



REPORT

**PES OF DISE DATA
OF
SARVA SHIKSHA ABHIYAN SOCIETY
U.T. CHANDIGARH
2010-2011**



PEC-CENTRE FOR CONSULTANCY IN ENGINEERING
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PREFACE

This Post Enumeration survey Project is sponsored by the Sarva Shiksha Abhiyan Society, Chandigarh U.T and has been carried out by PEC-Centre for Consultancy in Engg., PEC University of Technology, Chandigarh and the report presents the findings of the Deviation of DISE data with PES data. The survey covers 20 sample schools of U.T amongst 182 schools in all, being administered by the Administration.

At the time when the project report is being submitted, it becomes our endure to extend our sincere gratitude's to Shri Sandeep Hans, Director Public Instruction (S)-cum- State Project Director (SPD), Sarva Shiksha Abhiyan Society, Union Territory of Chandigarh for assigning this vital task to us for the academic year 2010-11 and to prepare the Deviation Report.

We are thankful to Shri Dinesh Kumar, Assistant Project Coordinator (EMIS) as well as Shri Roshan Lal, Assistant Controller (Finance & Accounts) for giving us the valuable guidance/suggestions from time to time in completing the work as per requirement.

In the last we are also to thank all the concerned Head Teachers & the related respondent teachers relating to DISE information who infact helped our teams directly/indirectly in completing the accomplished task as per schedule.

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ABBREVIATIONS

BRC	=	Block Resource Coordinator
CWSN	=	Children with special need.
CRC	=	Cluster Resource Coordinator
DCF	=	Data Capture Format
DISE	=	District Information System for Education
DPI	=	DPI (S) = Director Public Instruction (Schools)
EMIS	=	Educational Management Information System
MDM	=	Mid Day Meal
OBC	=	Other Backward Classes
PES	=	Post Enumeration Survey
SC	=	Scheduled Castes
SPD	=	State Project Director
SSA	=	Sarva Shiksha Abhhiyan
ST	=	Scheduled Tribes
UT	=	Union Territory
SMC	=	School Management Committee
TLE	=	Teaching Learning Equipment
CAL	=	Computer Aided Learning
ORC	=	Other Reserve Class

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Deviation Level of DISE Data from/with PES Data of specific and Overall Levels				
Variables	Quantitative value		Deviations	
	DISE Data	PES Data	Number	Percentage
School category	20	20	0	0.00
Type of school	20	20	0	0.00
Lowest class	20	20	0	0.00
Highest class	20	20	0	0.00
School Management	20	19	1	5.26
Location of school	20	20	0	0.00
Residential	20	20	0	0.00
Building Used as Shift school	20	20	0	0.00
Year of establishment	20	20	0	0.00
Status of building	20	20	0	0.00
Type of building	20	18	2	11.11
Rooms in good condition	602	584	18	3.08
Rooms needs minor repair	34	34	0	0.00
Rooms needs major repair	1	1	0	0.00
Common toilets	12	12	0	0.00
Separate toilets	405	379	26	6.86
Play ground	19	19	0	0.00
Computer	528	538	10	1.86
Drinking water	20	20	0	0.00
Furniture for all	18	18	0	0.00
Furniture for some	2	2	0	0.00
Boundary wall Pucca	18	17	1	5.88
Boundary wall broken	1	1	0	0.00
Partial boundary wall	1	2	1	50.00
Total Enrolemt (I-VIII)	15786	15767	19	0.12
Disabled I-V	64	64	0	0.00
Disabled VI-VIII	79	79	0	0.00
Repeaters I-V	67	67	0	0.00
Repeaters VI-VIII	243	243	0	0.00
Sanctioned Posts	665	670	5	0.75
In Position	643	644	1	0.16
Total	19428	19378	84	0.43

INTRODUCTION

I. Background of SSA:

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments. The programme aims to provide useful and relevant, elementary education to all children in the 6 to 14 age group by 2010. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives.

SSA has emphasized the involvement of local people & stakeholders in planning. This also ensures reflection of local specificity, which is essential for achieving the goals of the programme. Sarva Shiksha Abhiyan is an attempt to provide quality education to all children through active participation of community in a mission mode. The major characteristics of SSA are:

- A programme with a **clear time frame** for universal elementary education.
- A response to the demand for **quality basic education** all over the country.

- An opportunity for **promoting social justice** through basic education.
- An effort at **effectively involving** the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools.
- An expression of **political will** for universal elementary education across the country.
- A **partnership** between the Central, State and local government
- An opportunity for States to develop their **own vision** of elementary education.

Aims and objectives:

The Sarva Shiksha Abhiyan aims to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Following are the main objectives of SSA:

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Major Areas of Interventions in SSA:

- Education of out-of-school children (Educational Guarantee Scheme and Alternative & Innovative Education)
- Quality Improvement
- Special Focus Groups
- Research and Evaluation
- Management Structure and Institutional Capacity Building
- Community Mobilization
- Civil Works
- Monitoring and MIS
- Financial Management and Procurement

II. District Information System for Education (DISE)

The National University of Education Planning and Administration (NUEPA), Delhi developed the Educational Management and Information system (EMIS) in the form of DISE. DISE is the Educational Management Information System which captures school level data and makes it available for general public and policy planners at the level of clusters, blocks, districts, States and Country. DISE is primarily used for making educational plan and undertaking educational research besides monitoring

educational activities. District Information System for Education (DISE) has been in operation since 2004 and DISE forms are printed centrally by the EMIS unit of Sarav Shiksha Abhyan, a national Flagship Programme of the Ministry of Human Resource Development, Government of India and are distributed in schools through pre-identified clusters.

Since Chandigarh is a small unit, the concerned teachers from all the schools are called to the District Headquarter/State Head quarter for training who finally the EMIS staffs for purposes of DISE become. Beside this the Cluster Level training is also imparted for providing support to private schools. The DISE forms duly filled-in, signed, and verified by the principal/head of the school are collected by the Cluster resource persons who check and verify the DISE data by going through some of the consistency checks like class and gender wise Enrolment, Date of Birth, date of joining and qualification of teachers, number of teachers in position. The CRC conduct 100% physical verification of all those particulars for supportive documents is not there e.g. Ramps, number of toilets, Playground, book bank facilities etc.

At head office, consistency checks are applied during data entry. In addition to this, the records are also cross-checked with the data for previous year. DISE forms containing inconsistent data are sent back to the cluster and further to the respective school for necessary correction. The errors found in the infrastructure reporting of the school are rectified through physical verification by the Cluster Resource Person of the respective Cluster. When the revised data from the rectified forms are

entered into the computer, the final data are available to show basic indicators pertaining to enrolment, teachers and infrastructure in the schools. Like in other states and union territories, the DISE data evaluation is a regular process in Chandigarh undertaken at the behest Directorate of Public Instruction (Schools).

III. The Study Area

Our study area is Chandigarh. Foundation stone of Chandigarh, a most modern city in new India was laid in 1952. However, the city became unique and distinct at the time of reorganization of Punjab, Haryana and Himachal Pradesh. In spite of being the capital of Punjab and Haryana, Chandigarh continues to be a Union Territory under the direct supervision of government of India. Popularly known as the City Beautiful, Chandigarh is a master creation of Le Corbusier, a renowned French architect, and a legacy of unique heritage in modern India. The city planning in Chandigarh is organized into four major function of living, working, care of the body, mind, spirit and circulation. The city's uniqueness is visible from its sectors, urban architecture, landscaping, water bodies, parks, modern shopping centres and plazas, ultramodern health facility, etc.

With high population concentration (7,900 persons per sq. km), Chandigarh was home to nine lakh population in 2001, with around 10 per cent of the total population living in rural areas (13 inhabited villages in 2008). The growth rate of the total population in Chandigarh was higher than national growth rate (4.0 per cent during 1991-2001) and this is mainly

attributed to urban character of the City which continues to attract many for various reasons including livelihood options. However, the UT of Chandigarh is has an unbalanced sex ratio (777 in 2001) and is not free from urban slums which accounted for 23,346 families in 2008. In 2001, the average household size in Chandigarh was 4.4 persons and the share of the scheduled caste in total population was 17.5 per cent.

Data on state domestic product (SDP) reveal that Chandigarh is virtually a non-agricultural city with large presence of trade, commerce, and service sector and related enterprises. The total work participation (main and marginal) rate was 37.8 per cent in 2001, with male work participation (56.1 per cent) being substantially higher than female work participation (14.2 per cent).

Chandigarh is known in the north India for its well developed and varied educational infrastructure. The city has well built facility for primary, secondary and tertiary education and training in almost all spheres of learning. In fact, the city is a recognized hub of higher education in social science, arts, science, commerce, medicine, paramedical health care, engineering, fashion technology etc. and attracts students not only from adjoining states but also from far away north-east. The higher educational standard of Chandigarh is reflected in the fact that in 2001 around 82 per cent of the total population of the UT was literate.

IV. About PEC-CCE

PEC University of Technology (Formerly Punjab Engineering College) PEC, is one of the oldest technical institute in Northern India. Established in 1923 at Lahore (now in Pakistan) before independence as Metoghan College, later it was renamed as Punjab Engineering College. Part of it shifted to Roorkee in 1947, as East Punjab Engineering College and functioned along with the then Thomson Engineering College. Later in 1952 it shifted to its present campus in Chandigarh. At present, it has nine disciplines of Engineering. Information Technology and Computer era, was mainly developed in the decade of nineties i.e. 1991 onwards. During the last two decade computer technology i.e. Hardware and Software have been supporting each other with leap jumps in technical advances. This gave birth to the area of Information Technology which is a wide umbrella covering the computer based activities of every discipline of life.

Realizing the importance of role of computers, a central facility for computer work was started in PEC in 1995 named as “Computational Engineering Lab (CEL)”. This central facility was a big success and provided various types of computer based facilities to UG/PG students as well as faculty for their M.Tech and Ph.D research work. Further this lab also functioned as Industry-Institute-Interaction for providing solutions to Industry sponsored problems. PEC being a part of Chandigarh Administration, Home Secretary cum Secretary Technical Education after realizing the strength of this concept, upgraded CEL to “Centre for Computational Engineering (CCE)” in 1999 vides two notification i.e.

Memo No. 1924-IH(2)-99/6323 and 31.03.1999 and Memo No. 1924-IH(2)-99/6324 and 31.03.1999. Since then CCE has been playing the role of an extended arm of PEC for providing consultancy services to various Govt./Semi Govt./Private undertakings in technical areas. The predominant work of CCE has been in the areas of Software development, Engineering Analysis and Design, GIS, Quality Control and preparation of Survey reports. Some of the important projects executed and implemented by CCE are given in Annexure - I. The major client departments of CCE are given in Annexure - II.

References:

1. <http://www.dise.in>
2. <http://www.ssachd.nic.in>
3. Manual for Planning and Appraisal, Ministry Of Human Resource Development, Department of Elementary Education & Literacy.

Objective and methodology

I. Main Objective:

Following are the two main objectives of the Post Enumeration Survey (PES) of DISE (District information system of Education) data checking exercise.

- To verify the accuracy/correctness of DISE data 2010-11 collected in the Union Territory of Chandigarh.
- To identify the gaps/weakness and to suggest suitable remedial measures in order to enhance the accuracy of DISE data to be collected in future years.

II. Survey Sampling:

A representative sample of 20 schools was drawn from a total number of 182 schools by adopting stratified random sampling technique. The sample comprised primary, middle, high as well as senior secondary schools (Model/non model schools). It also was kept in view that sample schools represented both rural and urban localities and included all type of schools across school management viz Government, Private-aided and Private Un-aided schools.

Distribution of Sample Schools by School Management			
Management	Rural	Urban	Total
Government Schools	5	8	13
Private Schools	0	5	5
Private Aided Schools	0	2	2
Total	5	15	20

Table-1

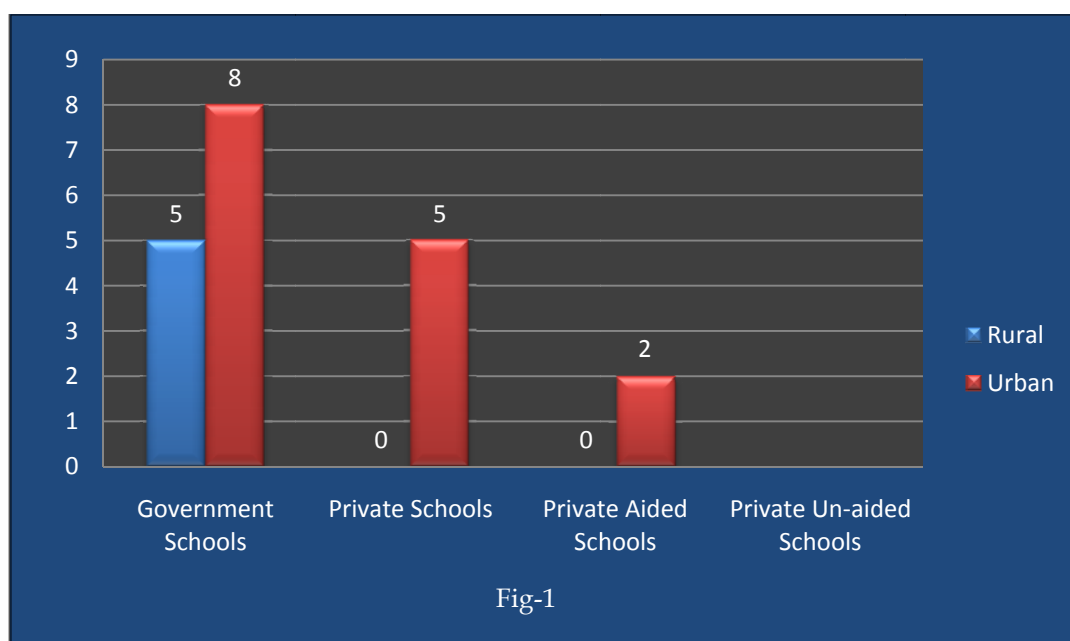


Fig-1

Distribution of Sample Schools by Categories			
School Category	Government	Private	Total
Model Sr.Sec. School	4	1	5
Senior Secondary School	1	3	4
High School	4	2	6
Primary School	0	0	0
Model High School	2	0	2
Middle School	2	1	3
Total	13	7	20

Table-2

The information collected from the sample schools in school information schedule was authenticated and certified by the respective school Headmasters/mistress/Principals. PEC-CCE team investigators personally visited the classes in the class rooms to cross check the validity of information recorded in the attendance register and assess the condition of class rooms and also the other rooms. The data collection process was closely supervised, monitored and coordinated by the project leader. The term of reference, for the PES survey, were as follows.

Verification of DISE data for schools location particular.

- Information about school particulars.
- Information about staff details.
- Data regarding enrolment on 30 September of 2009-10.
- Enrolment and attendance details of children on the day of survey.
- Availability and condition of school records.
- Details regarding display board, provision of Mid-day-meal and quality of food and sitting arrangement for children.
- Perception of investigators regarding cooperation extended by Headmasters/Mistress/Principals in providing the relevant data and information pertaining to school affairs.

III. Organization of Data Collection

Qualified-Competent team of 4 employees was formed to collect the data and information from the selected schools using the Special Data Capture Format (DCF) provided by State Project Director (SPD). Two days special training program was carried out at PEC-CCE to explain them the purpose of survey and to discuss in detail each and every item of special DCF with them and also the procedure to procure information from the sample school. A detailed discussion on DISE data and DCF was also subsequently held with Assistant Project Coordinator (APC) of Education department and detailed deliberations were shared with the teams and APC. The data collection work was started on 04.03.2011 and was completed on 20.03.2011 i.e in two weeks.

IV. Data Analysis

The filled-in Special data Capture Form was scrutinized for completeness and correctness before data entry on computer. After completion of data entry, validation checks were applied for internal discrepancy of data. Meanwhile, DISE filled in schedules for the academic year 2010-11 were procured from the office of SPD. The procured data were also entered in computer and comparative tables were generated for further analysis and to write the report.

V. Report writing

The report is based on the comparison of tabulated information of PES special DCF with the already filled in DISE Format of sample schools. The

report also covers the field observations of the investigators on various aspects came across during collection of data. Findings and suggestions for improving the quality of DISE data have also been offered. Simple deviation of the data has been used as analytical tools and for all the comparable items of the survey.

VI. **Limitations of Study**

Number of items on which information collection is a regular feature under DISE have not found place in PES format. In the same way some items of DISE have escaped from the comparison with PES information. Due to non comparability of items of DISE DCF and special DCF for Post Enumeration Survey it is impossible to calculate/estimate the deviation of every item/parameter.

VII. **List of Sample Schools:**

- 1 DAV Senior Secondary School, Sector 8
- 2 Manav Mangal High school, Sector-21
- 3 Govt. Model Senior Secondary School, Sector 47
- 4 Govt Model Senior Secondary School Karsan
- 5 Govt. Model Senior Secondary School, Sector 22-A
- 6 Govt. Model Senior Secondary School, Sector 19
- 7 Govt. Model High School, Sector 31
- 8 Govt. Model High School, Sector 25
- 9 Govt. High School, Sector 29-B
- 10 Govt. Middle School, Sector 46-D

- 11 Govt. Senior Secondary School, Kaimbwala
- 12 Govt. Middle School, Kishangarh..
- 13 Govt. Middle School, Mauli Colony
- 14 Govt. High School, Daria
- 15 Jawahar Novodaya Vidalaya, sector 25
- 16 Saint Soldier International School, Sector 28.
- 17 Kulwant Rai Sarv Hit Kari Vidya Mandir, Sector 43-B
- 18 Govt. High School, Hallomajra.
- 19 S.D. High School, Sector 24-C
- 20 Sharda Sarvhitkari Model Senior Secondary School, Sector 40-D.

Comparison of DISE data with Post Enumeration survey data

This part contains the comparisons of DISE data with PES data on various aspects. Such as school particulars to of basic availability of facilities in the school, teachers in position, enrolment, infrastructure etc.

The following analysis is based on the sample of 20 schools in Chandigarh.

1. Sample School Categories:

The post enumeration survey has been conducted in UT Chandigarh covering 20 schools. The category wise breakup of these schools is given in Fig-2.

Distribution of Sample Schools by Categories			
School Category	Government	Private	Total
Model Sr. Sec. School	4	1	5
Senior Secondary School	1	3	4
High School	4	2	6
Primary School	0	0	0
Model High School	2	0	2
Middle School	2	1	3
Total	13	7	20

Table-3

Various school categories are Model Sr.Sec.School, Senior Secondary, High School, primary School, Model High School and Middle School. In the sample taken the ratio of government schools are more than the private schools, i.e. out 20 schools 13 are government schools and

private are only 7. The graphical representation of the distribution is given below in figure-2.

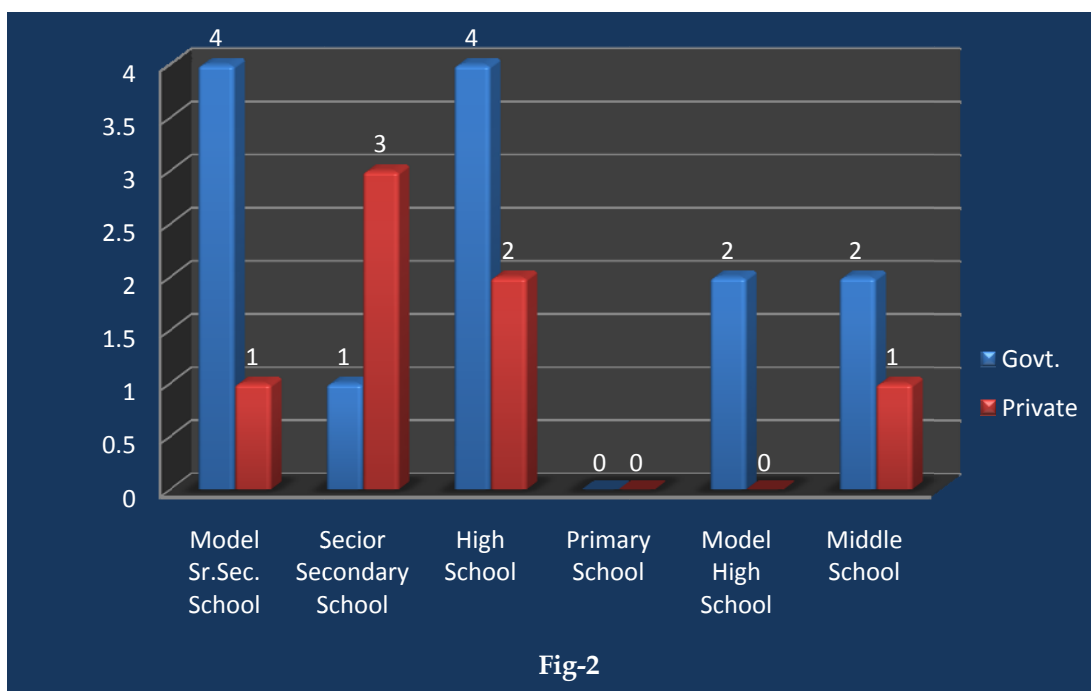


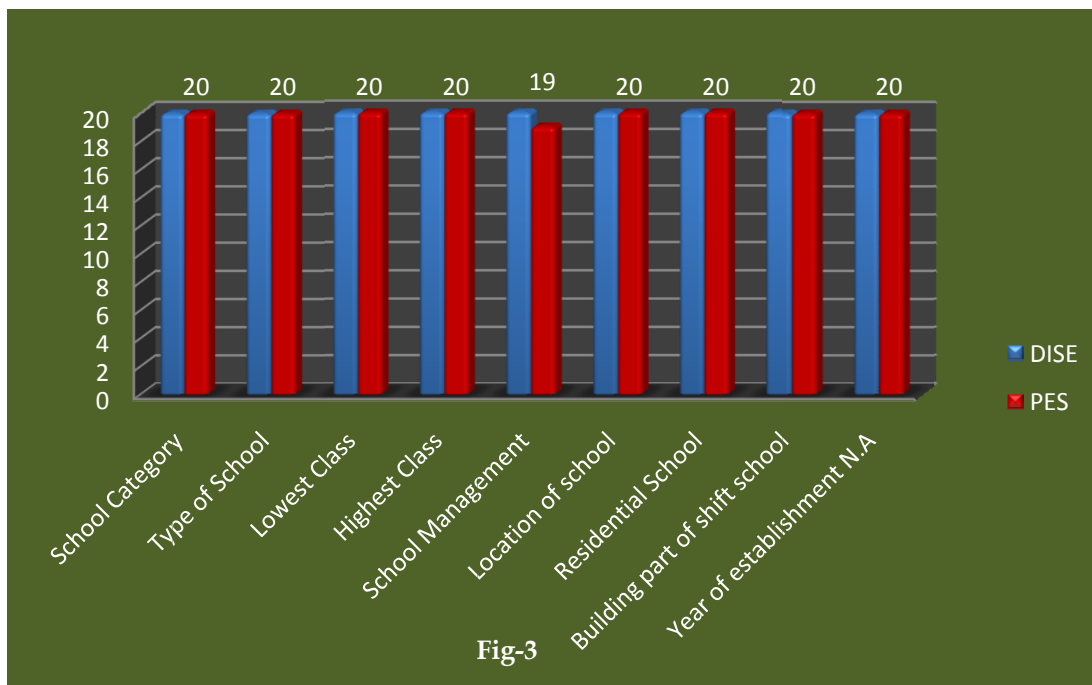
Fig-2

2. School Particular:

Comparison of DISE data with PES data regarding school Particular						
Variables on which Information collected	Sample Size	DISE data does not matched with PES data		DISE data matched with PES data		
	Nos.	Nos.	%	Nos.	Nos.	%
School Category	20	0	0	20	20	100.00
Type of School	20	0	0	20	20	100.00
Lowest Class	20	0	0	20	20	100.00
Highest Class	20	0	0	20	20	100.00
School Management	20	1	5	19	19	95.00
Location of school	20	0	0	20	20	100.00
Residential School	20	0	0	20	20	100.00
Building part of shift school	20	0	0	20	20	100.00
Year of establishment N.A	20	0	0	20	20	100.00

Table- 4

Figure-3 Shows the various School particulars namely School Category, type of school, Lowest class and highest class, school management, location of school, year of establishment, whether school is residential and school building is used as part of shift school and year of establishment. The PES Data collected through sample survey matches with DISE data except to the one variable which does not match i.e. School management which is only 95% accurate.

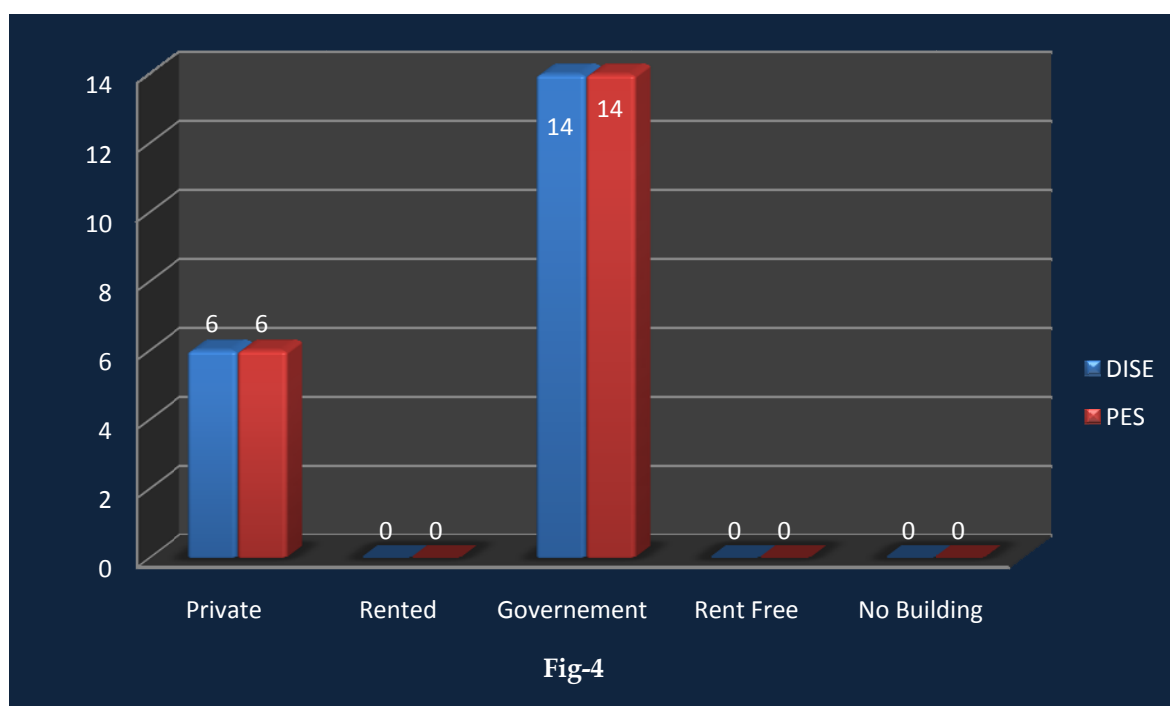


3. Status of School Building

Comparison of DISE data with PES data regarding Status of School Building				
Status of Building	No. of Schools having Building		Deviations	
	DISE Data	PES Data	No.	%
Private	6	6	0	0.00
Rented	0	0	0	0.00
Government	14	14	0	0.00
Rent Free	0	0	0	0.00
No Building	0	0	0	0.00

Table- 5

Table-5 provides the information about the status of school building. The sample schools taken are mainly functioning under two types of buildings i.e. Private and Government. No school has rented building and also there is no school without building. There DISE and PES data matches exactly.

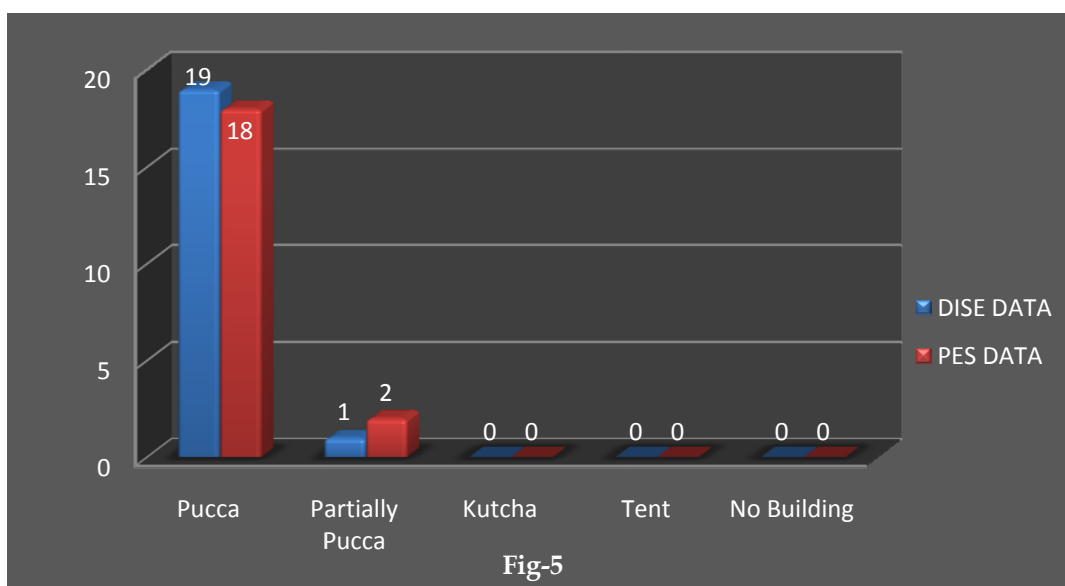


4. Type of School Building

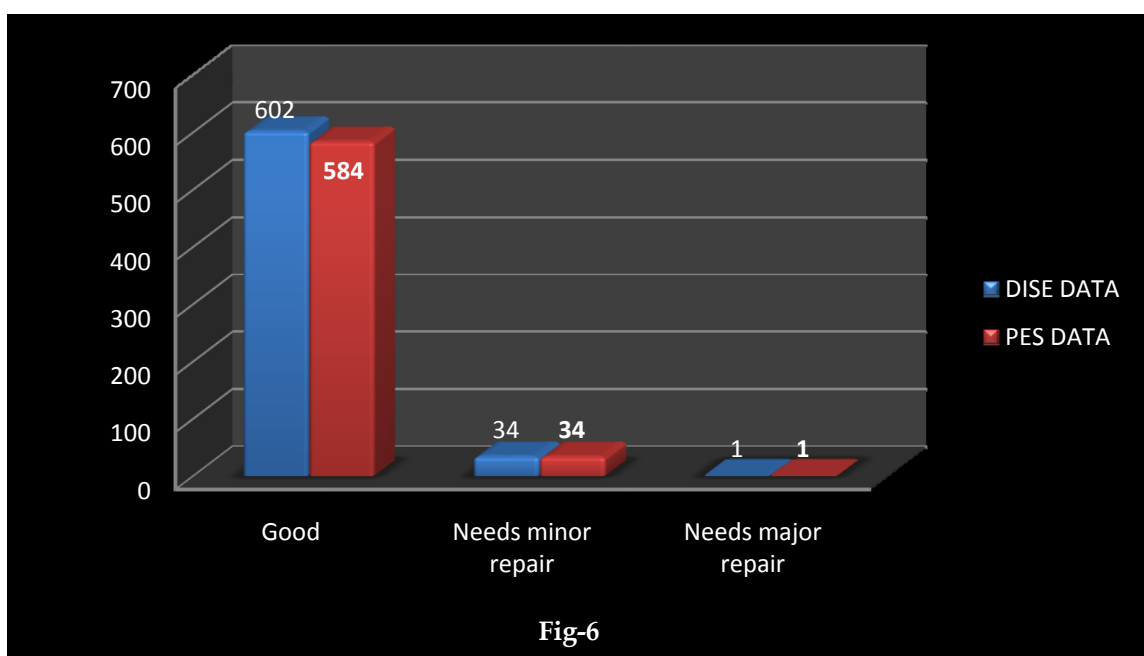
Comparison of DISE data with PES data regarding Type of School Building				
Type of Building	No. of Schools having Building		Deviations	
	DISE Data	PES Data	No.	%
Pucca	19	18	1	5.56
Partially Pucca	1	2	1	50.00
Kutcha	0	0	0	0.00
Tent	0	0	0	0.00
No Building	0	0	0	0.00

Table-6

Table-6 shows the type of building which a particular school is using. The data shows that almost all the buildings are pucca except of the two building which are partially pucca. And if we compare DISE and PES data there is a difference in two buildings one in pucca and one in partially pucca each. The graphical representation of the deviation is shown below in fig-5



5. Number of Class-Rooms:

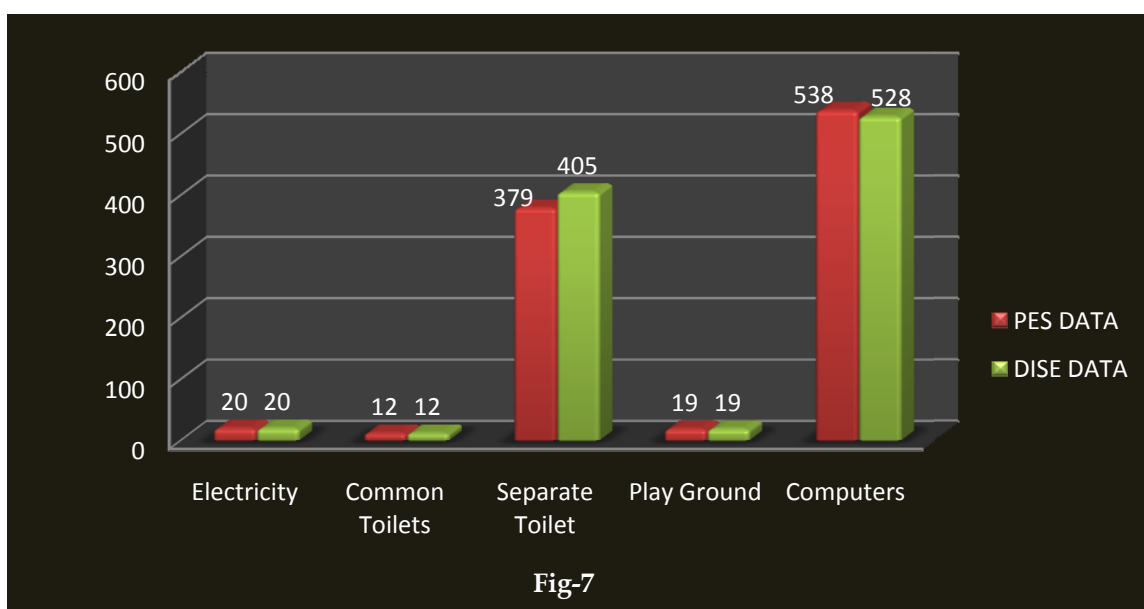


The above figure-6 represents the number of class rooms which are in good condition; rooms need minor repair and rooms which need major repair. According to PES data the number of rooms which are in good conditions has been decreased from 602 to 584. The table for this is given below which shows the detailed comparison of the data. It also indicates that there is a deviation in the total number of class rooms in sample schools. Table-7 gives the broad idea about class rooms.

Comparison of DISE data with PES data regarding Number of Class Room and Their Condition				
Classes Rooms	No. of Class Rooms		Deviations	
	DISE Data	PES Data	No.	%
Good	602	584	18	3.08
Needs minor repair	34	34	0	0.00
Needs major repair	1	1	0	0.00

Table-7

6. Basic Facilities in School



The figure-7 show basic facilities like electricity, toilets, play ground and computers. The graph shows that in case of electricity, common toilets and play ground both DISE and PES data matches exactly. However there is deviation in case of separate toilets which is 6.68 % and number of

computer present in schools which is 1.86 % the tabular representation is shown below.

Comparison of DISE data with PES data regarding Availability of Basic Facilities					
Facilities	Number of Schools	PES Data	DISE Data	Deviations	
				No.	%
Electricity	20	20	20	0	0.00
Common Toilets	20	12	12	0	0.00
Separate Toilet	20	379	405	26	6.86
Play Ground	20	19	19	0	0.00
Computers	20	538	528	10	1.86

Table-8

7. Availability of Drinking water facility in schools

Comparison of DISE data with PES data regarding availability of drinking water facility in schools				
S.No	Sources of Drinking water	Nos. of Schools having facility as per DISE data	Nos. of Schools having facility as per PES data	Deviation
1	Hand pump	0	0	0
2	Well	0	0	0
3	Tap	20	20	0
4	Other	0	0	0
5	No facility	0	0	0

Table -9

The table-9 shows the drinking water facilities in the schools. The DISE data and PES data exactly matches. The only source of drinking water is tap in all the schools.

8. Seating Arrangement for Children.

Comparison old DISE data with PES data regarding seating arrangement for Children			
Seating Arrangement	No. of School having facility as per DISE Data	No. of Schools having facilities as per PES Data	Difference
Furniture for all students	18	18	0
Furniture for some students	2	2	0
No furniture	0	0	0

Table -10

Table -10 shows the seating arrangement for the children. The DISE data and PES data exactly matches. There are 18 schools which have all the furniture for students. And only 2 schools don't have proper furniture for the students. The graphical representation is shown below in fig-8.

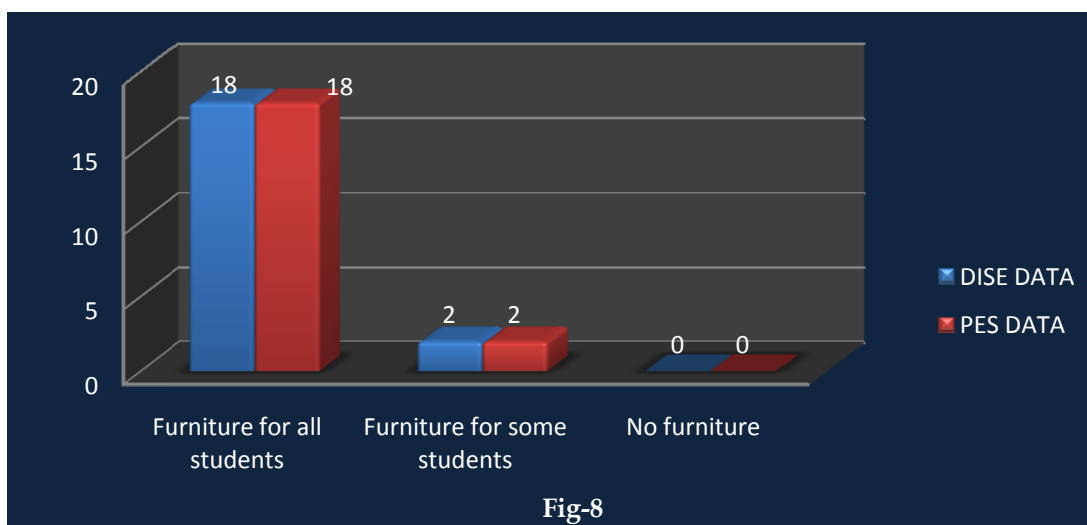


Fig-8

9. Availability and condition of boundary wall in the schools

Comparison of DISE data with PES data regarding availability/Condition of boundary wall in schools				
Sr.No	Condition of boundary wall	DISE	PES	Difference
1	Pucca	18	17	1.00
2	Pucca but broken	1	1	0.00
3	Barbed wire	0	0	0.00
4	Hedges	0	0	0.00
5	No boundary wall	0	0	0.00
6	Partial	1	2	1.00
7	Broken	0	0	0.00

Table-11

The table-11 gives the information regarding the boundary wall of the schools. The DISE data shows there are 18 schools which have pucca boundary wall whereas according to PES data number of schools having pucca boundary wall are 17. There is also a difference of one school in case of partial boundary wall; according to DISE data it is only 1 school which is having partial boundary wall but PES data shows that there are 2 schools which have partially boundary wall.

Category wise enrolment of students - September-2010

Comparison of total enrolment in sample schools: Total enrolment of all 20 sample schools has been compared, this comparison has one limitation, the positive difference in individual schools, if any between DISE and PES

may get subsided with the schools having negative difference, when overall figure of all twenty schools taken together.

Comparison school wise enrolment: schools with primary classes have been divided in two categories 1) school where DISE data doesn't match with PES data and 2) schools where DISE data matches with PES data.

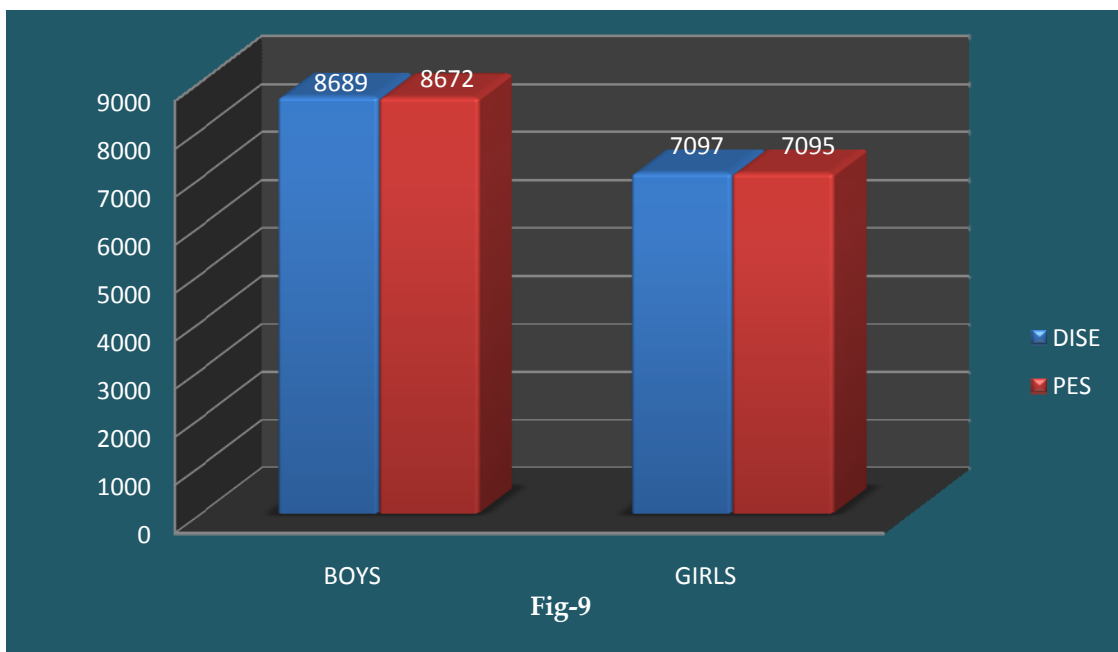
10. Enrolment in Primary classes

Comparison of DISE data with PES data regarding Total Enrolment of Students				
Category	No. of Students in Classes I-VIII		Deviations	
	DISE Data	PES Data	No.	%
Overall				
Boys	8689	8672		
Girls	7097	7095		
Total	15786	15767	19	0.12
SCs				
Boys	844	844		
Girls	725	725		
Total	1569	1569	0	0.00
STs				
Boys	3	3		
Girls	3	3		
Total	6	6		
OBC's				
Boys	92	92		
Girls	61	61		
Total	153	153	0	0.00

Table-12

The table-12 represents enrolment of students in primary classes. The DISE and PES data differs only in case of total students enrolled which according to DISE data are 15786, and as per PES data students are 15767. In case of

SC, ST and OBC the DISE and PES data matches exactly. Fig-9 gives the graphical representation of the data.



11. Children with special need (CWSN)

Comparison of DISE data with PES data regarding Total Number of Disabled Students				
Category	DISE Data	PES Data	Deviations	
			No.	%
Class-I-V				
Boys	41	41	0	0
Girls	23	23	0	0
Total	64	64	0	0
Class VI-VIII				
Boys	42	42	0	0
Girls	37	37	0	0
Total	79	79	0	0

Table-13

Table-13 shows the comparison of disabled children enrolled in sample schools primary and upper primary classes. There is no deviation in DISE and PES data, it matches exactly.

12. Repeaters

Comparison of DISE data with PES data regarding Total Number of Repeaters				
Category	DISE Data	PES Data	Deviations	
			No.	%
Class-I-V				
Boys	38	38	0	0
Girls	29	29	0	0
Total	67	67	0	0
Class VI-VIII				
Boys	145	145	0	0
Girls	98	98	0	0
Total	243	243	0	0

Table-14

Table-14 represents the total number of repeaters in the sample schools. The DISE data and PES matches exactly. The graphical representation of data is shown in fig-10.

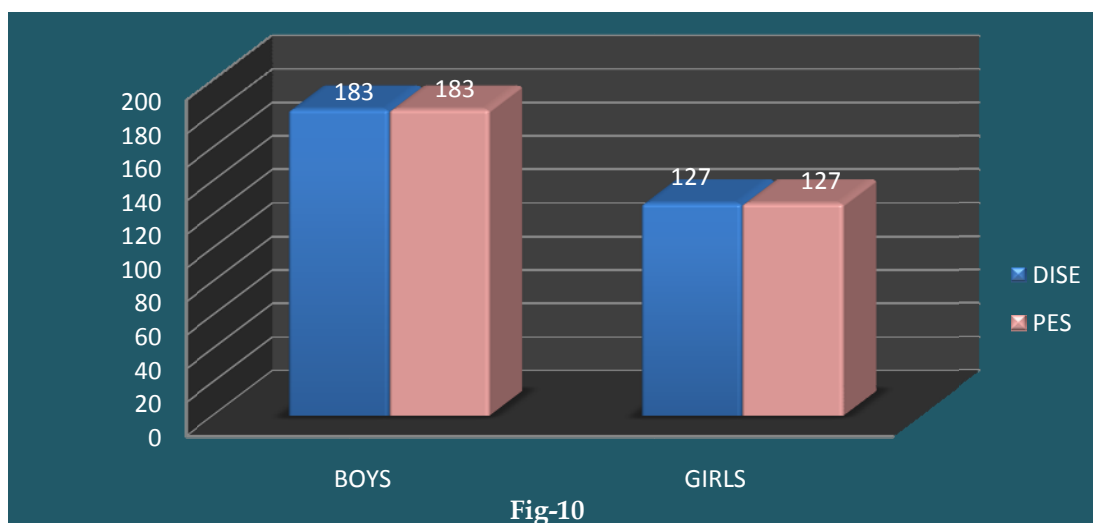


Fig-10

13. Teaching Staff

Comparison of DISE data with PES data regarding teaching staff				
Posts	Number of teachers		Deviation	
	DISE Data	PES Data	No.	%
Sanctioned	665	670	5	0.75
In Position	643	644	1	0.16

Table-15

Table-15 is the representation of data regarding teaching staff. The DISE data shows there are 665 sanctioned post but according to PES data total number of sanctioned posts are 670 so the deviation is of 0.75 % and in case of in position teaching staffs the difference between DISE and PES data is only 0.16%, i.e. according to DISE data number of in position teaching staffs are 643 and according to PES data in position teaching staffs are 644. The graphical representation data the data is shown in fig-11

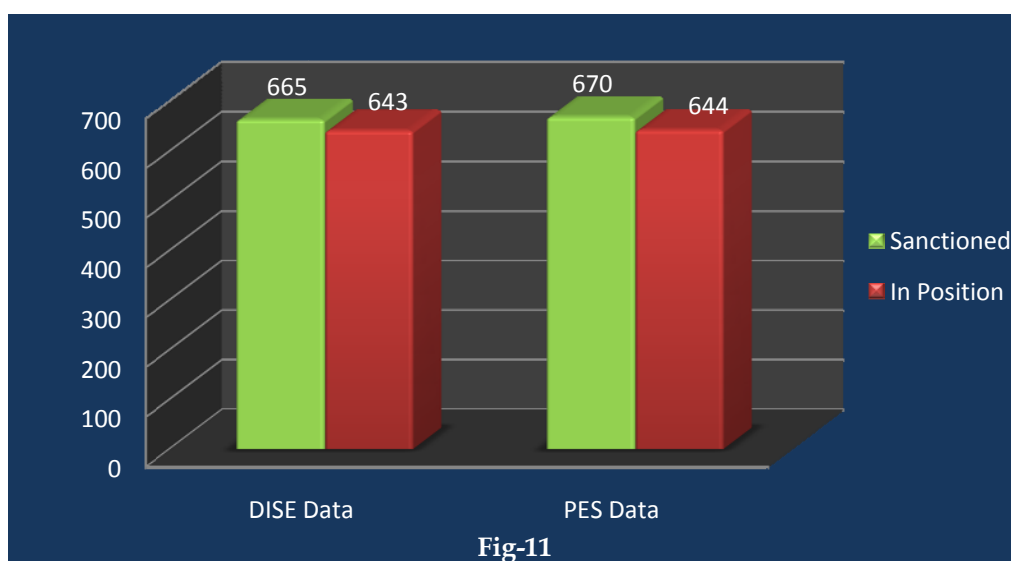


Fig-11

14. Educational Qualification of Principal/ Head Teacher

Table-16 shows that 35 per cent of the principal/head teachers in the sample schools are having highest degree post graduate and Master of Education and Master of Philosophy/PhD. , 15 percent of the teachers are bachelor's with M.Ed, 10 percent of the teachers are bachelor's with B.Ed and only 5 percent of the teachers are master's degree with M.Ed.

Educational qualifications of Principal/Head Teachers in sample schools		
Qualification	Nos.	Percentage
B.A/B.Sc/B.Com/B.Ed	2	10
B.A/B.Sc/B.Com/ M.Ed	3	15
M.A/M.Sc/M.Com/B.Ed	7	35
M.A/M.Sc/M.Com/M.Ed	1	5
M.A/M.Ed/M.Phil/P.hd	7	35

Table-16

15. Experience of Principal/Head teacher

Table-17 shows 30percent of the teachers are having the experience of one year, and 30 percent of teachers are having experience of 2-3 years as principal/head teacher in school.

Total experience as Principal/Head Teachers in sample schools		
Number of Years	Number of Principals	Percentage
Less than one year	-	-
1	6	30
2	3	15
3	3	15
4	-	-
5	2	10
6	-	-
7	-	-
9	1	5
10	-	-
12-15.	2	10
16-20	-	-
20 and above	3	15

Table-17

Investigator's Observations

This chapter describes the observations of the field investigators about certain aspects such as initial reactions of the principal/ Head teacher towards the investigation, ability and maintenance of school records, punctuality of teachers in coming to the schools and the problem faced by the investigators in getting the required information from the school.

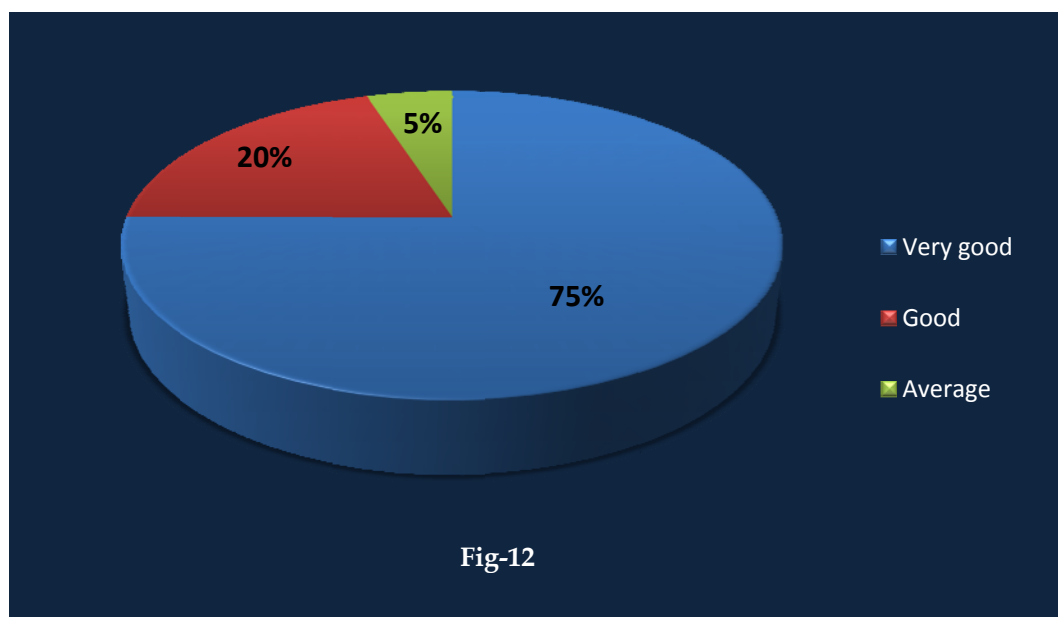
In most of the schools the information was collected from the principal/Head teacher however in some of the schools senior teachers deputed by the principal provided the required information.

Initial Reaction of the Principal/Head Teacher		
Reaction	No. of school	Percentage
Very good	15	75
Good	4	20
Average	1	5
Poor	-	-
Very Poor	-	-
Total	20	100

Table-18

Table -18 shows that 75 % of the schools responses are very good, 20% of the schools responses are good and 5% of the schools showed average response. Therefore overall reaction of the principal and

head teachers is positive. Pie chart of this analysis (figure-12) is shown below.



Response of the Principal/Head Teacher in Providing Information		
Reaction	No. of school	Percentage
Very good	12	60
Good	6	30
Average	2	10
Poor	-	-
Very Poor	-	-
Total	20	100

Table-19

Table-19 shows that the response of the Principal/Head Teacher in providing information was satisfactory i.e. very good 60 %, good 30% and average 10 %.

Availability of Records in Schools		
Availability of Records	No. of school	Percentage
Very good	12	60
Good	6	30
Average	2	10
Poor	-	-
Very Poor	-	-
Total	20	100

Table-20

Table-20 shows availability of records in the school. In 60% of the schools availability of records are very good, 30% of the schools have good record availability and only 10% of the schools have average availability of records.

Availability of Mid-day-Meal in the Sample Schools			
School category	Sample schools having mid-day-meal facility		
	Govt.	Pvt.	Total
Primary	0	0	0
Primary with upper-primary	2	0	2
Primary with Secondary	6	1	7
Primary with upper-primary with Sr. Secondary	5	0	5
Upper-primary with Sr. Secondary	0	1	1
Total	13	2	15

Table-21

Table-21 provides the information regarding the availability of Mid Day Meal (MDM) scheme in schools according to category and management. It is observed that out of 20 sample schools this facility is available in only 15 schools. Mid Day Meal (MDM) scheme is available only for Government and Government aided schools and it is meant for primary and upper primary classes. In the present sample of 20 schools 13 are managed by Govt. and 2 schools are Govt. aided.

Findings and Suggestions

The major findings of the survey should bring cheer to the Sarv Shiksha Abhiyan Authority U.T. Chandigarh. It has been observed that the total deviation between DISE data and PES data for all comparable items together is 0.43% in all sample school.

Suggestions for Improving the Quality of DISE data

The following suggestions, if acted upon will improve the quality of DISE data making them more programmed oriented.

- (i) In some schools it was noticed that the Head Teachers/Principals were not fully aware about the basic purpose and importance of the information for which it was being asked, and treated it as an everyday activity. It is suggested that they should be informed specifically about the need, importance and utility of the DISE data on a regular basis. It will be more appropriate to outsource the entire DISE training to any well experienced and professional agency.
- (ii) DISE training, conducted once in a year, is not sufficient for getting all the doubts cleared from the minds of teaching staff. It should be conducted minimum twice in a year, preferably just prior to DISE data collection so that there is no time gap between training and data collection exercise
- (iii) In order to improve the quality of data and have an insight of variation, it is recommended that sample size should be increased.

- (iv) Data on variables like school establishment, number of posts sanctioned for teaching staff are generally not available at school level. The authorities need therefore make this information available to schools before the DISE data collection exercise.
- (v) Cluster Resource Coordinator (CRC) should thoroughly scrutinize each Data Capture Format (DCF) and give its feed-back to respective schools under its jurisdiction properly.
- (vi) DISE format filled by the teachers in schools should further be checked properly by the concerned CRC, so that inconsistency of data can be removed.