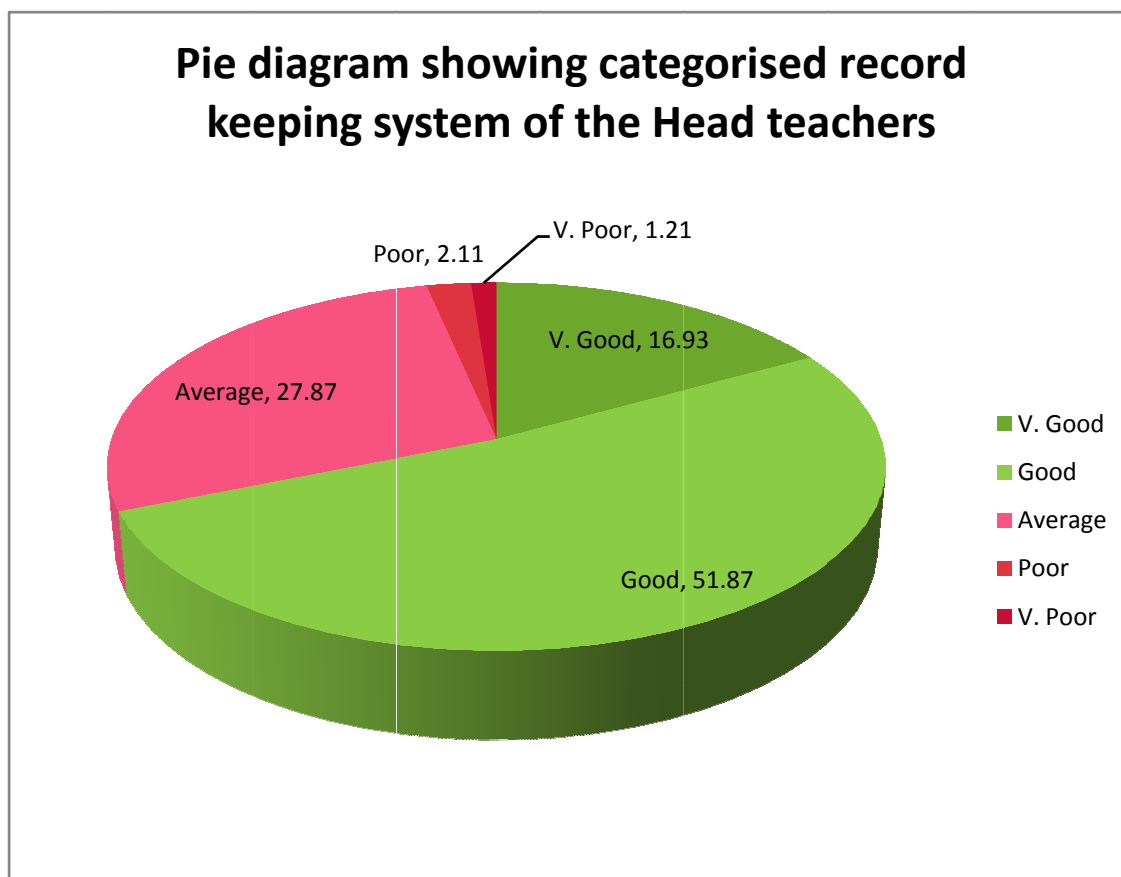


Fig. 9.4.1: Pie diagram showing categorized record keeping system of the Head teachers

The overall school situation of the selected districts revealed that 16.93 percent of all the schools have **Very Good** record keeping system, 51.87 percent have **Good** record keeping system, 27.87 percent have **Average** record keeping system and remaining 3.32 percent have **Poor** or **Very poor** record keeping system. Generally, these 3.32 percent schools are contributing to the variation arises between DISE data and survey data.

Schools having average record keeping system are also contributing more or less to the variation arisen between DISE data and survey data.

9.5 Analysis of other attributes associated with ease of data collection as put forward by the field investigators

There are thirteen other attributes on which the field investigators were asked to provide their feedback. Investigators' feedbacks on these attributes are presented in the following tables (Table 9.5.1 - Table 9.5.5).

Table 9.5.1: Investigators' feedback on the other thirteen attributes for selected schools of Bongaigaon District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	85.96	14.04
Enrolment details from single register	85.96	14.04
Attendance registers filled up properly	84.21	15.79
Year end summary details availability	82.46	17.54
School report card availability	29.82	70.18
Attendance registers maintained properly	84.21	15.79
Teachers' punctuality	96.49	3.51
DISE DCF photocopy	84.21	15.79
Faced problem in getting required information	14.04	85.96
Availability of display board	68.42	31.58
Provision of MDM	98.25	1.75
Quality food served in MDM	98.25	1.75
Seating arrangement proper and sufficient	45.61	54.39

From the table it has been observed that the field investigators favoured majority percentage of schools in Bongaigaon district in most of the attributes. Unfavourable picture they have found in descending order in

the attributes are ‘School report card availability’, ‘Seating arrangement proper and sufficient’, ‘Availability of Display board’, ‘Yearend summary details availability’, ‘DISE DCF photocopy’, ‘Attendance registers maintained properly’ and ‘Attendance registers filled up properly’.

Table 9.5.2: Investigators’ feedback on the other thirteen attributes for selected schools of Jorhat District

Attributes	FI’s Feedback	
	In favour (%) schools)	Against (%) schools)
Easy provision of enrolment and pass PC	78.72	21.28
Enrolment details from single register	68.09	31.91
Attendance registers filled up properly	84.04	15.96
Year end summary details availability	82.98	17.02
School report card availability	35.11	64.89
Attendance registers maintained properly	82.98	17.02
Teachers’ punctuality	96.81	3.19
DISE DCF photocopy	86.17	13.83
Faced problem in getting required information	11.70	88.30
Availability of display board	88.30	11.70
Provision of MDM	100.00	0.00
Quality food served in MDM	85.11	14.89
Seating arrangement proper and sufficient	52.13	47.87

From the table it has been observed that the field investigators favoured majority percentage of schools in Jorhat district in most of the attributes. Unfavourable picture they have found in descending order in the attributes are ‘School report card availability’, ‘Seating arrangement proper

and sufficient’, ‘Enrolment details from single register’, ‘Easy provision of enrolment and pass percentage’, ‘Yearend summary details availability’, ‘Attendance registers maintained properly’ and ‘Attendance registers filled up properly’.

Table 9.5.3: Investigators’ feedback on the other thirteen attributes for selected schools of Kamrup District

Attributes	FI’s Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	92.31	7.69
Enrolment details from single register	69.23	30.77
Attendance registers filled up properly	96.92	3.08
Year end summary details availability	85.38	14.62
School report card availability	76.92	23.08
Attendance registers maintained properly	96.92	3.08
Teachers’ punctuality	96.15	3.85
DISE DCF photocopy	85.38	14.62
Faced problem in getting required information	3.08	96.92
Availability of display board	99.23	0.77
Provision of MDM	99.23	0.77
Quality food served in MDM	93.08	6.15
Seating arrangement proper and sufficient	70.77	29.23

From the table it has been observed that the field investigators favoured majority percentage of schools in Kamrup district in most of the attributes. Unfavourable picture they have found in descending order in the attributes are ‘Enrolment details from single register’, ‘Seating arrangement proper and sufficient’, ‘School report card availability’, ‘DISE DCF photocopy’, ‘Yearend summary details availability’ and ‘Easy provision of enrolment and pass PC’.

Table 9.5.4: Investigators' feedback on the other thirteen attributes for selected schools of Marigaon District

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	80.00	20.00
Enrolment details from single register	68.00	32.00
Attendance registers filled up properly	82.00	18.00
Year end summary details availability	68.00	32.00
School report card availability	76.00	24.00
Attendance registers maintained properly	76.00	24.00
Teachers' punctuality	96.00	4.00
DISE DCF photocopy	76.00	24.00
Faced problem in getting required information	2.00	98.00
Availability of display board	94.00	6.00
Provision of MDM	100.00	0.00
Quality food served in MDM	100.00	0.00
Seating arrangement proper and sufficient	92.00	8.00

From the table it has been observed that the field investigators favoured majority percentage of schools in Marigaon district in most of the attributes. Unfavourable picture they have found in descending order in the attributes are 'Enrolment details from single register', 'Yearend summary details availability', , 'School report card availability', 'Attendance registers maintained properly', 'DISE DCF photocopy' and 'Attendance registers filled up properly'.

Table 9.5.5: Investigators' feedback on the other thirteen attributes for selected schools from the selected Districts

Attributes	FI's Feedback	
	In favour (% schools)	Against (% schools)
Easy provision of enrolment and pass PC	85.50	14.50
Enrolment details from single register	71.60	28.40
Attendance registers filled up properly	88.82	11.18
Year end summary details availability	81.57	18.43
School report card availability	56.80	43.20
Attendance registers maintained properly	87.61	12.39
Teachers' punctuality	96.37	3.63
DISE DCF photocopy	83.99	16.01
Faced problem in getting required information	7.25	92.75
Availability of display board	90.03	9.97
Provision of MDM	99.40	0.60
Quality food served in MDM	92.75	7.25
Seating arrangement proper and sufficient	64.35	35.65

From the table it has been observed that out of the selected schools in the selected districts as a whole,

- HMs of 85.50 percent schools were able to provide information pertaining to enrolment and details of pass percentage easily.
- In 71.60 percent schools as a whole, the HTs were able to give enrolment and other details from a single register.
- The teachers had filled up the attendance registers properly in 88.82 percent schools as a whole.

- The HTs had year-end summary details of children for all grades and available with them in 81.57 percent schools.
- The School Report Cards were available in more than 56 percent schools
- More than 87 percent schools maintained the attendance registers properly and kept in the almirah.
- The teachers of more than 96 percent schools were punctual and come to school in time.
- The filled in DISE DCF were available in about 84 percent schools, whereas it is mandatory for all the schools to keep a photocopy of DISE DCF in the school.
- In 7.25 percent of the schools, the field investigators were facing problem in getting the required information from the school. The main problem they mentioned was non availability of record in appropriate format.
- A display board was available in more than 90 percent schools.
- Except few, all the schools have provision of Mid Day Meal.
- Almost 93 percent schools serve good Quality food (as per students' satisfaction)to their students.
- 64.35 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled. In this connection it may be inferred that infrastructure fund provided to the schools need to be proportionate to the number of students so that proper seating arrangement could be guaranteed.

CHAPTER X

Summary of findings

Bongaigaon district

The major findings come out from chapters III, VIII & IX are discussed in this chapter. *Highly reliable* findings are put in italics, less significant variations are put in normal font and **highly significant variations** are put in bold letters that needed to be addressed.

- *School location particulars were highly reliable in Bongaigaon district.*
- School particulars were reliable in Bongaigaon district.
- *As far as staff details of selected schools of Bongaigaon district are concerned, the variations are very much within permissible limits.*
- In case of facilities in school, slightly significant variation between DISE and survey data existed in the characteristic 'Boundary wall condition' in the selected schools of the district.
- *As regards total rooms in the selected schools, very small variation was observed.*
- *All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 percent and the maximum being 9.09 percent.*
- **Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94.

Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.

- *As far as enrolment of overall SC, ST and OBC students are concerned, the variations are under permissible limits.*
- *In case of differently able students, the variations were found to be small.*
- Some variation existed in case of repeaters in some classes within school categories.
- If we consider all the boy students of the selected schools, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Primary schools in lowest percentage. As a whole considering the entire students also, the same picture was found.
- SC boys and girls of selected Primary as well as Upper primary schools were present in the school in higher percentages than their ST counterparts on the day of survey. It was opposite in case of Primary with Upper primary schools.
- *Most of the Head Teachers' initial reactions towards the investigators were positive in Bongaigaon district.*
- *Most of the HTs response to provide information was positive.*

- Few Head teachers of selected schools of Bongaigaon district follow poor record keeping system.
- In 14.04 percent schools, the field investigators were facing problem in getting the required information from the school.
- **Only 29.82 percent of the schools have School report cards.**
- **Only 45.61 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not proper or sufficient as compared to the students enrolled.**
- **68.42 percent of the selected schools of Bongaigaon district have display board.**

Jorhat district

The major findings come out from chapters IV, VIII & IX are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

- *School location particulars were highly reliable in Jorhat district.*
- School particulars were reliable in Jorhat district.
- *As far as staff details of selected schools of Jorhat district are concerned, the variations are very much within permissible limits.*
- In case of facilities in school, slightly significant variation between DISE and survey data existed in some characteristics like girls' toilet,

boundary wall condition and seating arrangement in the selected schools of the district.

- *As regards total rooms in the selected schools, no variation was observed.*
- *All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 percent and the maximum being 5.71 percent.*
- ***Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.98. Similarly, the validity index was found to be 0.99. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*
- *As far as enrolment of overall SC, ST and OBC students are concerned, the variations are under permissible limits.*
- *In case of differently able students, the variations were found to be small.*
- *Some variation existed in case of repeaters in some classes within school categories. This variation arises due to the fact that smaller numbers were compared and variations were computed in percentages.*
- *Variation in enrolment was higher in Primary schools from urban areas than those from rural areas. In Upper primary schools of the district, no variation was found in urban schools and very small variation in rural schools.*

- If we consider all the boy students of the selected schools, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage. As a whole considering the entire students also, the same picture was found.
- SC boys and girls of selected Primary schools were present in the school in higher percentages than their ST counterparts on the day of survey. It was opposite in case of Primary with Upper primary schools. In Upper primary schools, SC boys and ST girls were present in higher percentages than their counterparts
- *Most of the Head Teachers' initial reactions towards the investigators were positive in Jorhat district.*
- *Most of the HTs response to provide information was positive.*
- Few Head teachers of selected schools of Jorhat district follow poor or very poor record keeping system.
- In 11.70 percent schools, the field investigators were facing problem in getting the required information from the school.
- **Only 35.11 percent of the schools have School report cards.**
- **52.13 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the**

remaining schools seating arrangement was not proper or sufficient as compared to the students enrolled.

- **68.09 percent of the Head teachers could provide enrolment and other details from a single register.**

Kamrup district

The major findings come out from chapters V, VIII & IX are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

School location particulars were highly reliable in Kamrup district.

School particulars were also highly reliable in Kamrup district.

As far as staff details of Primary schools of Kamrup district are concerned, the variations are very much within permissible limits. Larger variations may due to typographical error.

In case of facilities in school, slightly significant variation between DISE and survey data existed in some characteristics like common toilet, girls' toilet, boundary wall condition, drinking water and seating arrangement in one or two categories of schools.

There were slightly significant variations in the selected Primary and Upper primary schools as far as source of drinking water are concerned.

As regards total rooms in the selected schools, a very little variation was observed.

All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 percent and the maximum being 7.41 percent.

***Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94. Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*

As far as enrolment of overall SC, ST and OBC students are concerned, the variations are under permissible limits.

In case of differently able students, the variations were found to be small.

Small variation existed in case of repeaters in all classes within school categories.

Variation in enrolment was higher in all categories of schools from urban areas than in those from rural areas

If we consider all the boy students of the selected schools, those studying in Upper primary schools were most punctual and those of Primary with Upper primary schools were least punctual on the day of survey. As regards the girl students, those of Primary schools were most punctual and those of Primary with Upper primary schools were least punctual. As a whole

considering the overall students, those of Upper primary schools were most punctual and those of Primary with Upper primary schools were least punctual on the day of survey.

ST boys and girls were more punctual than their ST counterparts in attending school on the day of survey.

The entire Head Teachers' initial reactions towards the investigators were positive in Kamrup district.

All the HTs response to provide information was positive.

No Head teachers of selected schools of Kamrup district follow poor or very poor record keeping system.

In 3.08 percent schools, the field investigators were facing problem in getting the required information from the school.

70.77 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not sufficient as compared to the students enrolled.

Marigaon district

The major findings come out from chapters VI, VIII & IX are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

- *School location particulars were highly reliable in Marigaon district.*
- *School particulars were reliable in Marigaon district.*
- *As far as staff details of selected schools of Marigaon district are concerned, the variations are within permissible limits.*
- *In case of facilities in school, slightly significant variation between DISE and survey data existed in the characteristics 'Common toilet' and 'Seating arrangement' in the selected schools of the district.*
- *As regards total rooms in the selected schools, very small variation was observed.*
- *All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 percent and the maximum being 8.70 percent.*
- ***Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.94. Similarly, the validity index was found to be 0.97. Thus the enrolment data obtained as DISE exercise is highly reliable as well as valid.*
- *As far as enrolment of overall SC, ST and OBC students are concerned, the variations are very much under permissible limits.*
- *In case of differently able students, the variations were found to be very small.*
- *Very small variation existed in case of repeaters in some classes within school categories.*
- *If we consider all the boy students of the selected schools, those studying in Primary with Upper primary schools were present in the*

school in highest percentage and those of Upper primary schools in lowest percentage on the day of survey. As regards the girl students also, those studying in Primary with Upper primary schools were present in the school in highest percentage and those of Upper primary schools in lowest percentage. As a whole considering the entire students also, the same picture was found.

- SC boys and girls of selected Primary as well as Upper primary schools were present in the school in higher percentages than their ST counterparts on the day of survey. In Primary with Upper primary schools, SC boys and ST girls were present in higher percentages than their counterparts.
- *Most of the Head Teachers' initial reactions towards the investigators were positive in Marigaon district.*
- *Most of the HTs response to provide information was positive.*
- Few Head teachers of selected schools of Marigaon district follow poor record keeping system.
- *In 2.00 percent schools, the field investigators were facing problem in getting the required information from the school.*
- 76.00 percent of the schools have School report cards.
- 92.00 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not proper or sufficient as compared to the students enrolled.

- 94.00 percent of the selected schools of Marigaon district have display board.

Overall

The major findings come out from chapters VII, VIII & IX based on all the selected schools in the selected districts are discussed in this chapter. Highly reliable findings are put in italics, less significant variations are put in normal font and highly significant variations are put in bold letters that needed to be addressed.

- *School location particulars were highly reliable in selected districts.*
- *School particulars were reliable in selected districts.*
- *As far as staff details of selected schools of selected districts are concerned, the variations are within permissible limits.*
- In case of facilities in school, slightly significant variation between DISE and survey data existed only in the characteristic 'Boundary wall condition' in the selected schools of the selected districts.
- *As regards total rooms in the selected schools, very small variation was observed.*
- *All the variations in relation to enrolment in all categories of schools are under permissible limits. The minimum variation being 0.00 percent and the maximum being 3.88 percent.*
- **Reliability Index** for the total enrolment of the schools using DISE data and survey data were also calculated and was found to be 0.97.

- Similarly, the validity index was found to be 0.98. Thus the enrolment data obtained as DISE exercise was highly reliable as well as valid.*
- *As far as enrolment of overall SC, ST and OBC students are concerned, the variations are very much under permissible limits.*
 - *In case of differently able students, the variations were found to be small.*
 - *Some variation existed in case of repeaters in some classes within school categories.*
 - *If we consider all the boy students of the selected schools, those studying in Primary schools were present in the school in highest percentage and those of Primary with Upper primary schools in lowest percentage on the day of survey. As regards the girl students, those studying in Primary schools were present in the school in highest percentage and those of Upper primary schools in lowest percentage. As a whole considering the entire students, the same picture as those of girls students was found.*
 - *ST boys of selected Primary and SC boys of selected Primary with Upper primary as well as Upper primary schools were present in the school in higher percentages on the day of survey. ST girls students were present in higher percentages in all category of schools.*
 - *Most of the Head Teachers' initial reactions towards the investigators were positive in the selected schools.*
 - *Most of the HTs response to provide information was positive.*

- Few Head teachers of selected schools of selected districts follow poor record keeping system.
- In 7.25 percent schools, the field investigators were facing problem in getting the required information from the school.
- **56.80 percent of the schools have School report cards.**
- **64.35 percent of the selected schools were equipped with proper and sufficient seating arrangement for their students. In the remaining schools seating arrangement was not proper or sufficient as compared to the students enrolled.**
- **Only 71.60 percent of the Head teachers could provide enrolment details from single register.**
- **83.99 percent of the selected schools have DISE DCF photocopy**
- 90.03 percent of the selected schools of selected districts have display board.
- *96.37 percent of the teachers present arrived at the school on time.*

CHAPTER XI

SUGGESTIONS & CONCLUSIONS

The research team of Post enumeration Survey (PES) of DISE data 2010-11 in the form of “5% sample checking of DISE data 2010 - 11” for the state of Assam has observed the field situation minutely and exclusively and emerged with the following suggestions and conclusions for having a better database of elementary education system in the state and for better planning for attaining the objective of universalization of elementary education in the form of value education.

SUGGESTIONS

Improvisation of DISE and PES Formats

- DISE DCF needed to be kept simple and short.
- Some queries about EMIS unit in the district level should also be included in the PES format.
- A trial version of DISE database software needed to be provided to the research team of the PES for easy comparison and analysis of DISE and PES data.

Capacity building

- Periodical training about DISE for assistant teachers needed to be organized so that they can help the newly appointed and elderly head teachers.

- Training programs needed be taken up seriously and with missionary zeal. In this regard help of professionals and personals conducting PES may also be taken.
- Training on DISE needed to be taken up in multiphase like the training of election personals, the last phase to be conducted one week before the actual filling up of DISE DCF.
- Teachers are to be trained at the beginning of the academic year about record keeping procedure and they are to be motivated to record the information properly and in time.
- Head teachers are to be provided with format for yearend summary details of children and a copy of it is to be collected at the end of the academic year by the concerned DMOs/ BMOs, SSA.
- Problems of single teacher needed to be conceived by the authority and immediate steps to be taken in this regard.

Ensuring better data

- DISE Code as well as year of establishment of school is needed to be indicated in the Sign Board as well as Display Board of the school.
- It should be made mandatory for the Head Teachers to keep a Xerox copy of the filled in DISE DCF in the school and not in Head teacher's house.
- It should be made mandatory for the class teachers to prepare the attendance of learners at the end of every month indicating the number of boys, girls, SC, ST, OBC, General, differently able, repeaters

etc. A duplicate of this account to be submitted to the Head Teacher every month. A compilation of these accounts would facilitate the Head teacher to complete the year end summary details easily.

- During visits, BRCCs and CRCCs are to check the monthly account of attendance on both the papers and sign on it. An account of schools doing this practice properly are also needed to be kept and to show it to all the teachers that he/she keeps the record of this good practice.
- PES of DISE data needed to be continued as a feature of educational planning.
- Scrutiny of filled in DISE DCF should be made in the cluster level before sending them for entering in the database.
- A photocopy of the filled in DISE DCF should also be kept with the CRCCs for checking and maintaining the truthfulness of recorded data.
- There should be some provision of punishing school authorities who provides misleading information.

CONCLUSIONS

From the analysis made in chapters III through X, we may arrive at the following conclusions:

- The DISE data were more or less reliable and valid.
- Record keeping system in the schools needed to be channelized and a format to be developed.

- Information about importance and usefulness of DISE are to be provided to all the teachers.
- Disciplinary action to be taken against those school authorities, who provide misleading information.
- School Report Card are to be provided to the schools and responsibility for this may be entrusted on the CRCC/BRCC.
- DISE DCF as well as PESF may be composed in regional languages to facilitate easy understanding of the requirements of DISE.

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Appendix I**Field Investigators' Profile**

SI No.	District	Details of Field Investigator
1	Jorhat	Name :Mr. Suren Deka Qualification: B.A. Contact No. :9864187008
2		Name : Mr. Bhaskar Jyoti Sarma Qualification: B.Sc. Contact No. :9864777704
3		Name : Mr. Sonu Nath Qualification: B.Sc. Contact No. :9401124582
4	Marigaon	Name : Mr. Sanjeeb Saikia Qualification: B.A. Contact No. : 9859249246
4		Name :Mr. Bijoy Das Qualification: B.A. Contact No. :9859249246
5		Name :Mr. Kankkon Sarma Qualification: B.A. Contact No. : 9864971188
6	Bongaigaon	Name :Mr. Arun Kumar Barman Qualification: B.A. Contact No. :9706342046
7		Name :Mr. Jayanta Kalita Qualification: B.Sc. Contact No. :9859532352
		Name :Mr. Jyoti Prasad Kalita Qualification: B.A. Contact No. : 9954118603
8	Kamrup	Name : Mr. Deep Das Qualification: BA Contact No. : 9678146305
10		Name : Mr. Arindom Das Qualification: BA Contact No. : 9864720969
11		Name :Mr. Khanindra Choudhury Qualification: B.A. Contact No. : 9864071462
12		Name : Miss. Swapna Kalita Qualification: M.A.(Education) Contact No. : 9859249246

Appendix II

Block wise list of sample schools:

Bongaigaon district

Sl. No	Block	DISE Code	School Name	Name of respondent
1	Boitamari	18040101001	1 NO. NAYAGAON LPS	Anjali Das
2		18040102701	203 NO. BARIPUKHURI LPS	Lankeswar Kalita
3		18040100301	364 NO. GHILAGURI RAVAPARA LPS	Girin Ch. Rabha
4		18040100101	699 NO. BORGHOLA LPS	Basarat Ali
5		18040102601	BARJULI LPS	Anandi Ram Rabha
6		18040101101	BORGHOLAJHAR LPS	Talib Ali
7	Bongaigaon	18040200502	182 NO. SUNDARI LPS	Minoti Sinha
8		18040209601	337 NO. TILAKGAON JBS	Sankang Daimari
9		18040202004	348 NO. HASHRABARI LPS	Anath Bandhu Ray
10		18040203401	59 NO. BIJOYGAON JBS	Pradip Das
11		18040201101	7 NO. POPRAGAON LPS	Dinesh Barman
12		18040203201	731 NO. BHADEYAGURI LPS	Chittaranjan Das
13		18040202701	77 NO. CHORAIKHOSORA JBS	Tarun Basumatary
14		18040202404	770 NO. MADHYA SATIPUR LPS	Abdul Jubbas
15		18040203202	BIJOYGAON ME SCHOOL	Manoj kumar Roy
16		18040201005	DHALAGAON ME SCHOOL	Hemanta kumar Barman
17		18040200101	DOLAIGAON UZANPARA LPS	Pronati Choudhury
18		18040202601	MONGLAGAON K.C.ROY LPS	Ganesh Biswas
19		18040215201	NAYTAMARA LPS	Ashish kumar Debnath
20		18040222402	PANCHAPUR MES	Sukdev Choudhary
21	Borobazar	18040301701	115 NO. KHUNTAIBARI LPS	Golapi Basumatari
22		18040301101	313 DAKHIN GANDABIL LPS	Birmohon Basumatar
23		18040317703	476 NO. PARBATIPUR LPS	Nomila Barqumari
24		18040302403	607 NO. DAILONG JHOR LPS	Modan kr Majumdar
25		18040300301	837 NO. BALAGARI L.P.S	Homchandra Basumatary

26	Manikpur	18040300509	838 NO. LONTHIBARI LPS	Ashini Kumar Narjary
27		18040302701	855 NO. UTTAR BISHNUPUR LPS	Dharmendra Singh
28		18040302801	890 NO. LAKHIJHORA LPS	Kartik Kabi
29		18040320902	BADULIPARA GOVT. JBS	Mr Deben ch Boro
30		18040300701	BANDUGURI LPS	Prabhat Basumatari
31		18040301102	DAKHIN GANDABIL ME SCHOOL	Fulen Narjary
32		18040331701	SERFANGURI LPS	Lopshree Nurjary
33		18040301302	SISHUBARI LPS	Jeremia Basumatary
34		18040401002	3 NO. GORAIMARI ME MADRASA	Sofiur Rahman
35		18040400901	803 NO. PATKATA LPS	Sambhu C Karmakar
36		18040401101	AL AMEEN PRE. SR. MADRASSA	Abdur Rezzak
37		18040400612	BHANDARA K.N.M.E. MADRASA	Akher Ali Khandakar
38		18040400701	JAGANNATHPARA MVS	Kamaleswar Karta
39	18040402002	LATESWARI PACHIM MANIKPUR LPS	Raheswar Ray	
40	18040400501	PALENGBARI GIRLS LPS	Girija das	
41	18040400401	PATKATA BALIKA LPS	Makbul Ahemed	
42	18040402302	SIALMARI DAHALAPARA LPS	Dharani Dhar Roy	
43	18040402402	SRIMANTA SANKARDEV M.E.SCHOOL	Samudra Das	
44	Srijangram	18040504601	1 NO. ABHYAPURI LPS	Renukabala Das
45		18040500401	175 NO. KAKAIJANA LPS	Manobendra Rai
46		18040500902	178 NO. CHARIPUNIA LPS	Mahendra Satudher
47		18040500701	183 NO. HURAMARA LPS	Sambaru Rai
48		18040504401	193 NO. BARNARIKALA LPS	Padumi bala Rai
49		18040500605	2 NO DEWANPARA LPS	Kamakeswar Rai
50		18040501001	2 NO. CHARIPUNIA LPS	Pradip km medhi
51		18040506602	234 NO. DHARMAPUR LPS	Dipagkar Deka
52		18040500201	253 NO. BALAJANI LPS	Sahadat Ali
53		18040507601	756 NO. ABHYAPURI 2 NO. LPS	Manju Das
54		18040504501	G.M NARIKOLA MVS	Bhasati Das
55		18040506607	HARMOHON C. M. GIRLS M.E.SCHOO	Abul Hussain Talukdar
56		18040500802	HURAMARA MV.S.	Sachindra ch Rai
57		18040500303	SIDALSATI KHORAPARA LPS	Narindra ch Rai

Jorhat district

Sl.No	Block	DISE Code	SCHOOL NAME	Name of respondent
1	Central Jorhat	18170100301	1 NO FECHUAL LPS	Nijora Neog
2		18170102907	255 NO SONAI GAON LPS	Rajendra Nath Bora
3		18170101101	408 NO TINKUNIA CHETIA LPS	Dipali Barua
4		18170100903	676 NO NARAHILOIDARI LPS	Minu Tamuli
5		18170103201	DEHA BAWRI BASTI LPS	Biren Bora
6		18170103701	DEHA NAGINIJAN LPS	Jinaram Borpatra
7		18170101002	HINDUBARI BAGAN LPS	Padma Kr. Bora
8		18170100401	HOLABARI BORGHAIN CHAPORI MES	Haren Barua
9		18170104001	KAKAJAN BAGAN LPS	Atul Ch. Goswami
10		18170100201	KATHALGURI RANCHI LINE LPS	Rupen Mallik
11		18170103301	MOHESWAR BORKOTOKY MES	Bula Borkotoky
12		18170103001	BAPUJI ADARSHA LPS	Bonmita Gogoi
13		18170103101	NARAGAON LPS	Tolen Ch Bora
14	East Jorhat	18170200302	2,BHULAGURI BAGAN BANUALINE LPS	Marry Hazarika
15		18170202301	2 NO TULASIJAN LPS	Siba Sarma
16		18170205601	525 KALIYAPANI L.PS	Gunsram Hazarika
17		18170200801	653 NO NAGINIJAN BASTI LPS	Tolan Lahan
18		18170201902	BONAI MJGAON LPS	Binod Bordoloi
19		18170201101	BUDUBARI GHATAWAL LPS	Bokul Dolo
20		18170200501	DEBERAPAR BAGAN LPS	Royal Jaman
21		18170200401	DEBERAPAR GRAND LPS	Tuseswar Gogoi
22		18170201502	GOHAIN GAON L.PS	Aruna Gogoi
23		18170202101	JHANJI PURANIMOTIA LPS	Prabhat Dutta
24		18170200705	LUKHURAKHAN LPS	Pratap Gogoi
25		18170201301	MURABASTI LPS	Tirtha Nath Bora
26		18170201203	NATUN CHAPORI LPS	Rupa Barua
27		18170200901	TIRUAL BAGISA LPS	Gunamai Gogoi
28	Jorhat	18170302201	148 NO KUMAR CHAUDANG LPS	Bijoy Borgohain
29		18170302002	652 NO BINAPANI LPS	Mineswar Saikia
30		18170301401	ANCHALIC GABESHONAGAR LPS	Banti Adhikary

31		18170303201	BALIAGOHAİN PUKHURI LPS	Dibya Borgohain
32		18170303101	BISHNUPUR MAZDUR ADARSHA LPS	Chandan Jyoti Sarma
33		18170303005	GYANJYOTI MES	Ratan Bora
34		18170324401	KALYAN SANGHA BIDYAPITH	Meera Borbora
35		18170302701	KOREKHANDA GAZALA SATRA LPS	Sunmai Bora
36		18170301001	NO 3 CHEUNI GAON LPS	Rumi Gogoi
37		18170324701	NORMAL PRACTICING SCHOOL-1	Bipin Hazarika
38		18170300805	PORBOTIA MES	Pradip Hazarika
39		18170302103	RADHAKRISHANAN LPS	Bholaram Gogoi
40		18170324602	RAILWAY MES	Pijush Kanti Das
41		18170324302	SHREE VARATI MES	Usharani Das
42		18170302604	UJANI KAHAR GAON LPS	Bipul Bora
43	Majuli	18170402201	227 NO HOKONAMUKH L.PS	Arun Kalita
44		18170403102	1 NO BALIGAON L.P S	Chandra Kanta Saikia
45		18170403101	1 NO BARGAYAN L.PS	Dimbeswar Payeng
46		18170403405	1 NO BORUN CHUK L.PS	Moniram Pamegam
47		18170408003	1 NO KAMALABARI JR BASIC	Lubhadra Raicia Bora
48		18170401301	134 NO JOGI GONG L.PS	Mina Hatimata
49		18170401501	135 NO MUDOI GAON LP	Minuprova boruha
50		18170406302	137 DACHINPAT KUMAR GAON L.PS	Cheniram Kalita
51		18170401903	190 NO SENSOWA BALICHAPORI L.PS	Dinakanti Das
52		18170403401	2 NO BARUN CHUK L.PS	Hema Mali
53		18170408002	2 NO KAMALABARI LPS	Madhabi Das
54		18170402101	27 NO KAMAR GAON L.PS	Sabitri Boruh
55		18170406801	2NO DAKHINPAT KAMAR GAON M.V	Kamal ch kalita
56		18170424802	2NO GARAMUR SADAR LPS	Tarun Sarkar
57		18170405104	4 NO JUGUNIDHARI LPS	Pranob Hazarika
58		18170403301	82 NO BARGAYAN L.PS	Bhaba Taku
59		18170427501	87 NO KERELA GAON L.PS	Probin Goswami
60		18170405207	ALIMUR BAMUNGAON L.PS	Babul Bora
61		18170401101	BALI PATHER BONIA PRIMARY S	Gun Hatimota
62		18170403001	BARUN CHITIDHAR BARLUIT M.ES	Lakhindra Payeng
63		18170401004	BONGAON L.PS	Profulla Borah

64		18170406501	DAKHINPAT M.VS	Andaram Kalita
65		18170407701	DEWDIAATI SR BASIC SCHOOL	Sarbswar Hazarika
66		18170401202	DHOWASALA L.PS	Dilip Hazarika
67		18170407003	MAHKINA SR BASIC SCHOOL	Arup Dutta
68		18170401401	MERA GHAR MISUMARI L.PS	Dibyajyoti Deka
69	North West Jorhat	18170500601	1 NOKOKILA KUMAR LP	Pradip Kumar Saikia
70		18170505201	101NO JANKHONA LP	Miss Champa Das
71		18170501103	155 KAMAR GOAN LP	Bipul Kumar Nazir
72		18170500406	26 NO RONGALI BALIKA L.P	Sri Joran Ch Hazarika
73		18170503801	2NO CHARIGAON LP	Sri Rumi Das
74		18170501201	6 NO CHARIGAON LPS	Saru Dutta
75		18170505705	BALIGAON M.V	Miss Niorda Bez
76		18170503705	CHARIGAON MODEL GIRLS M.V	Miss Parul Bordaloi
77		18170505103	KOLIANI L P	Miss Indreswar Bora
78		18170505601	NA BALIGAON NABJYOTI LP	Miss Bonti Das
79		18170500501	NAMKOKILA MES	Miss Ranu kumari Saikia
80		18170504101	PHOKALA PATHER L.P.S	Sri Ramesh Kumar Saikia
81		18170508204	UPPER DEURI DESOPERIA GIRL M.E	Mr Manik Ch. Dutta
82	Titabor	18170601801	3RD APBN LPS	Runu Dutta
83		18170602805	AZIZUR RAHMAN ME	Dipali Hazarika
84		18170602401	BEBEJIA GOVT JR. BASIC	Wahida Rahman
85		18170602702	BOCHA GOHAIN GAON LPS	Kamal Chetia
86		18170601501	BOR ERA GOVT. JR BASIC	Sushil Hazarika
87		18170612202	DIHINGIA SISHU SADAN LPS	Sunil Bora
88		18170602902	FM BIRINA SAYEK	Roseswar Pathak
89		18170601802	GOVT. PRACTISING SR. BASIC	Jiten Bora
90		18170601301	MEZENGA GOVT. JR. BASIC	Abhijit Hazarika
91		18170600302	POTHAR GAON GOVT. JB SCHOOL	Tuseswar Kardong
92		18170618403	SRI MANTA SANKAR LPS	Seuti Bordoloi
93		18170618402	SRI MANTA SANKAR VIDYAPITH	Budhin Ch. Saikia
94		18170620501	TITABOR TOWN GOVT LPS	Ananda Pujari

Kamrup district

Sl.No	Block	DISE Code	SCHOOL NAME	Name of respondent
1	Boko	18060100101	AGCHIA LPS	Nandeswar Rabha
2		18060100301	BELPARA LPS	Tarini Rabha
3		18060103306	BHALADUBI LPS	Sumitra Medhi
4		18060105501	BHOGDABARI LPS	Swadhin Boror
5		18060105601	CHAKABAHA LPS	Gobinda Rabha
6		18060100401	DURAPARA LPS	Purna Ch. Boro
7		18060103401	FALAPHANG LPS	Sureswar Das
8		18060106701	KHENAPARA LPS	Majibuddin Ahmed
9		19060100801	LANGKONA LPS	Nirisly R. Marak
10		18060103801	MILAGHAT LPS	Bogiram Rabha
11		18060100302	NABAPUR LPS	Dhiren Thakuria
12		18060103901	NIZ BAGAI LPS	Bhagawan baishya
13		18060100602	RAJABARI LPS	Praneswar Boro
14	Chamaria	18060200201	1281, JAMLAI LPS	Ansar Ali
15		18060201901	2, MAKELI LPS	Ananga Mn. Mazumdar
16		18060202101	2, TRILOCHAN LPS	Jayanti Mandal
17		18060201801	BAITAMARI CHATURBHUIJ LPS	Rahmat Ali Ahmed
18		18060202005	BARALIMARA LPS	Radha Nath Majumder
19		18060202501	DURAMARI PAM LP	Abdus Samad Hazarika
20		18060202602	JAWAKATA DIA LPS	Abu Bakkar Siddique
21		18060200402	KHOLA RESERVE LPS	Sairuddin Ahmed
22		18060200303	NAITOR BIDYANAGAR LPS	Jiban Ch. Das
23	Chhaygaon	18060302401	520, KHATIRA LPS	Srimanta Kr Daimary
24		18060300405	765, BORAKHAT LPS	Sofiqul Islam
25		18060301402	94, (KHA) SATGHARIAPARA LPS	Anil Ch. Saud
26		18060300203	ACHALAPARA ANCHALIK MEM	Mofizuddin Ahmed
27		18060300301	BAGHMARA LPS	Motleb Ali Ahmed
28		18060301302	BAMUNIGAON LPS	Keshab Ch. Kalita
29		18060301501	DAKSHIN BANKAKATA LPS	Baneswar Das

30		18060301601	DHANIAGAON LPS	Sarat Ch. Das
31		18060301801	HALANGJULI LPS	Nandeswar Rabha
32		18060303101	NALJOHI LPS	Kohinoor Islam
33		18060302001	NAM KHATIRA LPS	Umesh Ch. Das
34		18060302101	PAGALAPARA LPS	Tara Mohan Boro
35		18060302201	PHULGURI LPS	Dhireswar Das
36		18060300602	PURANKICHIA MAHABIR P. LPS	Chand Mahmud
37	Dimaria	18060405101	599, GOLAP LPS	Aditya Sarma
38		18060404901	BHARAGAON LPS	Amiran Begum
39		18060401501	BHERAKUCHI LPS	Phuleswari Kalita
40		18060405001	BHOGPUR LP	Padmini Boro
41		18060401801	DHOPGURI GIRLS LPS	Tankeswar Medhi
42		18060401401	DIGARUPAR LPS	Chakreswar Deka
43		18060404702	KAMARKUCHI JBS	Manju Gogoi
44		18060401601	PALASONG LPS	Sarat Ch. Deka
45		18060405401	SENBOR LPS	Ramen Sharma
46		18060404801	UPPER TAPECHIA LPS	Nirmala Doimary
47	Guwahati	18061103805	BAIDIK ASHRAM LPS	Purna Ram Kalita
48		18061100306	BANI VIDYAPEETH MES	Sobita Khastagir
49		18061101001	BAPUJI LPS	Lakhi Swargiary
50		18061103505	CHENIKUTHI JBS	Beena Devi
51		18061104302	DISPUR ADARSHA LPS	Chandana Sarma
52		18061103901	GANDHI NAGAR MVS	Dhuli Choudhury
53		18061100405	GULAB CHAND MANNALAL LPS	Jiwash Narayan Jha
54		18061104102	HATIGARH LPS	Kiron Deka
55		18061100707	HINDI VIDYAMANDIR MES	Kamal Prashad
56		18061100801	MALIGAON BENGALI MES	Topan Saha
57		18061100912	MALIGAON GIRLS MES	Promila Das
58		18061103704	NABAGRAHA SISHU VIDYALAYA	Haragovinda Sarma
59		18061100601	NEW PRIMARY SCHOOL	Sabita Das Paul
60		18061100504	RABINDRA VIDYAPEETH MES	Bikash Ch. Chakraborty
61		18061101105	SANTIPUR JBS	Bhabani Bhuyan
62		18061104204	ZOO ROAD VIDYAPEETH MES	Junu Goswami

63	Hajo	18060506501	1, HALOGAON TRIPARA LPS	Kumud Uzir	
64		18060500515	1047, DHOPARGURI LPS	Kunjalata Das	
65		18060500601	118, GOSAIKHAT LPS	Karimuddin Ahmed	
66		18060504901	3, KULHATI LPS	Sukuram Das	
67		18060500101	BARCHAPARI LPS	Lili Malakar	
68		18060501201	BTRCS MEM	Shahjahan Ali	
69		18060513403	GANDHAMOW G. D. TRIBAL LPS	Padmavati Devi	
70		18060501405	GANDHAMOW MEM	Md Imran Hussain	
71		18060504101	GOPAL BARUAH LPS	Mazhar Ali	
72		18060501705	KAIVARTAPARA LPS	Ramesh Ch. Kalita	
73		18060504704	KHUDRA DADHI LPS	Anjali Das	
74		18060504101	MILANPUR LPS	Dilip Kumar Hira	
75		18060501501	ROWMARI KISHMAT LPS	Parameswar Sarma	
76		Kamalpur	18060700105	ATHGAON BINAPANI LPS	Rinaprava Das
77			18060701201	BARDEKPAR LPS	Ramen Ch. Sarma
78	18060700701		BARDOIPAKHIA LPS	Jogen Ch. Das	
79	18060701301		BARUAJANI BAPUJI LPS	Tapeswari Nath	
80	18060701903		PUB DALANG LPS	Padumi Kaliata	
81	18060700402		SAYA LPS	Kamakhya Sarma	
82	18060700601		TARAPRIYA BALIKA LPS	Anjali Mali	
83	Karara	18060600904	12, SARAIGHAT LPS	Dhrubajyoti Choudhury	
84		18060600501	17, BELKONA LPS	Nisha Bordoloi	
85		18060600301	2, BAMA LPS	Rumiy Begum	
86		18060600601	AGDALA BALIKA LPS	Abdul Haq Ali	
87		18060600401	BAPURAM SARMA VIDYAMANDIR	Prasanna Kr. Deka	
88		18060600807	BARGAON ADARSHA LPS	Phulkon Das	
89		18060601301	BHOUMLAHATI ADARSHA MES	Samsul Haque	
90		18060601005	GOPALTHAN MES	Dinendra Kr. Deka	
91		18060600206	KAMRUP VIDYAPEETH MES	Syed Habibur Rahman	
92		18060601401	KENDUA GIRLS' LPS	Arabinda Patwary	
93		18060601201	THAPSA BODO LPS	Keshab Ch. Boro	
94	Rampur	18061001203	BANGARA PACHANIPARA MVS	Heramba Chaudhury	
95		18061001604	BIROGAON MVS	Pabitra Kr. Talukdar	
96		18061002001	DALANGMALANG LPS	Surath Ch. Rabha	
97		18061001701	DHANIPARA LPS	Akan Ch. Kalita	

98		18061000502	DHARAMPARA LPS	Sarbeswar Das
99		18061000103	HEREMDO SR. BASIC SCHOOL	Chakreswar Patowary
100		18061000404	KALLAPARA LPS	Usha Das
101		18061000302	LAKSHMI RAM MES	Debiram Kalita
102		18061001001	PARAKUCHI SR. BASIC SCHOOL	Sarat Ch. Das
103	Rangia	18060806705	1, DHUHI LPS	Mamtaz Hussain
104		18060801201	195, DUDLANG LPS	Arun Kumar
105		18060804202	203, LACHI BISHNUPUR LPS	Suren Ch. Kalita
106		18060805901	28, KHAIRABARI LPS	Golapi Kalita
107		18060800301	42, PANARA LPS	Ananta Ram Das
108		18060807102	5, CHANMAGURI LPS	Sukram Kalita
109		18060800401	59, SOULA LPS	Satya Ram Kalita
110		18060818501	74, HINDI PRATHMAIK VIDYALAYA	Naresh Mishra
111		18060800602	BALAGAON ARIMATTA LPS	Umesh Ch. Saloi
112		18060801601	BARDAL MES	Maheswar Rajbongshi
113		18060802601	BORIGOG GIRLS' MES	Kiron Bala Dutta
114		18060806803	DHUHIBALA GAUSIA MEM	Chakreswar Patowary
115		18060801301	GARPOT BAPUJI MES	Gagan Ch. Kalita
116		18060807201	JANATA CHOWALI VIDYALAYA MES	Debendra Nath Keot
117		18060802403	KANIHA KUMARPATA MEM	Altab Hussain
118		18060802306	KANNYA VIDYAPITH MES	Munindra Thakuria
119		18060818902	NURUDDIN LP	Mohchin Ali
120		18060801107	PB DAULPUKHURIPAR GIRLS' MES	Ramesh Ch. Kalita
121		18060805701	PREMADA SIVANATH VIDYAPEETH	Ghanashyam Mahanta
122		18060806001	PUB NAKUL LPS	Madhab Nath
123	18060818403	RANGIA SR. BASIC SCHOOL	Subhash Choudhury	
124	18060800701	UDIANA MES	Akram Hussain	
125	Rani	18060901801	27, CHALLI LPS	Tileswar Das
126		18060900108	AZARA HIRAPARA LPS	Babul Das
127		18060901603	CHECHAGAON LPS	Madhab Ch. Mahanta
128		18060902201	GAROPARA LPS	Ratna Kanta Mahanta
129		18060904104	JANGARABARI JBS	Malati Das
130		18060902501	JOYPUR LPS	Dhiren Ch. Rabha

Marigaon district

Sl.No	Block	DISE Code	SCHOOL NAME	Name of respondent
1	Bhurbandha	18090402201	BAMUNBORI L.P	Narnjan Nath
2		18090400305	BORHOLONG LP	Bakuli Saikia
3		18090402601	CHABUKDHARA GOVT S.B	Thagitc ch Baruha
4		18090400201	CHAHKHUWA PUKHURI LP	Haren ch Das
5		18090405301	DOLOICHUBA LP	Sarat Mahanta
6		18090402401	GHUMATIGAON LP	Sunaram Baro
7		18090400801	HALADHIATI LP	Homeswar Bora
8		18090402403	HANIMARAGHAT LP	Sadhan ch Deuri
9		18090402105	KAPACHERA GIRL ME	Dardiram Nath
10		18090402001	PALAHGURI L.P	Prabhaneat Bhuyan
11		18090401901	TANGUNMARA LP	Henran Rabha
12		18090400501	UTTAR JAJARI L.P	Deben kr Baruha
13	Kapili	18090301706	ALAKAPUR M.E	Raheshuri Dola
14		18090301509	BEZBARUA ADARSHA M.E	Lila kanta nath
15		18090300401	GARMARI L.P	San Muhamud
16	Laharighat	18090101001	1 NO CHAHARIAGAON LP	Sarujahan Ali
17		18090100605	GARUGHUTI MEM	Alauddin Ahmed
18		18090100601	GARUKHUTI L.P	Umed Ali
19		18090103503	HAHCHARA GAON LP	Mainul Hoque
20		18090102001	HATIMURIA BOYS L.P	Shahidul Islam
21		18090100701	KAHIBARI L.P	Lila Kanta patar
22		18090100201	MAHMARA L.P	Rafikul Islam Khan
23		18090101901	MOIRABARI RASTRABHASA L.P	Nuruzz jaman
24		18090101915	MOIRABARI RASTRABHASA ME	Teznarayan Jha
25		18090100102	NAGABANDA L.P	Rangopal Nath
26		18090100106	NAGABANDHA GIRLS M.E	Abul Inaher
27		18090100702	PASCHIM BORCHALA L.P	Kayad Banu
28		18090114501	PATRABORI LP	Jitendra Nath Deka

29		18090103601	PUB SALMARI LP	Abubakkar Siddique
30		18090101803	SAGUNBAHI PATHAR LP	Ismail Jumir Allah
31		18090100801	SARUCHALA L.P	Majeda Khatun
32		18090100804	SARUCHALA MEM	Suruj Ali [A/D]
33		18090101101	URALKATA L.P	Nazmul Islam
34	Mayang	18090200102	2 NO MANAHA L.P	Guna Kanta Deka
35		18090215101	AZARBARI LP	Mrinal Saikia
36		18090206601	BAGHJAP LP	BijaySing Deka
37		18090200301	BARUKATA LP	Dhaneshar Boradalai
38		18090200801	BELGURI L.P	Putumai Medhi
39		18090205101	BHAKATGAON LP	Joymati Deka
40		18090210001	DEOSAL GOVT. LPS	Dhani Bora
41		18090209901	DEOSAL REFUJEE LP	Nagen Baro
42		18090205604	DIBIKA LP	Bhadrantra Das
43		18090210902	JAGIROAD N.F RLY M.E	Amar Kr Bhowmick
44		18090200302	KONWARGAON L.P	Imran Shah
45		18090200104	MANAHA GIRL M.E	Dharmeshari Deka
46		18090209602	MILANPUR LPS	Tikendra Bora
47		18090209304	MORIGAON MV	Chandraprava Mahanta
48		18090206701	NATUN BONGALBORI L.P	Gulap Ch Boruh
49		18090209801	ROWMARI BODO LP	Demshar Bardalai
50		18090200201	SANTIPUR L.P	Mahat Ch Das

DISE Post Enumeration Survey Manual for Field Investigators

General Instructions

All data to be provided for primary/upper primary schools/sections only. Do not include classrooms, equipments and other facilities exclusively used for secondary & higher secondary classes.

1. The information should be collected for classes I-IV/V in the case of primary schools. In the case of upper middle/primary or higher secondary schools or in the case of schools which are upgraded to upper primary, information should be collected upto class VII or VIII, whichever may be the highest class.
2. Correct and authentic data based on school registers and other official records should be entered in the Special DCF for Post Enumeration Survey.
3. Data shall be provided as on 30th September of each year except in the case of those items for which it has been specifically stated that data for the previous academic year or the current academic year should be provided.
4. The data should be recorded in arabic numerals and in block letters only.
5. Do not scribble on the Special DCF for Post Enumeration Survey. It should be kept neat and clean. Do not over-write on a wrong entry; instead score out a wrong entry and re-write the correct entry above it.
6. Appropriate codes should be entered in the Special DCF for Post Enumeration Survey at places where such provision exists. Care should be taken to fill in the correct code number.
7. All items should be filled in completely. No item/cell should be left blank. In case of no response '9' should be entered.
8. **District Code:** A four-digit district code is allotted to your district. This code is available with the state office and will be shared with all districts. Each district will carry a unique identification code. This code shall remain constant for all future purposes. Separate codes may become necessary after the reorganization of district boundaries or the creation of new districts. District codes once assigned should not be changed subsequently for the duration of the project. This is necessary to ensure compatibility of data.
9. **School Code:** A seven digit school code uniquely defines each school in a district. A standard list of school codes will be prepared for each district and the same should be used in all future references. The seven digit school code comprise of the following:

Block ID 2 digits	Village ID 3 digits	School ID 2 digits
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A school code once generated will remain constant for all data references and future use. For more details on the procedure for generation of school codes, please consult the DISE software user's manual.

10. **Academic Year:** The year of the academic session should be entered. For example, academic year for data pertaining to 30th Sept, 2010 would be 2010-11.

A. School Location Particulars

1. **Village Name/Ward Number:** Record the name of the revenue village in the case of rural areas. In the case of urban area, mention the ward number of the town/city/municipality.

2. **Block/Municipal Name:** For rural areas mention name of the block. For urban area mention the name of the municipality/town panchayat/corporation as the case may be.
3. **Rural/Urban:** Against this item options '1' and '2' are given. Enter '1', if the school is located in a rural area. Enter '2', if the school is located in an urban area.
4. **DISE School Code:** It is an eleven digit number as mentioned in General Instructions above

B. School Particulars

1. **School Name:** The full name of the school as in official records should be mentioned.
2. **Name of the Head teacher:** Write the name of the Head Teacher/ Head Teacher In-Charge
3. **Educational Qualification of the Head Teacher:** Possible options are Below
Secondary (1), Secondary (2), Higher Secondary (3), Graduate (4), Post Graduate (5), M. Phil. or Ph. D. (6), Other (7), No response (9).
4. **Number of years working as Principal/ HT in the present school:** Completed years of working of the Head Teacher in the present school **as Head Teacher**
5. Answer to this question will be the total number of completed years of working of the Head Teacher in the present school and all other schools (if any) **as Head Teacher**
6. **Year of establishment:** Enter the year when the school was first started/established. Verify actual year of establishment from the official documents available in your school.
7. **School category:** Select appropriate option as applicable. The lowest and highest class in the school determines school category and is coded as follows:
 1. **Primary school:** A school with primary classes (I-IV/V as the case may be) in the same premises and management. A school having classes more than IV/V should not be shown as primary school.
 2. **Primary with upper primary school:** A school having classes from I to VII/VIII in the same premises and under the same management. Schools with highest classes beyond VII/VIII should not be classified here.
 3. **Primary with upper primary school and secondary/higher secondary school:** A school having provision for teaching of Classes I to X/XII. The highest and lowest classes in such schools would be 1 and 10/12.
 4. **Upper primary school:** Schools starting from Classes V/VI and teaching up to classes VII/VIII. No other school would fall under this category.
 5. **Upper primary school and secondary/higher secondary school:** Schools having Class V/VI as the lowest class and Class X/XII as the highest class. These schools offer teaching for upper primary, high and/or higher secondary classes.
8. **Type of School:** Select appropriate option as applicable like Boys/Girls/Co-educational / No response. Even though name of the school may indicate that it is a

school exclusively for boys or girls, in practice the school may be co-educational. Indicate these schools as falling under Category (3). Type of school is coded as given below:

1. **Boys only:** Schools admitting boys alone. Girls are not admitted to boys schools.
2. **Girls only:** Meant only for girl students and boys are not admitted in these schools.
3. **Co-educational:** Both boys and girls can get admission in these schools.

9. Lowest class in the school: Indicate the lowest class to which students are admitted. For the purpose of indicating the lowest class, do not include Anganwadi, Balwadi or Pre-primary education center even if they are parts of the same school management. The lowest class in a school could be 1, 4,5,7,8 and 10.

10. Highest class in the school: Indicate the highest class for which the school imparts instruction. The highest class in a complete school would generally be any of these values: 4, 5,7,8,10,12. In some new schools, admissions to the highest may not have been made in the first few years of its opening. In such cases, mention highest class where teaching takes place. For example, a primary school may have only Classes I and II. It would however be admitting the students to classes III and IV in the subsequent years. In such cases, the highest class should be II and not IV or V.

11. School Management: Select appropriate option as applicable. School management is coded as given below:

1. **Department of Education:** School fully managed and financed by state government, autonomous organisations under the state government, DPEP and the schools run by the Education Department.
2. **Tribal/Social Welfare Department:** Schools fully managed and financed by the Tribal Welfare or Social Welfare Department of the state govt. These schools normally follow the same curriculum as in government schools.

12. Residential school: Residential schools are defined as those schools which have an attached hostel and where the lodging and boarding facilities for students are provided by the school. Mention '1' for Yes or '2' for No

13. In case of residential schools, the type of residential schools are coded as '1' Ashram (Govt.), '2' Non-ashram (Govt.), '3' Private, '4' Others, '9' No response.

14. Is the school building used as a part of shift school (Yes = 1/No =2): This data is applicable only to the shift schools, where the same premises is used by two schools. Mention '1' for Yes or '2' for No

Staff Details (Primary and Upper Primary)

Total Number of Teacher posts sanctioned: Mention the number of posts allotted to the school (Put total of in-service and vacant posts)

Total number of Teachers in Position: Number in position refers to teaching staff who is working on the record date. Teachers on short leave or on official duty should be treated as 'in position'. Physical instructor music teachers, sports teacher etc. should also be treated as part of the teaching staff.

Teacher details table:

Number of teaching and non-teaching staff is to be provided for teachers who teach primary and upper primary classes only. The data for teaching staff sanctioned and in position in the school should be indicated as per the following classification. If the teaching positions are not sanctioned schoolwise, leave the corresponding columns in Special DCF for PES blank.

- a) **Teaching Staff (excluding Para teachers etc.):** Teachers with regular time scale will fall in this category. Teaching staff includes Teachers and other categories of teachers working on full time basis with or without remuneration for teaching. The number of posts sanctioned for the school should be given wherever this type of data is available.
- b) **Para teachers/Shiksha karmi/Guruji/Community teacher:** Para teachers appointed under DPEP or any other scheme and teaching primary classes regularly should be counted as teachers. Para teachers are normally appointed at fixed salary/honorarium.

Non Teaching Staff: The staff other than teaching staff will be treated as non-teaching staff and will include office clerks, typists, accounts, watchman, sweepers, cleaners, etc.

Primary Teachers: Those teachers who instruct in the primary section for more than 50% of his total engagement

Upper Primary Teachers: Those teachers who instruct in the upper primary section for more than 50% of his total engagement

D. Facilities in School

1) **Status of School Building:** Status of school is coded as follows:

1. **Private (Rent-free):** A school building is private, if it is owned by an individual, organisation and does not belong to the local body or the government. No rent is paid for such building (rent free) as the ownership lies with the users. For example, private aided school having its own building.
2. **Private Rented:** Individual, private organisation, the local body or the government running the school in a building for which rent is paid.
3. **Government:** The school building belonging to government department, local body or any such agency (for example education, tribal welfare, social welfare to other department) for education purpose should be considered under this category.
4. **Government school in a rent free building:** Some government school

do not have their own building but work from a building/rooms provided by community and no rent is paid for the same.

5. **No building:** Schools without building are to be mentioned under this category.

- 2) **Type of school building: (not to be filled for schools without building).** Available type of school building are:

1. **Pucca:** School building (government, rented, or provided rent-free by the community) with baked brick walls / stone walls and roof top with slab or wooden / iron girders or tiles is classified as Pucca.
2. **Partially Pucca:** School building (government, rented or provided rent-free by the community) with baked brick walls or stone walls with corrugated sheet or asbestos sheet or thatched roof top is classified as Partially Pucca.
3. **Kuccha:** School building (government, rented or provided rent-free by the community) with unbaked brick or mud walls with corrugated asbestos sheet or thatched roof top is classified as kuccha.
4. **Tent:** School is running in a structure covered by canvas cloth and supported by pegs and ropes is considered as tent school.

- 3) **Number of building blocks:** Many school premises consist of a number of independent blocks/structures normally constructed at different points of time. Count the number of such blocks of buildings in the school premises. Extension of an old building by adding new classroom should not be counted as separate building.
- 4) **Condition of classroom & other room (used for instructional purposes) by condition:** The classrooms are classified as (a) in good condition (b) need minor repair (c) need major repair as per following conditions.

- a. **Good:** Building which does not require any repairs.
- b. **Need minor repairs:** Mainly patch work or plastering of the floor or roof or in walls or replacement of broken door or window.
- c. **Need major repairs:** Major repairs including re-construction or structural change of a wall or a roof.

Note: Classrooms which require only painting, white washing, replacement of bolts, nuts, hinges should not be included in the categories of minor or major repairs. Such classrooms should be shown as in good condition.

- 5) **Availability of Electricity in School:** A school will be considered having electricity if the connection has been given to the school and electrical equipments can be run in the school premises. Enter '1', if the school is having electricity otherwise enter '2'.
- 6) **Common Toilet:** One toilet for boys/girls and for teachers
- 7) **Separate toilet for girls:** Toilet used by girls only
- 8) **Separate toilet for staff:** Toilet used by employees only
- 9) **Boundary Wall:** The possible options are Pucca and in good condition(1), Pucca but

broken(2), Barbed wire fencing(3), Hedges(4), No boundary wall(5), Others(6), No Response(9).

- 10) Source of drinking water:** The major source of drinking water facility used frequently by the school should be mentioned. Only one source of drinking supply should be indicated even if there is more than one source available for drinking water supply. The possible options are Handpump(1), Well(2), Tap water(3), Others(4), None(5) and No response(9). Enter the appropriate option.
- 11) **Playground:** Whether a proper playground is maintained in school premises or not. Enter '1 = Yes', if a proper playground is maintained in school premises. If not then please enter '2 = No' or enter '9 = No response' if information is not available.
- 12) Total Number of computers available:** Record the total number of computers available in the school. Data on printers, modems and other accessories is not included in DCF.
- 13) Seating arrangement for children:** Enter '1' if furniture for 'All' students is available. Enter '2' if furniture for 'Some' students is available. Enter '3' if furniture for 'None' students is available.

E. Student Enrolment

1. **Children enrolled in Last academic year details: Details from the year 2009**
 - i. **Total Enrolment:** Total number of students on roll including General, SC, ST, OBC, Repeaters, Differently able in the school register as on 30th September should be entered.
 - ii. **Repeater:** A repeater is one who has been enrolled in the same class for more than one year.
 - iii. **Children with Disabilities:** Children having hearing, Motion, Vision etc. problem or combination of these
 - iv. **SC student:** Number of students classified as belonging to Scheduled Caste as per government orders.
 - v. **ST student:** Number of students classified as belonging to Scheduled Tribes as per state government orders.
 - vi. **OBC student:** Number of students classified as belonging to Other Backward Classes as per government orders.
 - vii. **Children who left the school:** Students to whom Transfer Certificate (TC) issued in 2009
2. **Children enrolled in Current academic year details: Details from the year 2010**
3. **Enrolment and Attendance details of children on the day of survey:**

Hear you are to collect data as on the day of visit to the school. For attendance data head count is to be done.
4. **Children enrolled in the Present Academic year:** Here data to be collected for the year 2010. Definition of various terms will be same as in (1.) above

DISTRICT INFORMATION SYSTEM FOR EDUCATION

Five Percent Sample Check: Special DCF for Post Enumeration Survey

Date of visit to School: /03/2011

Academic Year: 2010/11

Name of the person conducting the Survey: **Dr. Biman Kumar Bhatta**

Name of the organization conducting the Survey: **Department of Statistics, Nowgong Girls' College, Nagaon, Assam, Pin – 782002.**

A. School Location Particulars:

1. Village Name/ Ward No: _____
2. Block/ Municipal Name: _____
3. Rural/ Urban (Indicate Code #):
(Rural=1, Urban= 2)
4. DISE School

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

 Code: _____

B. School

Particulars:

1. Name of the School: _____
2. Name of the Head Teacher: Mr./ Ms. _____
3. Educational Qualification of the Head Teacher: _____
4. Number of years working as Head Teacher in the present school:
5. Total number of years of experience working as Head Teacher in the schools (Include experience as Head Teacher from earlier schools):
6. Year of establishment of the School:
7. School Category: (Indicate Code *)
* Primary = 1, Primary with Upper primary = 2, Upper primary only = 4
8. Type of School: (Indicate Code **)
** School for Boys only = 1/ School for Girls only = 2/ Coeducational = 3
9. Lowest Class in the School:
10. Highest Class in the school:
11. School Management: (Indicate Code)
12. Residential School: (Yes = 1 / No = 2)
13. If Yes: Type (Indicate Code ##)
Ashram (Govt.)= 1, Non Ashram (Govt.)= 2, Private = 3, Others = 4, Not Applicable = 5
14. Is the school building used as part of Shift school? (Yes = 1, No = 2)

C. Staff Details (Primary and Upper Primary)Total number of Teacher posts Sanctioned: Total number of Teachers in Position:

Teacher Details	Primary		Upper Primary	
	Male	Female	Male	Female
No. of Teachers (Excluding Head Teacher)				
Para Teacher/Shiksha Karmi/ Guruji/ Community teacher				
Non-Teaching Staff				
No. of staff employed for cooking Mid-day Meals				
No. of personnel employed for cleaning toilets/ Lavatories				
No. of teachers present on the day of Survey				

D. Facilities in the School:1. Status of School Building: (Enter Code)
(Private = 1, Rented= 2, Government = 3, Govt. school in rent free building=4, No building=5)2. Type of School Building: (Enter Code)
(Pucca = 1, Partially Pucca = 2, Kuccha = 3, Tent = 4, No Building = 5)3. Number of Blocks in the School:

4. Condition of Classrooms and othe other rooms available in the school:

Condition	No. of Classroom	No. of other room	Remarks if any
Good Condition			
Need Minor Repairs			
Need Major Repairs			
Unfit for use			

5. Availability of electricity in the school: (Yes = 1, No = 2) 6. Common Toilet available in the school: (Yes = 1, No = 2) 7. Separate Toilet available for Girls: (Yes = 1, No = 2) 8. Separate Toilet facility available for Staff: (Yes = 1, No = 2) 9. Condition of boundary wall in the School: (Enter Code)
(Pucca = 1, Pucca but broken = 2, Barbed wire fencing = 3, Hedges = 4, No boundary wall = 5, Other = 6)10. Source of drinking water facility in the School: (Enter Code)
(Hand pump = 1, Well = 2, Tap water = 3, others = 4, No drinking water facility available = 5)11. Does the school have a play ground? (Yes = 1, No = 2) 12. Number of Computers available in good working condition: 13. Seating arrangement for children in school: (Enter code)
(Furniture for all students = 1, Furniture for some students = 2, No furniture = 3)

E. Student Enrolment :**1. Children Enrolled in the Last Academic Year:****Academic Year: 2009**

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment														
Repeaters														
SC Children enrolled														
ST Children enrolled														
OBC Children enrolled														
Children with Disabilities														
No. of children who left the school														

2. Children Enrolled in the Present Academic Year:**Academic Year: 2010**

Enrolment	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Total Enrolment														
Repeaters														
SC Children enrolled														
ST Children enrolled														
OBC Children enrolled														
Children with Disabilities														
No. of children who left the school														

3. Enrolment and Attendance Details of Children on the Day of Survey

Date: /03/2011

Class	Enrolment on the day of Survey						Attendance on the day of Survey					
	Total		SC		ST		Total		SC		ST	
	B	G	B	G	B	G	B	G	B	G	B	G
I												
II												
III												
IV												
V												
VI												
VII												
VIII												

Signature
Field Investigator
Contact No:

Contact No(HT):

Signature and Stamp
Head Teacher

Investigators Feedback Schedule

1. Name of the person conducting the Survey : Dr. Biman Kumar Bhatta
2. DISE School Code :
3. Date of visit to the School : /03/2011
4. Was the school open on the first day of visit (Yes = 1, No = 2)
5. If 'No', when was the school visited second time? (Date): /03/2011
6. Was the school open on the second visit? (Yes = 1, No = 2)
7. Number of visits made to the school to get information:

Attributes pertaining to the Head Teacher towards the investigation:

Attribute	Category of Response from the School				
	Very Good	Good	Average	Poor	Very Poor
Initial reaction of the Head Teacher					
Response of the Head Teacher to provide information					
Availability of Records					

1. Was the Head Teacher able to provide information pertaining to enrolment and pass percentage easily? (Yes = 1, No = 2):
2. Was the Head Teacher able to give the enrolment and other details from a single Register? (Yes = 1, No = 2)
3. Do the teachers in the school fill-up the attendance register properly (Yes=1, No=2)
4. Does the Head Teacher have the yea- end summary details of the children for all grades available with him? (Yes=1, No=2)
5. Was the School Report card available in the school? (Yes=1, No=2)
6. Are the attendance register properly maintained and kept in the Almirah? (Yes=1, No=2)
7. Do the teachers of the school come on time? (Yes=1, No=2)
8. Was the school have a Filled in DISE DCF? (Yes=1, No=2)
9. Did the investigator face any problem in getting the required information from the school? (Yes=1, No=2)

If Yes, briefly mention the kind of problem faced in eliciting the information from the school

10. Does the school have a Display Board? (Yes =1, No = 2)

11. Is there a provision of Mid-day Meal in the school? (Yes =1, No = 2)

12. How is the quality of food being served to the children in the Mid-day Meal Scheme?

(Please write your comments below)

13. What is the seating arrangement made for children in the school?

(Please write your comments below)

Certificate from Field Investigator:

I, _____, have physically visited the school mentioned above and record responses as provided by the respondents only. In filling up the Feedback Schedule, I have physically verified beforehand. The information are free from my personal bias.

Contact No.

Date: /03/2011

Signature







ভৈনিকুঠী নিম্ন বুনিয়াদী বিদ্যালয়

০-১৪ বছর বয়সের শিশুর তথ্য: রাউন্ড নাম: ০৫ নং রাউন্ড

বয়স	নম্বা		ছোৱালী		ফুট	
০-৪ বছর						
	বিদ্যালয়লৈ যোৱা	বিদ্যালয়লৈ মোহোৱা	বিদ্যালয়লৈ যোৱা	বিদ্যালয়লৈ মোহোৱা	বিদ্যালয়লৈ যোৱা	বিদ্যালয়লৈ মোহোৱা
৫-৮ বছর	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০
৯-১১ বছর	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০
১২-১৪ বছর	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০
ফুট	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০	৫৩২০০

প) বিদ্যালয়ৰ লৰা-ছোৱালীৰ তথ্য (মুঠ নম্বা-ছোৱালীৰ সংখ্যা আৰু দৈনিক উপস্থিতি)

ফুট শিফটৰ সংখ্যা	১ম শ্ৰেণী		২য় শ্ৰেণী		৩য় শ্ৰেণী		৪র্থ শ্ৰেণী	
	নম্বা	ছোৱালী	নম্বা	ছোৱালী	নম্বা	ছোৱালী	নম্বা	ছোৱালী
২৭	৩৩	২১	২১	২৩	২৬	৩৪	৩১	২৭
২২	২৬	২২	২৩	২৬	২০	২৩	২৪	২২
৩৬	০৬	০৯	০৬	০৭	০৬	০৬	০৬	০৬

প) শিফটৰ তথ্য:
মুঠ শিফট: ১২



বছর	বিদ্যালয়লৈ		বিদ্যালয়লৈ		বিদ্যালয়লৈ	
	স্বাভাৱ	লোপোৱা	স্বাভাৱ	লোপোৱা	স্বাভাৱ	লোপোৱা
৮						
১১						
১৬						
১						

বিদ্যালয়ৰ লৰা-ছোৱালীৰ তথ্য (মুঠ ছাৰ-ছাৰীৰ সংখ্যা, দৈনিক উপস্থিতি)

শ্ৰেণী	৫ ম.		৬ ঠ.		৭ ম.	
	লৰা	ছোৱালী	লৰা	ছোৱালী	লৰা	ছোৱালী
ছাৰীৰ সংখ্যা						
উপস্থিতি						

তথ্য :

