



ALAGAPPA UNIVERSITY, KARAIKUDI

(Accredited with 'A' Grade by NAAC)

DISE

District Information System for Education

Report

On

POST ENUMERATION SURVEY

(Sample Check on DISE Data)

2010-2011

DISTRICT: PUDUKKOTAI

State: TAMILNADU

DEPARTMENT OF EDUCATION



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CONTENT
CHAPTER –I
INTRODUCTION

Sub Heading No	Title	Page No
1.1	Introduction	4
1.2.1	Post Enumeration Survey	9
1.2.2	Formation of team and Training team Members	9
1.2.3	Sampling Technique	10
1.2.4	Selection of Sample Schools	12
1.2.5	Data Collection	14
1.2.6	Verification of Records	15
1.2.7	Data Processing	15
1.2.8	Report Generation	15

CHAPTER –II
PES & DISE HIGHLIGHTS

Sub Heading No	Title	Page No
2.1	Introduction	16
2.2.1	Location of the School	16
2.2.2	School Particulars	17
2.3.1	Enrolment	18
2.3.2	Enrolment by class	20
2.3.3	Repeaters	23
2.3.4	Children with Disabilities	24
2.4	Teachers in Position	25
2.5.1	School Facilities	26
2.5.2	Number of Class Rooms	27

CHAPTER –III
INVESTIGATOR FEEDBACK HIGHLIGHTS

Sub Heading No	Title	Page No
3.1	Introduction	28
3.2	School Visit	28
3.3	Teacher's Response	28
3.4.1	Availability of Records	29
3.4.2	Condition of records	30
3.5.1	Children Enrolled & Attendance	31
3.5.2	Examination Results	34

CHAPTER –IV
INVESTIGATOR SCHOOL OBSERVATION
HIGHLIGHTS

Sub Heading No	Title	Page No
4.1	Introduction	36
4.2.1	DISE Training	36
4.2.2	Teachers who attended DISE training	37
4.2.3	DCF/Concept	38
4.3.1	School visit by BRTE	39
4.4	Teacher's in-service Training	39

CHAPTER –V
FINDINGS OF THE SURVEY

Sub Heading No	Title	Page No
5.1	Introduction	41
5.2.1	School Location	41
5.2.2	School Particulars	41
5.3	Teacher in Position	42
5.4.1	Enrolment and Student Attendance	42
5.4.2	Examination Pass Percentage	42
5.4.3	Repeaters	43
5.4.4	Disabled Children	43
5.5	Teachers Response	43
5.6	Availability of Records	43
5.7	Schools Facilities	44
5.8.1	Children Enrolled and Attendance	44
5.8.2	Examination Results	45
5.9	DISE Training	45
5.10.1	Data Quality	45
5.10.2	Data Sharing	46
5.10.3	Usage of Data	46
5.11	Visit of BRTES	46
5.12	Teachers in service training	46
5.13	General	47

CHAPTER –VI
SUGGESTIONS AND RECOMMENDATIONS

Sub Heading No	Title	Page No
6.1	Introduction	48
6.2.1	DISE Training	48
6.2.2	Data Collection and Data Processing	48
6.2.3	Data Quality	49
6.2.4	Maintenance and updation of records	49
6.2.5	Data Sharing	49
6.2.6	Data and Usage – Monitoring	49
6.2.7	Any Other	49
6.2.8	General Observation	50

LIST OF TABLES

Table No	Title	Page No
1.1	Selection of Sample Schools	12
2.1	School Location Particulars – Deviation as per PES	17
2.2	School identification Particulars – Deviation as per PES	17
2.3	Enrolment Deviation as per PES	18
2.4	Enrolment by Class as per PES & DISE	21
2.5	Repeaters by Class –Deviation as per PES	23
2.6	Children with Disabilities	24
2.7	Teachers in Position –Deviation as per PES	25
2.8	Deviation in school Building Type	26
2.9	Deviation in No. of Classroom	27
3.1	Status of Teachers Response	28
3.2	Status of Availability of School Records	29
3.3	Status of updation of School Records	30
3.4	Children Enrolled/Attending School on the data of visit	31
3.5	Annual Examination Results	33
4.1	Centre wise teachers' attendance of DISE Training	37
4.2	Teachers Attendance by No. of. Training Days	37
4.3	No. of teachers who understood DCF & Concepts	38
4.4	BRTEs School visit	39
4.5	No. of teachers who attended in –service training	39

CONTENT
CHAPTER -I
INTRODUCTION

Sub Heading No	Title	Page No
1.1	Introduction	4
1.2.1	Post Enumeration Survey	9
1.2.2	Formation of team and Training team Members	9
1.2.3	Sampling Technique	10
1.2.4	Selection of Sample Schools	12
1.2.5	Data Collection	14
1.2.6	Verification of Records	15
1.2.7	Data Processing	15
1.2.8	Report Generation	15

CHAPTER –II
PES & DISE HIGHLIGHTS

Sub Heading No	Title	Page No
2.1	Introduction	16
2.2.1	Location of the School	16
2.2.2	School Particulars	17
2.3.1	Enrolment	18
2.3.2	Enrolment by class	21
2.3.3	Repeaters	23
2.3.4	Children with Disabilities	24
2.4	Teachers in Position	25
2.5.1	School Facilities	27
2.5.2	Number of Class Rooms	33

CHAPTER -III
INVESTIGATOR FEEDBACK HIGHLIGHTS

Sub Heading No	Title	Page No
3.1	Introduction	34
3.2	School Visit	34
3.3	Teacher's Response	34
3.4.1	Availability of Records	35
3.4.2	Condition of records	36
3.5.1	Children Enrolled & Attendance	37
3.5.2	Examination Results	41

CHAPTER –IV
INVESTIGATOR SCHOOL OBSERVATION HIGHLIGHTS

Sub Heading No	Title	Page No
4.1	Introduction	42
4.2.1	DISE Training	42
4.2.2	Teachers who attended DISE training	43
4.2.3	DCF/Concept	44
4.3.1	School visit by BRTE	45
4.4	Teacher's in-service Training	47

CHAPTER -V
FINDINGS OF THE SURVEY

Sub Heading No	Title	Page No
5.1	Introduction	48
5.2.1	School Location	48
5.2.2	School Particulars	48
5.3	Teacher in Position	49
5.4.1	Enrolment and Student Attendance	49
5.4.2	Examination Pass Percentage	50
5.4.3	Repeaters	50
5.4.4	Disabled Children	50
5.5	Teachers Response	50
5.6	Availability of Records	50
5.7	Schools Facilities	51
5.8.1	Children Enrolled and Attendance	52
5.8.2	Examination Results	53
5.9	DISE Training	53
5.10.1	Data Quality	54
5.10.2	Data Sharing	54
5.10.3	Usage of Data	54
5.11	Visit of BRTES	54
5.12	Teachers in service training	55
5.13	General	55

CHAPTER –VI
SUGGESTIONS AND RECOMMENDATIONS

Sub Heading No	Title	Page No
6.1	Introduction	56
6.2.1	DISE Training	56
6.2.2	Data Collection and Data Processing	56
6.2.3	Data Quality	57
6.2.4	Maintenance and updation of records	57
6.2.5	Data Sharing	57
6.2.6	Data and Usage – Monitoring	57
6.2.7	Any Other	57
6.2.8	General Observation	58
	Appendix	

LIST OF TABLES

Table No	Title	Page No
1.1	Selection of Sample Schools	12
2.1	School Location Particulars – Deviation as per PES	17
2.2	School identification Particulars – Deviation as per PES	17
2.3	Enrolment Deviation as per PES	18
2.4	Enrolment by Class as per PES & DISE	21
2.5	Repeaters by Class –Deviation as per PES	23
2.6	Children with Disabilities	24
2.7	Teachers in Position –Deviation as per PES	26
2.8	Deviation in school Building Type	27
2.9	Deviation in No. of Classroom	33
3.1	Status of Teachers Response	34
3.2	Status of Availability of School Records	35
3.3	Status of updation of School Records	36
3.4	Children Enrolled/Attending School on the data of visit	37
3.5	Annual Examination Results	41
4.1	Centre wise teachers’ attendance of DISE Training	43
4.2	Teachers Attendance by No. of. Training Days	43
4.3	No. of teachers who understood DCF & Concepts	44
4.4	BRTEs School visit	45
4.5	No. of teachers who attended in –service training	47

PREFACE

Professor Dr. Prema, Head, Department of Education,
Chairperson, Alagappa School of Education,
Member of the Syndicate
Alagappa University,
Karaikudi, Sivagangai District, Tamil Nadu.

SSA is the major time bound intervention for Universalization of Elementary Education in India being implemented from 2001 onwards on a mission mode with Central and State Government funding. Since SSA framework stresses the micro level planning and also gives much importance of the quality of data, large child population data base and school data base have been created in Tamil Nadu. Since NUPEA has been entrusted to create and update the school database at National level it has initiated PES on DISE data to improve the quality of school database.

The State Project Directorate-SSA TamilNadu has selected the University to undertake Post Enumeration Survey on 5% data sample check in **Pudukkottai District**.

It constituted a team of 6 field workers to carry out Post - Enumeration Survey on 5% data sample check. The coordinator's team consisting of **Dr.P.Prema and Dr. S.Subbiah, Associate Professor and Head i/c, Department of English, Dr.AR.Sravanakumar, Assistant Professor, DDE and Mr.S.Subramanian UGC Guest Faculty, Alagappa University, Department of Education** visited the SSA office at Pudukkottai District and obtained block wise data about the different types and numbers of schools.

After the coordinators gave a one day orientation to the field workers' team, the sample check work commenced in the third week of November 2010 and it was completed by the end of December 2010.

The help rendered by **Mrs.S.Vidhya, Programme Assistant, Department of Education, Alagappa University** is thankfully acknowledged.

I am thankful to **Thiru.R.Venkatesan I.A.S., present Director SSA** for provides financial support and encouragement for carrying out this survey.

The investigators' team wishes to acknowledge with thanks the excellent support rendered by the **SSA Officials of Pudukkottai District**. The heads and the teachers of the schools were cooperative which made this PES a success.

The unparalleled support rendered by **Prof. S.Sudalimuthu, Vice-Chancellor, Alagappa University, Prof.Dr.Manimekalai, Registrar, Alagappa University** is gratefully acknowledged.

I wish to thank **P.Ganesan and V.Sureshkumar, P.G.Diploma Students and Mrs.N.Chittu Meenal**, typist, from the Department of Education for preparing the draft report.

This survey report is presented in six chapters. The first chapter deals with the "Outline of the PES". The PES highlights are presented in the second chapter. The investigators' feedback, objectives, findings

of the survey and suggestions and recommendations are presented in the III, IV, V, and VI chapters respectively.

I hope this comprehensive report will be useful to maintain the high quality of DISE data which the State Project Directorate, SSA has been providing for future planning and monitoring. It is expected that the feedback will also serve as useful guideline for effective implementation of Universalisation of Secondary Education Scheme.

(Dr S. SUBBIAH)
Assistant Project Coordinator

(Dr. PREMA)
Project Coordinator

(Dr.AR.SARVANAKUMAR)& (Mr.S.SUBRAMANIAN)

Additional Project Coordinators

CHAPTER I

OUTLINE OF THE SURVEY

1.1 Introduction

Alagappa University – A Profile

Alagappa University, named after Dr. Alagappa Chettiar, the munificent and multifaceted personality (late) was established in the year 1985 at Karaikudi in Sivagangai District in Tamil Nadu. It has as its motto “Excellence in Action” and keeps before it the vision of excellence in all spheres of education. Last year the university celebrated the birth centenary of the great Founder. Presently the whole University is vibrant with a lot of programmes like seminars, conferences, meetings to celebrate its Silver Jubilee Year.

Alagappa University established with 4 Departments and 2 Constituent Colleges in 1985, has grown in stature through committed service to the learner society. Now, the University has 4 Faculties 10 schools of learning, comprising 22 Departments, 8 Centres and 2 Constituent Colleges. Besides it has 4 Evening Colleges and 26 affiliated Colleges / Institutions. The University is also in collaboration with private professional institutes offering over 40 career oriented programs. The Directorate of Distance Education of the University is very popular all over the nation and abroad as well offering over 60 programs. The University is accredited with ‘A’ grade by the National Assessment and Accreditation Council of the country in 2005. The University’s student strength, from all modes (regular, part-time, collaborative and distance) is reaching 1,75,000. The University

has over 200 competent and qualified teachers. Now the University is preparing for reaccreditation.

The faculties of the university have published over 80 books and more than 2000 research papers in the reputed national and international journals and have won awards and honours in recognition of their exemplary service in teaching and research. Many faculty members in Science and Management disciplines are invited by foreign universities to utilize their teaching and research expertise. The Department of Education has received funds from The Netherlands for carrying out research in child care, in addition to research grants from ICSSR, ICMR, TNSCST, UGC, MHRD, NCERT, IGNOU, DBT, DST and other agencies.

The University Grants Commission identified the potential of Alagappa University and sanctioned grants through many special schemes.

- Life Long Learning
- Higher Education Persons with Special Needs [HEPSN]
- Centre for Women's studies
- Promotion of Ethics and Human Values
- Establishment of Special Cell for SC/ST
- Special Assistance Programme [SAP]
- Fund for Improvement of Science and Technology [FIST]
- Teacher Preparation in Special Education [TEPSE]
- General Development Assistance
- Umayal Day Care Centre for Children (An Extension Programme of the Department. of Education)
- Innovative programme – P.G.Diploma in Teacher Education

Programmes of Study

The University with 29 academic Departments/Centres of study and research is offering courses in varied areas like Bio-technology, Animal Husbandry, Nanotechnology, Bioinformatics, Bioelectronics, Biosensors, Oceanography and Coastal Area Studies, Physics and Crystal Research, Industrial Chemistry, Mathematics, Computer Science and Engineering, Library and Information Science, Business Administration and e-commerce, Corporate Secretary ship, Bank Management, Management, Tamil, English, Women's Studies, Education, Rural Development, Special Education, Lifelong Education and Physical Education at P.G., M.Phil and Ph.D. levels.

Central Library

The University Library has a very rich collection of carefully culled volumes and periodicals including 32 international journals. E-journals numbering over 200 are accessed through UGC-INFONET, which is very much used by the research scholars and faculty members. Air conditioned internet browsing centre with 30 systems is functioning from 8.00 am to 8.00 pm. On an average, 400 users are using this facility. The library has been using the SOUL an Integrated Library Management software package with all the modules for the library housekeeping operations. Online Public Access Catalogue (OPAC) available in the library is very much useful to the users to search library online catalogue by Author, Title, Subject and Keywords. Also users can know the latest additions of periodicals and books and the status of a document. The Talking Book Library is catering to the requirements of visually impaired in this area.

Distance Education Programmes

There is a giant leap in the enrolment for Distance Education in the Alagappa University with the cumulative admissions crossing the **1.75 lakhs** mark during the current academic year (2009-10). The University has a vast Network of 189 Study Centres throughout the country and abroad in Singapore, Malaysia, Sri Lanka, Dubai, Kingdom of Bahrain, and Qatar to provide services to the student community.

Research and Projects

The University is committed to quality, funded research programs. As of now projects worth over Rs.1150 lakhs are underway. Faculty members are encouraged to collaborate and raise funds for research from national level and international institutions of repute. 75 Major projects, involving an allocation of Rs 54 lakhs by the University from its Research Fund (AURF) scheme are under execution by the Faculty members. There are 6 SAP/FIST/DAP Departments/Constituent Colleges with fund allocation of about Rs.700 lakhs.

There are eight new courses that are introduced in the DDE mode and they are:

- (i) M.Sc. Physics
- (ii) M.Sc. Chemistry
- (iii) M.Sc. (Botany with Specialization on Plant Biotechnology)
- (iv) M.B.A. (Human Resource Management)
- (v) M.B.A. Integrated Programme (Online)
- (vi) P.G. Diploma in Human Resource Management

- (vii) P.G. Diploma in Library and Networking
- (viii) Certificate course in Library and Information Science

Collaborative Programmes

Under the stream of Collaborative mode, need based and socially relevant academic programmes are being offered in collaboration with some of the private institutions. As of now, 54 programmes under different levels in the specialization of Hotel Management, Textile Designing, Paramedical Sciences, Nautical and Aeronautical Sciences are being offered through collaborative mode. During the year 2007-08, the University has collaborated with Seven Institutions to offer B.Sc.(Catering and Hotel Administration) Programme. M.Sc. (Biotechnology) has been introduced in collaboration with M/s Medic lone Biotech (P) ltd., Chennai.

- . Postgraduate Diploma in Dialysis Technology
- . Postgraduate Diploma in Perfusion Technology
- . Diploma in Medical Records Technology
- . Postgraduate Diploma in Games Programming
- . Diploma in Animation
- . Certificate in 3D Animation
- . Certificate in Web Design
- . The Directorate of collaborative Programmes will be launching a Diploma course in Catering and Hotel Administration from the Year 2008 – 2009.

It is a matter of immense elation that **Alagappa University** is the only institution in Tamil Nadu which has been chosen by the MHRD for monitoring and evaluating the SSA programme from 2002-2008. The report on Post Enumeration Survey submitted in 2007 was described as “One of the best we have received so far” by NUEPA New Delhi. (Letter F.No. NUEPA EMIS 5% SC – DISE Data dated 26.7.2007). This stands as an evidence for the fact that the Department of Education is one of the strongest of its kind in research.

1.2.1 Post Enumeration Survey

The State Project Director of the Tamil Nadu State Mission of Education for All selected Alagappa University for Post Enumeration Survey on 5% DISE Data Sample Checking in **Pudukkottai** District, in TamilNadu. Since the university has all infrastructure facilities and experienced faculties to conduct studies and sample surveys, it undertook the job after executing an MoU.

1.2.2 Formation of Team and Training to Team members

Dr. Prema, Professor & Head, Department of Education and Chairperson, School of Education accepted the responsibility and formed a team of six field workers for data collection in the sample schools from the above district. Dr.S.Subbiah, Assistant Coordinator and Dr.AR.Saravanakumar and Mr.S.Subramanian as Additional Coordinators coordinated the PES.

The field workers were given one day training in selection of schools, data capture, concepts and definitions, data source, verification of registers etc. in detail. Appendix B gives DCF used for the PES.

1.2.3 Sampling Technique

Circular Random Sampling Technique was adopted for selection of 5% of Primary, Middle, High and Hr. Sec. Schools in Rural and Urban areas and in all categories of Management such as Govt., Local Body and Welfare Department, Private aided and Private Unaided in the sample district.

LIST OF BLOCKS AND TOTAL NUMBER OF SCHOOLS IN PUDUKKOTTAI DISTRICT

S.No	Name of the Block	Total No. of Schools
1.	Arimalam	77
2.	Avudaiyarkoil	88
3.	Manamelkudi	67
4.	Ponnamaravthi	102
5.	Thiruvarnkulam	135
6.	Karambakudi	115
7.	Kandarvakottai	88
8.	Pudukottai	113
9.	Annavasal	137
10.	Viralimalai	118
11.	Kunnandarkoil	91
12.	Aranthangi	131
13.	Thirumayam	65
Total		1327

PUDUKKOTTAI DISTRICT MAP



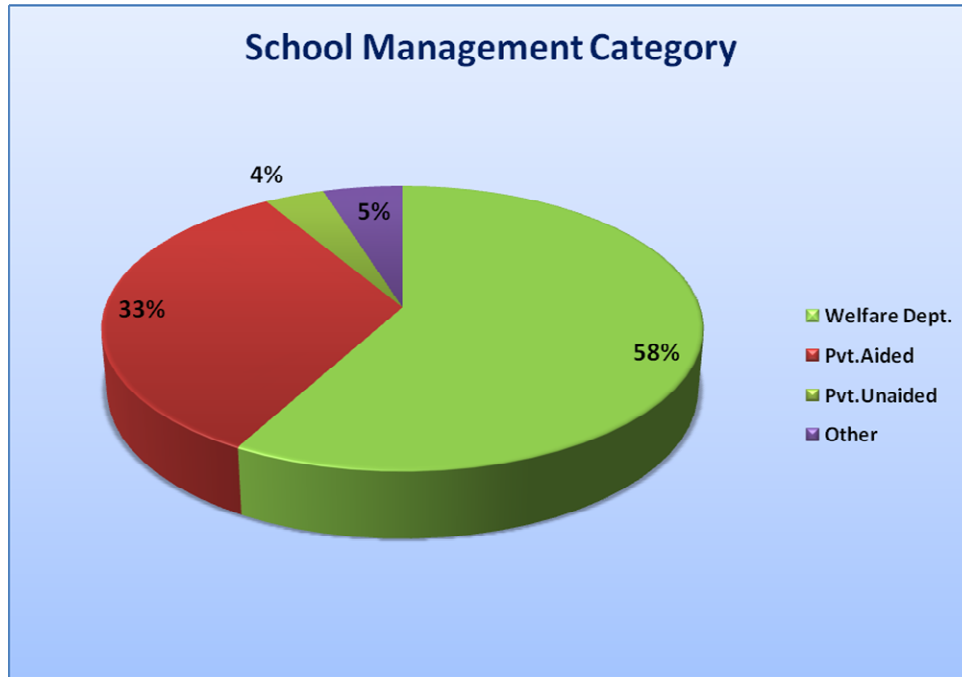
1.2.4 Selection of Sample Schools

The number of sample schools in the selected districts for Post Enumeration Survey is presented in the table below.

Table 1.1

Selection of Sample Schools - Pudukkottai District

S.No	No. of Blocks	School Management Category	No. of Schools		Sample Schools						Grand Total	% of sample school
			Pri	Mid HS HSS	Rural		Urban		Total			
					Pri	Up pri	Pri	Up pri	Pri	Up pri		
1	13	Local Body	-	-	-	-	-	-	-	-	-	-
2		Welfare Dept.	27	20	23	15	4	5	27	20	47	58.02
3		Pvt.Aided	16	11	15	11	1	-	16	11	27	33.33
4		Pvt.Unaided	2	1	2	-	-	1	2	1	3	3.70
5		Other	4	-	4	-	-	-	4	-	4	4.93
6		Unrecognized	-	-	-	-	-	-	-	-	-	-
Total			49	32	44	26	5	6	49	32	81	99.98



Block List:

S.No	Name of the Block
Pudukkottai District	
1.	Arimalam
2.	Avudaiyarkoil
3.	Manamelkudi
4.	Ponnamaravthi
5.	Thiruvarnkulam
6.	Karambakudi
7.	Kandarvakottai
8.	Pudukottai
9.	Annavasal
10.	Viralimalai
11.	Kunnandarkoil
12.	Aranthangi
13.	Thirumayam

Pudukkottai District

In the selected district all the blocks were selected and 5% of schools in every category and in all management in all blocks were chosen for data collection/enumeration. In Pudukkottai district 81 of schools were selected of which 49 were primary schools and 32 were upper primary schools.

1.2.5 Data Collection

Under the supervision of Dr.P.Prema, Dr.S.Subbiah, Dr.Ar.Saravanakumar and Mr.S.Subramanian were nominated as co supervisors for this work. The following team members were assigned data collection work from the sample schools in the districts.

List of Enumerators for data collection

Pudukkottai (District)

- 1. N.Rajendaran**
- 2. C.Selvarani**
- 3. P.Panchavarnam**
- 4. S.Alagu**
- 5. G. Keerthana**
- 6. S.Muthuraj**

The team personally visited the schools and gathered data in the special data collection format without any bias. The team collected data from the sample schools during the period, December 2010 in the selected districts as per the schedule fixed.

1.2.6 Verification of Records

The State Project Director had already instructed the District Programme Co-ordinator in the selected district to inform the field staff and teachers to provide the relevant records and registers to the team members when they visited the schools for data collection and verification. Therefore, the team members got easy access to records and collected data.

1.2.7 Data Processing

The filled in formats were properly scrutinized by the team trained. The PES data DISE data of the sample schools were entered into the computers for validation and reports were generated.

1.2.8 Report Generation

Based on the reports and enumerators' feedback, a comparative analysis has been presented in the following chapters.

CHAPTER II

PES & DISE HIGHLIGHTS

2.1 Introduction

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

2.2.1 Location of the School

For Post Enumeration Survey, 81 schools out of 1327 schools from Pudukkottai district were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled-in-formats showed that there is no deviation in the list of schools thus ensuring that data were compiled perfectly.

Table 2.1**School Location Particulars: Deviation as per PES**

District	No. of Sample Schools	School Location		% of deviation
		Correct	Not correct	
Pudukkottai	81	81	-	-

2.2.2 School particulars

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

Table 2.2**School Identification Particulars – Deviation as per PES**

District	No of Sampling School	No of schools – Particulars correct/not correct as per PES								
		Year of Establishment			Type of school			Management		
		Correct	Not Correct	%	Correct	Not Correct	%	Correct	Not Correct	%
Pudukkottai	81	81	-	-	81	-	-	81	-	-

2.3.1 Enrolment

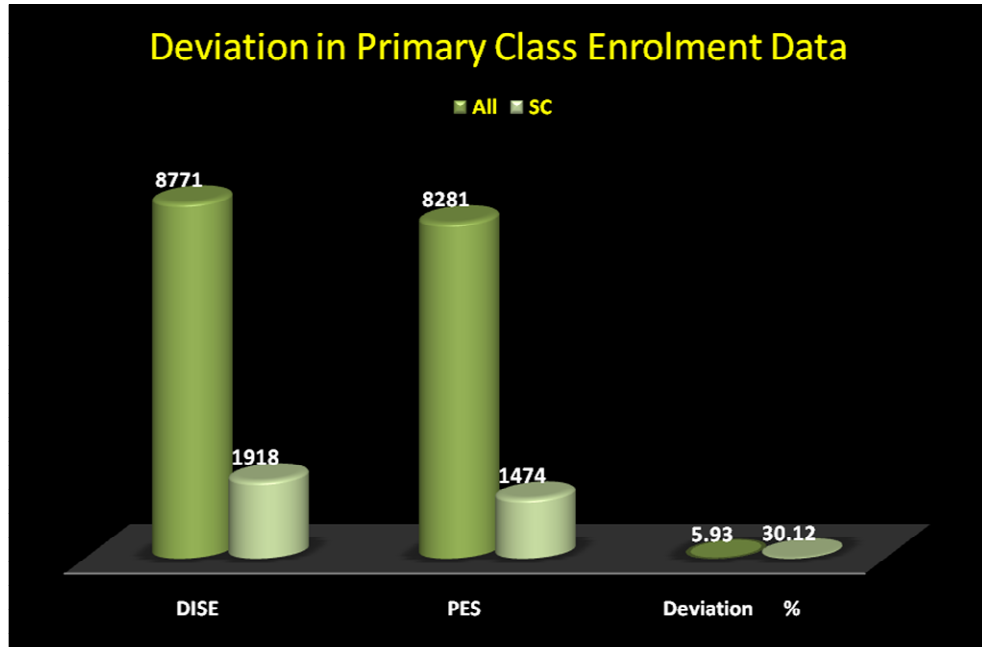
Since enrolment data are felt very important, the team members were given clear instructions to peruse the relevant registers such as admission registers, promotion registers, attendance registers etc. and furnish the Data in Special DCF (Data Capturing format).

District wise enrolment in the sample schools as per PES and DISE is presented in the table below.

Table 2.3

Enrolment deviation as per PES (Pudukkottai District)

Serial No	Category	Primary Class			Upper Primary Class		
		DISE	PES	Deviation %	DISE	PES	Deviation %
1	All	8771	8281	5.93	2646	2497	5.96
2	SC	1918	1474	30.12	542	524	3.43
3.	ST	-	-	-	-	-	-



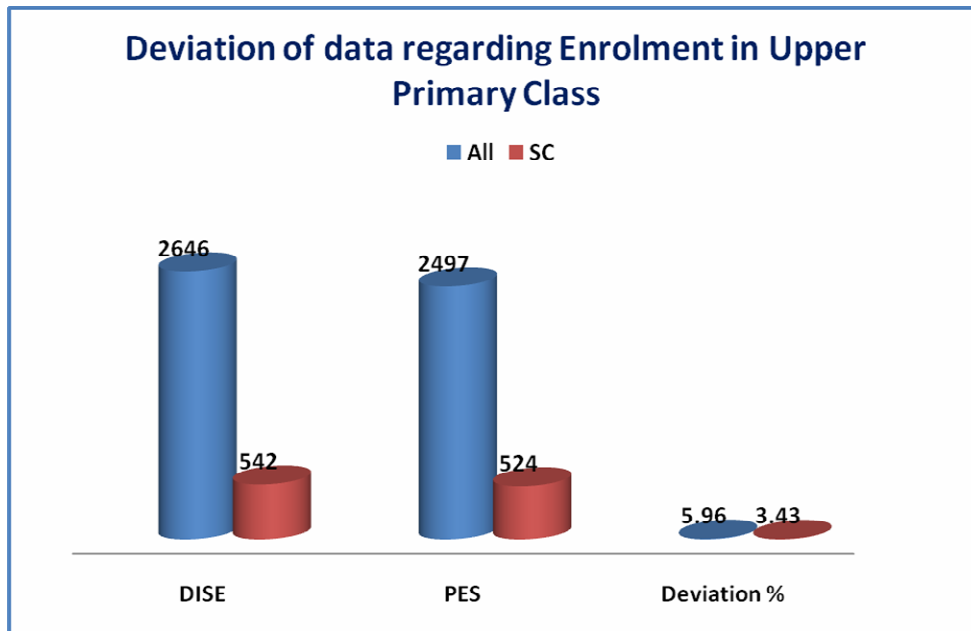
Primary Class

The deviation between PES data and DISE data with regard to enrolment is 5.93 % only for all the categories and is negligible. For SC category it is 30.12%.

Upper Primary Class

In the upper primary classes the deviation in the enrolment for all the categories combined is 5.96 % and 3.43% SC category it is hence negligible.

A comparative account of enrolment data in Primary classes (Std. I-V) and in upper primary classes (Std. VI-VIII) showed that they are almost same as per PES and DISE in the district; however the deviation is little high among Sc candidates at Primary classes in Pudukkottai District. It is ascertained that BRTEs are themselves collecting the filled-in-DISE formats from the schools in their cluster and compare the data with the registers then and there.



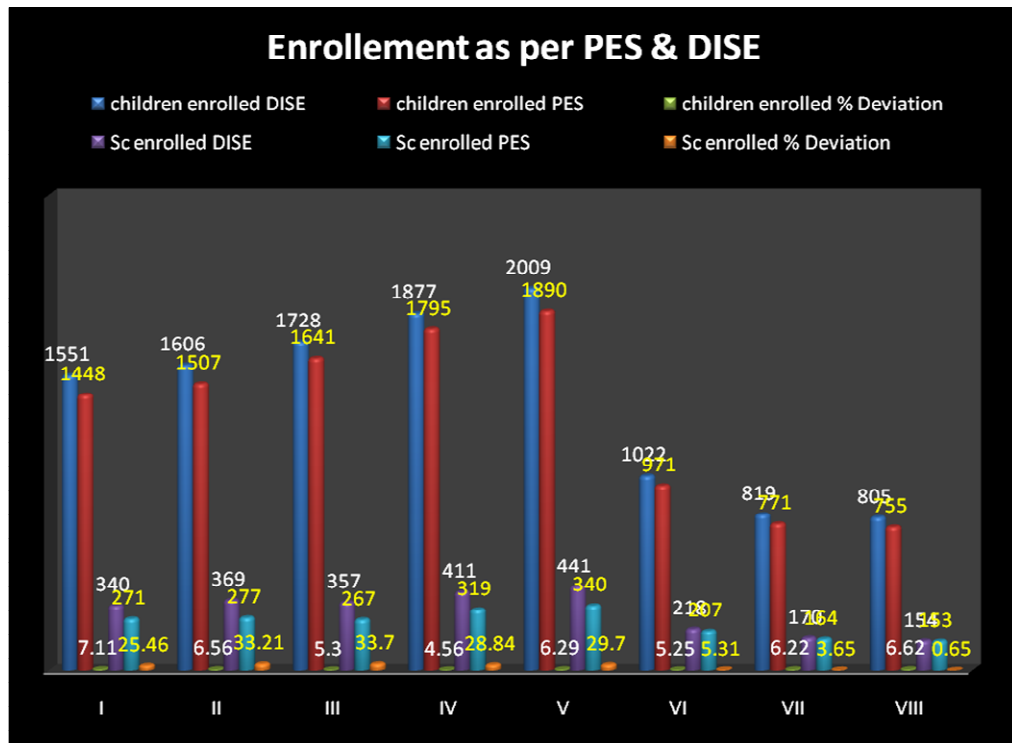
2.3.2 Enrolment by Class

Class wise enrolment in the sample schools as per PES and DISE are presented in the table below

Table 2.4 Enrolment by class as per PES & DISE

(Pudukkottai District)

S.No	Class	Children Enrolled			SC Children Enrolled			ST Children Enrolled		
		DISE	PES	% Deviation	DISE	PES	% Deviation	DISE	PES	% Deviation
1	I	1551	1448	7.11	340	271	25.46	-	-	-
2	II	1606	1507	6.56	369	277	33.21	-	-	-
3	III	1728	1641	5.30	357	267	33.70	-	-	-
4	IV	1877	1795	4.56	411	319	28.84	-	-	-
5	V	2009	1890	6.29	441	340	29.70	-	-	-
6	Sub Total	8771	8281	5.91	1918	1474	30.12	-	-	-
7.	VI	1022	971	5.25	218	207	5.31	-	-	-
8	VII	819	771	6.22	170	164	3.65	-	-	-
9	VIII	805	755	6.62	154	153	0.65	-	-	-
10	Sub Total	2646	2497	5.96	542	524	3.43	-	-	-
11	Total	11417	10778	5.92	2460	1998	23.12	-	-	-



Regarding class wise enrolment of children at the primary and upper primary levels a maximum deviation of was observed at I standard level and the overall deviation for all the standards is 5.92%. As far the enrolment of SC children, the maximum deviation of 33.70% was found for III standard. A maximum deviation of 7.11% was found in I standard and 7.69% was found in VIII standard for the ST children enrolled in the Pudukkottai District. Since the number of SC/ST children is less, the deviation seems to be more. The deviations are mainly due to absentees on the day of visit.

2.3.3 Repeaters

Class wise repeaters in the sample schools as per PES and DISE in the selected district are presented in the table below.

Table 2.5

Repeaters by Class - Deviation as per PES

District	Total Repeaters by class as per DISE								Total Repeaters by class as per PES							
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Pudukkottai	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 2.5 (Contd...)

% of Deviation as per PES

Total Repeaters by class as per PES							
I	II	III	IV	V	VI	VII	VIII
-	-	-	-	-	-	-	-

It is observed that there are no repeaters in the district and hence there is no discrepancy in data

2.3.4 Children with disabilities

Class wise number of children with disabilities as per PES and DISE in the selected sample schools are presented in the table below.

Table 2.6

Children with Disabilities – Deviation as per PES

District	Children with disabilities as per DISE								Children with disabilities as per PES							
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Pudukkottai	10	18	16	18	17	16	20	27	9	13	14	18	16	16	15	25

Table 2.6 (Contd...)

% of Deviation for children with disabilities

District	Children with disabilities							
	I	II	III	IV	V	VI	VII	VIII
Pudukkottai	11.11	38.46	14.28	-	6.25	-	33.33	8.0

Disabled Children



The maximum percentage of deviation is found in II, III, VII standard and the minimum percentage of deviation V ,VIII Standard. For IV and VI, there are no deviations.

2.4 Teachers in position

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers. The number of posts sanctioned for the schools are not known by the HMs in a few schools. However all the primary schools selected in the sample district are having at least two teachers but due to vacancy position, one teacher is continuing and another teacher is appointed on deputation basis from other schools with more than two teachers.

The number of teachers in position in the sample schools as per DISE and PES are given below.

Table 2.7

Teachers in position - Deviation as per PES

District	No. Sample Schools	No. of Teachers as per DISE						No. of Teachers as per PES						Deviation	
		Primary			Upper Primary			Primary			Upper Primary				
		M	F	T	M	F	T	M	F	T	M	F	T	Pri	Upp
Pudukkottai	81	57	220	277	60	97	157	52	199	251	52	94	146	10.35	7.53

At the primary level there is 10.35% deviation, at the upper primary level, the table reveals a deviation of 7.53 %. These deviations may be possibly due to transfer or migration of teachers to other places.

2.5.1 School Facilities

The details of the type of buildings in which the selected sample schools are functioning is given in the table

Table 2.8

Deviation in School Building Type

No. of schools by type of Buildings											% of Deviation
As per DISE					As per PES						
District	Pucca	Partially Pucca	Kucha	Tent	No Builg.	Pucca	Partially Pucca	Kucha	Tent	No Builg.	
Pudukkottai	50	22	7	1	1	50	22	7	1	1	0

There is no deviation observed in school building type. A few photographs are given in Appendix to show the infrastructure in terms of classrooms drinking water sanitation and noon-meal facilities in Pudukkottai District in Appendix A.

Partially Pucca School Building



Pucca School Building



Partially Pucca Building Roof



Pucca School Building (Additional Classroom)



Pucca School Building with Ramp



A Class conducted in Verandha



A Headmaster Monitoring the Classroom



Primary Class Children



Children in Upper Primary Class



Students Activity in the ABL Classroom



2.5.2. No. of Class rooms

The number of class rooms available in the selected sample schools are given in the table below. The number of classrooms is found a PES than DISE. The deviation is 2.27%.

Table 2.9

Deviation in No. of classrooms

District	No. of Class rooms		
	As per PES	As per DISE	% Deviation
Pudukkottai	439	449	2.27

The deviation in percentage is minimum only.

CHAPTER III

INVESTIGATOR FEEDBACK: HIGHLIGHTS

3.1 Introduction

The team members were asked to collect data in the investigator's feedback schedules. All the team members furnished the data almost accurately. The information was computerized and the reports were also generated to highlight the real situation.

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

3.2 School Visit

81 Schools in Pudukkottai District were visited once and no school remained closed on the day of the visit.

3.3 Teachers' response

Table 3.1

District	Teacher Response				
	Very Good	Good	Average	Poor	Very Poor
Pudukkottai	76	4	1	-	-

Head teacher / teacher were available at the time of visit. In all the schools in the District. Majority of the responses of the teachers ranged from Very Good to Good, which is really encouraging.

3.4.1 Availability of School Records

Table 3.2

Status of Availability of School Records

Availability of School Records					
District	Very Good	Good	Average	Poor	Very Poor
Pudukkottai	76	4	1	-	-

As far as the availability of records in the District, in most of the schools they are good and very good. The teachers of the selected sample schools produced relevant registers for verification and the registers were found to be updated properly.

3.4.2 Condition of records

Table 3.3

Status of updation of School Records

District	Updating & condition of School Records	
	Yes	No
Pudukkottai	81	-

Again it is seen from the table that the condition of the records and updating of records are highly satisfying to the investigators.

Daily Attendance Taken by the Class Teacher



3.5.1 Children Enrolled & Attendance Pudukkottai District

Table 3.4

Class	As per PES Enrolment (as per record)						Attendance at the time of visit						Overall % of attendance
	Total			SC			Total			SC			
	B	G	T	B	G	T	B	G	T	B	G	T	%
I	764	787	1551	167	173	340	721	727	1448	133	138	271	90.90
II	822	784	1606	181	188	369	767	740	1507	133	144	277	90.32
III	874	854	1728	183	174	357	829	812	1641	131	136	267	91.51
IV	939	938	1877	199	212	411	898	897	1795	156	163	319	92.39
V	1043	966	2009	238	203	441	970	920	1890	182	158	340	91.02
VI	501	521	1022	109	109	218	474	497	971	100	107	207	95.00
VII	422	397	819	74	96	170	389	382	771	74	89	164	94.53
VIII	388	417	805	67	87	154	361	394	755	67	86	153	94.68

The table tacitly shows in Pudukkottai District and for all the classes right from I standard to VIII standard the percentage of attendance of children exceeds 91%, which is encouraging indeed. Thanks to sincere efforts of SSA functionaries at all levels. Children's attendance in VI standard is that 95%, VII, VIII standard is that 94% and I to II standard is 90% and III, IV, V standard is 91%. But for the attempts by teachers, CRC coordinators, BRC supervisors and other functionaries such a high percentage of attendance is not possible.

When the report of the MI was discussed with the Secretary, MHRD while finalizing the SSA grant for Tamil Nadu state during Feb 2008 secretary explicitly expressed his happiness about the percentage of attendance. To quote him “Tamil Nadu is a child- friendly state. Listening to the performance of Tamil Nadu was a treat official to the ears”. This statement speaks volumes about the commitment of SSA.

The data obtained by the monitoring and evaluating team, the one as revealed by the PES record are very close to each other without much deviation. This crucial index of educational development is a matter of high elation for every one of us.

Gender Wise Children Enrolled & Attendance Pudukkottai District

Class	As per PES Enrolment (as per record)				Attendance at the time of visit			
	Total		SC		Total		SC	
	B %	G %	B %	G %	B %	G %	B %	G %
I	49.25	50.74	49.11	50.88	94.37	92.37	79.64	79.76
II	51.18	48.81	49.05	50.94	93.30	94.38	73.48	76.59
III	50.57	49.42	51.26	48.73	94.85	95.08	71.58	78.16
IV	50.02	49.97	48.41	51.58	95.63	95.62	78.39	76.88
V	51.91	48.08	53.96	46.03	93.00	95.23	76.47	77.83
VI	49.02	50.97	50	50	94.61	95.39	91.74	98.16
VII	51.52	48.47	43.52	56.47	92.18	96.22	100	92.70
VIII	48.19	51.80	43.50	56.49	93.04	94.48	100	98.85

**A Comparison of Attendance Details of PES (2011) and those of
Absenteeism Study (2010)**

Class	2010	2011	2010	2011
	B	B	G	G
	%	%	%	%
I	97	94	99	92
II	95	93	96	94
III	96	95	94	95
IV	95	96	93	96
V	95	93	98	95
VI	94	95	99	95
VII	97	92	94	96
VIII	96	93	97	94

A comparison of the PES data (2011) with the data obtained through a study on “Teacher Absenteeism and Student Attendance” carried out by Alagappa University in July 2010 revealed interesting observations.

A comparison of gender wise percentage of attendance for standards I to VIII for July 2010 and January 2011 showed a decline in the percentage of attendance. For boys except in standard IV and VI, a reduction in attendance percentage ranging from 1% to 5% was observed. For girls though there is an increase of 1%, 3% and 2% for VI, V and VII standards respectively, for other standards a decline in attendance ranging from 2% to 7% was observed.

The decline is observed in the overall attendance percentage of all the eight standard. Except for IV standard, a decline in all the standards ranging from 1% to 6% is observed. This needs probing.

3.5.2 Examination Results

Table 3.5 Annual Examination Results

District	Class	Enrolled		Appeared		Passed		% of pass		
		B	G	B	G	B	G	B	G	T
Pudukkottai	I	764	787	764	787	764	787	100	100	100
	II	822	784	822	784	822	784	100	100	100
	III	874	854	874	854	874	854	100	100	100
	IV	939	938	939	938	939	938	100	100	100
	V	1043	966	1043	966	1043	966	100	100	100
	VI	501	521	501	521	501	521	100	100	100
	VII	422	397	422	397	422	397	100	100	100
	VIII	388	417	388	417	388	417	100	100	100
Total		5753	5664	5753	5664	5753	5664	100	100	100

In Pudukkottai District the percentage of pass is nearly 100%. Though on account of no detention policy at the primary level, the percentage of pass is 100 or near to 100 and at the upper primary level also it is 100%. This reveals the hard work done by the teachers in ensuring near one hundred-pass percentage in all the classes.

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

CHAPTER IV

INVESTIGATORS' SCHOOL OBSERVATION – HIGHLIGHTS

4.1 Introduction

All the team members were also trained to interview the teachers and to collect information through observation. The team furnished information such as in-service training given to school teachers and heads in capturing data, using DISE format, details of duration of the training programmes organized, kind of resource persons who conducted such training courses, frequency of visits by BRTE in the last three months and number of teachers who attended in-service training programmes etc. in the observation schedules; a copy of the observation schedule is given in Appendix The highlights are presented in this chapter.

4.2.1 DISE Training

One-day training was conducted for all school HM/teachers in charge of filling-up of DISE forms.

The table below shows that more than 95% of the teachers and heads had attended the DISE training organized at Block level.

Table 4.1**Centre wise Teachers' attendance in DISE training**

District	No. of Sample Schools	No. of School teacher/HM attended DISE training at				
		Cluster	Block	%	District	Not attended training
Pudukkottai	81	-	13	100	Pudukkottai	-

4.2.2 Teachers who attended DISE training**Table 4.2****Teachers' attendance by No. of Training Days**

(These teachers are in charge of filling up of DCF)

District	No. of Sample Schools	Training attended			
		One day	Two days	More than two days	Training conducted by BRTE& SO /Resource Persons/Both
Pudukkottai	81	4	13	64	-

4.2.3 DCF/Concept

The Table below reveals that all the teachers / heads in this District who have undergone the training course have understood the DCF concept and it is seen that the concept and DISE format was explained quite clearly during the training.

Since DISE training is being conducted every year, the HM and the teacher in-charge of filling-up-of forms are familiar with the concept and definitions.

Table 4.3

No. of Teachers who have understood the DCF & Concepts

District	No. of Sample Schools	No. of Teachers/HM understood DCF/Concept			No. of Teachers by understanding DCF & concepts
		Yes	No	Partly	
Pudukkottai	81	80	1	-	-

97% of teachers have fully understood DCF concept the rest 2.2% have only partly understood and 1.1% have not understood.

4.3.1 School visits by BRTE

Table 4.4

BRTE's School Visits

District	No. of Sample Schools	No. of schools visited by BRTE in the last 3 months					
		Not visited	One time	Two times	Three times	Four times	More than four times
Pudukkottai	81	-	2	11	19	13	36

Teachers Attending BRTEs Meeting



BRTE Co coordinator visiting the School



From the table it may be inferred that 61% the schools selected for PES have been visited by the BRTE at least four times in the last three months. This is an evidence of commitment of BRTES.

4.4 Teachers' in-service training

Table 4.5

No. of Teachers attended in-service Training

District	No. of Sample Schools	No, of teachers in position	No. of teachers attended in service training	Percentage of Attendance
Pudukkottai	81	430	346	80.46

The table shows that a large majority of the teachers have attended in-service training programmes. When many states have difficulty in training the teachers in service, it is a matter of high pride that almost all the teachers have undergone training. This will certainly boost the quality of teaching and teacher – child interaction. Training on a massive scale has been responsible for such a grand success as this.



CHAPTER V

FINDINGS OF THE SURVEY

5.1 Introduction

This project was intended to do a sample check survey of 5% of the schools in each block of Pudukkottai District, 5% of each category of schools i.e., Primary, Middle, High and Higher Secondary schools. Care was taken to select 5% of schools based on management category i.e, Government, Local body, Private aided and Private unaided. The sample consisted of 81 schools, all selected through circular random sampling technique. After an intensive training for one day in data capturing, the team was made to visit Pudukkottai District for verification of school related data.

5.2.1 School Location

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

5.2.2 School Particulars

The information relating to school particulars such as school category, type, management, year of establishment etc. are found correct and there is no deviation between PES & DISE data.

5.3 Teachers in position

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 7.35 to 10.53.

5.4.1 Enrolment and Student Attendance

In all the classes from I to VIII standard, the percentage of attendance of children exceeds 90% which is an encouraging trend indeed. In VI,VII, VIII Standard exceeding 94% , IV standard attendance is 92%.I,II standard attendance is 90%. and III Standard attendance is 91% Thanks to the sincere efforts by SSA functionaries at all levels such as the SPD, DPCs, CEOs, ADPCs, AEEOs, BRC supervisors BRTEs, CRC Co-ordinators, teachers, and education volunteers.

Attendance rate of children, as we all know, is a crucial index of educational development and the figures do not show any deviation from actual enrolment, thanks to the honest functionaries who have given reliable data.

The attendance rate also reveals gender equity in general and community wise equity in particular. This indeed is one of the greatest achievements of SSA, which aims to achieve gender equity by 2010 both at primary and upper primary levels.

5.4.2 Examination pass percentage

In all the Schools in Pudukkottai district the percentage of pass is close to 100. From I std. to VIII std. the pass percentage ranges from 99 to 100. Here also there is no gender or community disparity in the results of annual examination.

5.4.3 Repeaters

The actual variation between PES and DISE data is no variation.

5.4.4 Disabled Children

A total number of 142 children are disabled in Pudukkottai District. The PES- DISE data discrepancy is 12.69%.

5.5 Teachers' Response

In general the cooperation and the response of the teachers were very good.

All of the teachers and heads of schools have attended the DISE training conducted at Block level.

The DISE training programmes of one-day duration each were much useful to the teachers to understand the DCF concept.

5.6 Availability of Records

The PES revealed that the grading for availability of records mostly ranged from 'very good' to 'good' and this is one of the reasons for Tamil Nadu being strong in data base with reference to SSA. In

almost all the schools, full co-operation was rendered during the sample check survey. Necessary registers/records were made available quite readily and were maintained in good condition with regular updation much to the delight of the team members. The team wishes to record the excellent cooperation rendered by the entire staff of SSA Districts, Head Quarters.

School Records being Checked by the Field Investigator



5.7 School Facilities

Classroom Building and Status of Buildings

There is no significant discrepancy between PES and DISE data regarding school facilities such as classroom and status of buildings. 61% school buildings were pucca, 27% were partially pucca, 8.6% kucha and 1.23% had tent and in 1.23 % of schools there is no building

in this District. Data regarding the number of classrooms as per PES and DISE did not show any deviation.

Unused Classroom



5.8.1 Children Enrolled and Attendance

This District shows an encouraging trend in the enrolment with the percentage of attendance exceeding 90% from I Standard to VIII Standard. There is not much deviation of PES data from the DISE data as shown by the PES data. VI Standard attendance 95%,VII,VIII Standard attendance 94% IV Standard attendance 92% III Standard attendance 91% I to II Standards showing an attendance of 90.% .

During the meeting of the Project Approval Board held, during March 2007 and February 2008 where the performance of Tamil Nadu

with reference to SSA was shared with the Secretary, MHRD, after appraisal, the attendance issue was discussed. The secretary, MHRD was happy about the attendance percentage in Tamil Nadu which is a crucial index of educational development. There was very negligible deviation in the enrolment particulars of PES and DISE.

5.8.2 Examination Results

In Pudukkottai District the percentage of pass is nearly 100. Though on account of no detention policy at the primary level, the percentage of pass is 100, at the upper primary level also it is 100. This reveals the hard work done by the teachers in ensuring near one hundred pass percentage in all the classes.

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

5.9 DISE Training

All the teachers and heads of schools selected in Pudukkottai District have undergone DISE training at Block level. DISE training programmes were of one day duration each. It is interesting to note that all the teachers and heads have understood the DCF concept which can be inferred from the absence of any major discrepancy between the DISE and PES data.

5.10.1 Data Quality

The quality of data regarding school particulars, infrastructure facilities (classroom and building), enrolment, attendance and pass percentage of children, teachers' response, availability and maintenance of school records, DISE training, inservice training, disabled children, repeaters and distribution of books is very high and appreciable. The data discrepancy is only minimal, which shows the effectiveness of training in capturing relevant information.

5.10.2 Data Sharing

Reports have been generated at CRC, BRC and district levels and shared with offices of various departments for their use. Sharing of data goes a long way in ensuring overall quality of education providing opportunity for mutual learning.

5.10.3 Usage of Data

An encouraging trend is that the DISE data are also used for Monitoring and Planning at all levels.

5.11 Visit of BRTEs

The sincerity and commitment of the BRTEs in Tamil Nadu are revealed in the finding that a majority of the schools in Pudukkottai District have been visited by the BRTEs more than four times in the last three months.

5.12 Teacher's in service Training

The greatest achievement of Tamil Nadu lies in the fact that nearly 100% of the teachers have attended in-service training programmes in all the Districts surveyed so far by Alagappa University. While several States are lagging behind in this component, the state of Tamil Nadu has made it possible to cover almost all the teachers.

5.13 General

The overall findings of the Post Enumerative survey show that the data captured through DISE on all the key components and indicators of educational development are of excellent quality without any significant discrepancy. This has enabled Tamil Nadu to develop in all the educational indices of SSA.

CHAPTER VI

SUGGESTIONS AND RECOMMENDATIONS

6.1. Introduction

The following suggestions and recommendations have emerged from the report given in the preceding five chapters.

6.2.1 DISE training

In order to have a holistic and meaningful picture of the achievement of Education for All Scheme (SSA), it is essential to give DISE training to the heads and teachers of all the government heads and teachers of all the government aided and unaided schools. In service training should also be given to these teachers for enhancing the quality of instruction. In the context of launching of RMSA this will be useful. A complete picture of the educational status of all the primary and upper primary children can be obtained only with the teamwork of teachers of government aided and unaided schools.

6.2.2 Data collection and data processing

It is necessary to encourage the sharing of the data with all the VEC members and others facilitating school administration. This sharing of experience will strengthen the various components of SSA and mutual learning in overcoming problems. Public Private partnership is best achieved through effective functioning of VECS.

Regular monitoring of data capture, data sharing and data usage will be helpful in filling the gaps in the implementation of SSA.

6.2.3 Data quality

DISE data quality is good and the standard should be maintained at any cost all levels.

6.2.4 Maintenance and Updation of records

The PES data show that the HMs of the sample schools are maintaining all the records satisfactorily. In all the schools maintenance and updation of the records are satisfactory.

6.2.5 Data sharing

Data sharing is done by way of distribution of reports generated for their requirement.

6.2.6 Data usage – monitoring

DISE data are used very much in preparation of AWP&B; however data are not much used for monitoring. Therefore it is recommended that data from DSE may be utilised for monitoring and evaluation purposes.

6.2.7 Any other

SPD has created a very good school database which may be published in website for public access and for researchers.

6.2.8 General Observations

The Post Enumerative Survey of 5% of schools in Pudukkottai District was a soul – satisfying experience because when many states face the problem of data discrepancy, Tamil Nadu is an exemplary state in providing objective and comprehensive data.

A comparison of attendance particulars for standards I to VIII of PES with those of “Teacher Absenteeism and Student Attendance” study carried out by Alagappa University in 2010 showed a decline in attendance ranging from 1% to 6% except for standard IV. When we are happy about the achievements in terms of enrolment, transition and reduction in drop out rate on account of SSA Programme, this causes concern and hence needs further enquiry.

The PES can capture exact data regarding children taking noon meal from schools. This is possible on account of rigorous training given to the functionaries in data capturing, data recording, data monitoring and data updating. Tamil Nadu is a role model in the successful implementation for Education for All scheme due to the commitment of functionaries at all levels. However, there is no justification for any complacency because the ASER and PROBE reports point to the need for focus on the quality of classroom instruction.

Tamil News Paper “Dinamani” of 06.05.2011 has given a statistics on dropped out children. It quoted the findings of a research study on drop outs carried out by 4200 teacher educators, 412 BRTs and other educationists. It states while last year there were 62,000 dropouts at primary and upper primary levels, it has come down to

53,000 in April 2011. In 2001-2002 the drop outs were an alarming number of 5.74 lakhs. The news item presents several intervention programmes planned by the State Project Directorate. An exclusive amount of Rs.50 crores has been allocated for intervention programmes to further minimise the problem of dropout. State Government of Tamil Nadu is sensitive enough to this problem and there are plans to offer special training to these students to enhance their academic performance, exclusive class arrangements in the school itself and residential schools for nonstarters. It is hoped that these efforts will bear fruits in future.

If this tempo is continued and extended for secondary education also which is reflected in the implementation of Rashtriya Madhyamik Shiksha Abhyan (Universalisation of Secondary Education Scheme) , we will be able to fulfil the vision of India as a self-sustained superpower by 2020 or even earlier.

PREFACE

Professor Dr. Prema, Head, Department of Education,
Chairperson, Alagappa School of Education,
Member of the Syndicate
Alagappa University,
Karaikudi, Sivagangai District, Tamil Nadu.

SSA is the major time bound intervention for Universalization of Elementary Education in India being implemented from 2001 onwards on a mission mode with Central and State Government funding. Since SSA framework stresses the micro level planning and also gives much importance of the quality of data, large child population data base and school data base have been created in Tamil Nadu. Since NUPEA has been entrusted to create and update the school database at National level it has initiated PES on DISE data to improve the quality of school database.

The State Project Directorate-SSA TamilNadu has selected the University to undertake Post Enumeration Survey on 5% data sample check in **Dindigul District**.

It constituted a team of 6 field workers to carry out Post - Enumeration Survey on 5% data sample check. The coordinator's team consisting of **Dr.P.Prema and Dr. S.Subbiah, Associate Professor and Head i/c, Department of English, Dr.AR.Saravanakumar, Assistant Professor, DDE and Mr.S.Subramanian UGC Guest Faculty, Alagappa University, Department of Education** visited the SSA office at Dindugul District and obtained block wise data about the different types and numbers of schools.

After the coordinators gave a one day orientation to the field workers' team, the sample check work commenced in the third week of November 2010 and it was completed by the end of December 2010.

The help rendered by **Mrs.S.Vidhya**, Programme Assistant, Department of Education, Alagappa University, is thankfully acknowledged.

I am thankful to **Thiru.R.Venkatesan I.A.S., present Director SSA** for providing financial support and encouragement for carrying out this survey.

The investigators team wishes to acknowledge with thanks the excellent support rendered by the **SSA Officials of Dindigul District**. The heads and the teachers of the schools were cooperative which made this PES a success.

The unparalleled support rendered by **Prof. S.Sudalimuthu, Vice-Chancellor, Alagappa University, Prof.Dr.Manimekalai, Registrar, Alagappa University** is gratefully acknowledged.

I wish to thank **P.Ganesan and V.Sureshkumar ,P.G.Diploma Students and Mrs.N.Chittu Meenal**, typist, from the Department of Education for preparing the draft report.

This survey report is presented in six chapters. The first chapter deals with the "Outline of the PES". The PES highlights are presented in the second chapter. The investigators' feedback, objectives, findings of the survey and suggestions and recommendations are presented in the III, IV, V, and VI chapters respectively.

I hope this comprehensive report will be useful to maintain the high quality of DISE data which the State Project Directorate, SSA has been providing for future planning and monitoring. It is expected that the feedback will also serve as useful guideline for effective implementation of Universalisation of Secondary Education Scheme.

Dr S. SUBBIAH
Assistant Project Coordinator

(Dr. PREMA)
Project Coordinator

(Dr.AR.SARVANAKUMAR & Mr.S.SUBRAMANIAN)

Additional Project Coordinators

CHAPTER I

OUTLINE OF THE SURVEY

1.1 Introduction

Alagappa University – A Profile

Alagappa University, named after Dr. Alagappa Chettiar, the munificent and multifaceted personality (late) was established in the year 1985 at Karaikudi in Sivagangai District in Tamil Nadu. It has as its motto “Excellence in Action” and keeps before it the vision of excellence in all spheres of education. Last year the university celebrated the birth centenary of the great Founder. Presently the whole University is vibrant with a lot of programmes like seminars, conferences, meetings to celebrate its Silver Jubilee Year.

Alagappa University established with 4 Departments and 2 Constituent Colleges in 1985, has grown in stature through committed service to the learner society. Now, the University has 4 Faculties 10 schools of learning, comprising 22 Departments, 8 Centres and 2 Constituent Colleges. Besides it has 4 Evening Colleges and 26 affiliated Colleges / Institutions. The University is also in collaboration with private professional institutes offering over 40 career oriented programs. The Directorate of Distance Education of the University is very popular all over the nation and abroad as well offering over 60 programs. The University is accredited with ‘A’ grade by the National Assessment and Accreditation Council of the country in 2005. The University’s student strength, from all

modes (regular, part-time, collaborative and distance) is reaching 1,75,000. The University has over 200 competent and qualified teachers. Now the University is preparing for reaccreditation.

The faculties of the university have published over 80 books and more than 2000 research papers in the reputed national and international journals and have won awards and honours in recognition of their exemplary service in teaching and research. Many faculty members in Science and Management disciplines are invited by foreign universities to utilize their teaching and research expertise. The Department of Education has received funds from The Netherlands for carrying out research in child care, in addition to research grants from ICSSR, ICMR, TNSCST, UGC, MHRD, NCERT, IGNOU, DBT, DST and other agencies.

The University Grants Commission identified the potential of Alagappa University and sanctioned grants through many special schemes.

- Life Long Learning
- Higher Education Persons with Special Needs [HEPSN]
- Centre for Women's studies
- Promotion of Ethics and Human Values
- Establishment of Special Cell for SC/ST
- Special Assistance Programme [SAP]
- Fund for Improvement of Science and Technology [FIST]
- Teacher Preparation in Special Education [TEPSE]
- General Development Assistance
- Umayal Day Care Centre for Children (An Extension Programme of the Department. of Education)
- Innovative programme – P.G.Diploma in Teacher Education

Programmes of Study

The University with 29 academic Departments/Centres of study and research is offering courses in varied areas like Bio-technology, Animal Husbandry, Nanotechnology, Bioinformatics, Bioelectronics, Biosensors, Oceanography and Coastal Area Studies, Physics and Crystal Research, Industrial Chemistry, Mathematics, Computer Science and Engineering, Library and Information Science, Business Administration and e-commerce, Corporate Secretary ship, Bank Management, Management, Tamil, English, Women's Studies, Education, Rural Development, Special Education, Lifelong Learning and Physical Education at P.G., M.Phil and Ph.D. levels.

Central Library

The University Library has a very rich collection of carefully culled volumes and periodicals including 32 international journals. E-journals numbering over 200 are accessed through UGC-INFONET, which is very much used by the research scholars and faculty members. Air conditioned internet browsing centre with 30 systems is functioning from 8.00 am to 8.00 pm. On an average, 400 users are using this facility. The library has been using the SOUL an Integrated Library Management software package with all the modules for the library housekeeping operations. Online Public Access Catalogue (OPAC) available in the library is very much useful to the users to search library online catalogue by Author, Title, Subject and Keywords. Also users can know the latest additions of periodicals and books and the status of a document. The Talking Book Library is catering to the requirements of visually impaired in this area.

Distance Education Programmes

There is a giant leap in the enrolment for Distance Education in the Alagappa University with the cumulative admissions crossing the **1.75 lakhs**

mark during the current academic year (2009-10). The University has a vast Network of 189 Study Centres throughout the country and abroad in Singapore, Malaysia, Sri Lanka, Dubai, Kingdom of Bahrain, and Qatar to provide services to the student community.

Research and Projects

The University is committed to quality, funded research programs. As of now projects worth over Rs.1150 lakhs are underway. Faculty members are encouraged to collaborate and raise funds for research from national level and international institutions of repute. 75 Major projects, involving an allocation of Rs 54 lakhs by the University from its Research Fund (AURF) scheme are under execution by the Faculty members. There are 6 SAP/FIST/DAP Departments/Constituent Colleges with fund allocation of about Rs.700 lakhs.

There are eight new courses that are introduced in the DDE mode and they are:

- (i) M.Sc. Physics
- (ii) M.Sc. Chemistry
- (iii) M.Sc. (Botany with Specialisation on Plant Biotechnology)
- (iv) M.B.A. (Human Resource Management)
- (v) M.B.A. Integrated Programme (Online)
- (vi) P.G. Diploma in Human Resource Management
- (vii) P.G. Diploma in Library and Networking
- (viii) Certificate course in Library and Information Science

Collaborative Programmes

Under the stream of Collaborative mode, need based and socially relevant academic programmes are being offered in collaboration with some of the private institutions. As of now, 54 programmes under different levels in the specialization of Hotel Management, Textile Designing, Paramedical Sciences, Nautical and Aeronautical Sciences are being offered through collaborative mode. During the year 2007-08, the University has collaborated with Seven Institutions to offer B.Sc.(Catering and Hotel Administration) Programme. M.Sc.(Biotechnology) has been introduced in collaboration with M/s Medic lone Biotech (P) Ltd., Chennai.

- . Postgraduate Diploma in Dialysis Technology
- . Postgraduate Diploma in Perfusion Technology
- . Diploma in Medical Records Technology
- . Postgraduate Diploma in Games Programming
- . Diploma in Animation
- . Certificate in 3D Animation
- . Certificate in Web Design
- . The Directorate of Collaborative Programmes will be launching a Diploma course in Catering and Hotel Administration from the Year 2008 – 2009.

It is a matter of immense elation that **Alagappa University is the only institution in Tamil Nadu which has been chosen by the MHRD for monitoring and evaluating the SSA programme from 2002-2008. The report on Post Enumeration Survey submitted in 2007 was described as “One of the best we have received so far” by NUEPA**

New Delhi.(Letter F.No.NUEPA EMIS 5% SC – DISE Data dated26.7.2007). This stands as an evidence for the fact that the Department of Education is one of the strongest of its kind in research.

1.2.1 Post Enumeration Survey

The State Project Director of the Tamil Nadu State Mission of Education for All selected Alagappa University for Post Enumeration Survey on 5% DISE Data Sample Checking in **Dindigul** District, in TamilNadu. Since the university has all infrastructure facilities and experienced faculties to conduct studies and sample surveys, it undertook the job after executing an MoU.

1.2.2 Formation of Team and Training to Team members

Dr. Prema, Professor & Head, Department of Education and Chairperson, School of Education accepted the responsibility and formed a team of six field workers for data collection in the sample schools from the above district. Dr.S.Subbiah, Assistant Coordinator and Mr.S.Subramanian and Dr.Ar.Saravanakumar, Additional Coordinators coordinated the PES.

The field workers were given one day training in selection of schools, data capture, concepts and definitions, data source, verification of registers etc. in detail. Appendix A gives DCF used for PES.

1.2.3 Sampling Technique

Circular Random Sampling Technique was adopted for selection of 5% of Primary, Middle, High and Hr. Sec. Schools in Rural and Urban areas and

in all categories of Management such as Govt., Local Body and Welfare Department, Private aided and Private Unaided in the sample district.

LIST OF BLOCKS AND TOTAL NUMBER OF SCHOOLS IN

DINDIGUL DISTRICT

S.No	Name of the Block	Total No. of Schools
1.	Athoor	128
2.	NilaKottai	132
3.	Batlagundu	99
4.	Dindigul Rural	145
5.	Sanarpatti	109
6.	ReddiarChatram	130
7.	Natham	148
8.	Vadamadurai	106
9.	Vedasandur	129
10.	Oddanchatram	109
11.	Guzilamparai	110
12.	Palani Rural	103
13.	Kodaikanal	113
14.	Thoppampatti	145
15.	Dindigul Urban	94
16.	Palani Urban	33
Total		1833

DINDIGUL DISTRICT MAP



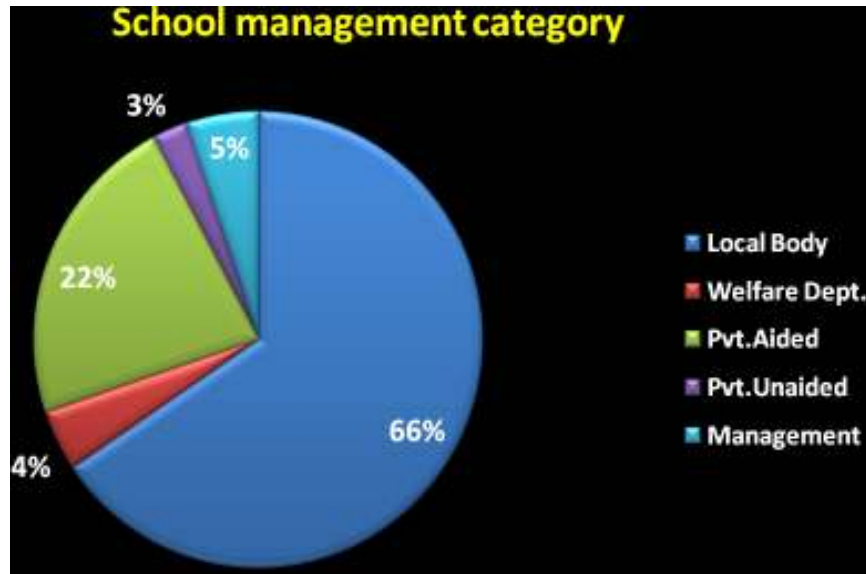
1.2.4 Selection of Sample Schools

The number of sample schools in the selected districts for Post Enumeration Survey is presented in the table below.

Table 1.1

Selection of Sample Schools - Dindigul District

S.No	No. of Blocks	School Management Category	No. of Schools		Sample Schools						Grand Total	% of sample school
			Pri	Mid HS HSS	Rural		Urban		Total			
					Pri	Up pri	Pri	Up pri	Pri	Up pri		
1	16	Local Body	49	27	43	24	6	3	49	27	76	65.51
2		Welfare Dept.	4	1	4	1	-	-	4	1	5	4.31
3		Pvt.Aided	18	8	13	6	5	2	18	8	26	22.41
4		Pvt.Unaided	1	2	1	2	-	-	1	2	3	2.58
5		Other	-	-	-	-	-	-	-	-	-	-
6		Unrecognized	-	-	-	-	-	-	-	-	-	-
7.		Management	5	1	4	1	1	-	5	1	6	5.17
Total			77	39	65	34	12	5	77	39	116	99.98



Block List:

S.No	Name of the Block
Dindigul District	
1.	Athoor
2.	NilaKottai
3.	Batlagundu
4.	Dindigul Rural
5.	Sanarpatti
6.	ReddiarChatram
7.	Natham
8.	Vadamadurai
9.	Vedasandur
10.	Oddanchatram
11.	Guzilamparai
12.	Palani
13.	Kodaikanal
14.	Thoppampatti
15.	Dindigul Urban
16.	Palani Urban

Dindigul District

In the selected district all the blocks were selected and 5% of schools in every category and in all management in all blocks were chosen for data collection/enumeration. In Dindigul district 116 of schools were selected of which 77 were primary schools and 39 were upper primary schools.

1.2.5 Data Collection

Under the supervision of Dr.P.Prema, Dr.S.Subbiah Dr.Ar.Saravanakumar, and Mr.S.Subramanian were nominated as co supervisors for this work. The following team members were assigned data collection work from the sample schools in the districts.

List of Enumerators for Data Collection

Dindigul (District)

- 1. T.Natarajan**
- 2. R.Vijayalashmi**
- 3. Joseph Franlin Amrtharaj**
- 4. T.Murugesan**
- 5. S. Karthikeyan**
- 6. V.Basker UdayaKumar**

The team personally visited the schools and gathered data in the special data collection format without any bias. The team collected data from the sample schools during the period, December 2010 in the selected districts as per the schedule fixed.

1.2.6 Verification of Records

The State Project Director had already instructed the District Programme Co-ordinator in the selected district to inform the field staff and teachers to provide the relevant records and registers to the team members when they visited the schools for data collection and verification. Therefore, the team members got easy access to records and collected data.

1.2.7 Data Processing

The filled in formats were properly scrutinized by the team trained. The PES data DISE data of the sample schools were entered into the computers for validation and reports were generated.

1.2.8 Report Generation

Based on the reports and enumerators' feedback, a comparative analysis has been presented in the following chapters.

CHAPTER II

PES & DISE HIGHLIGHTS

2.1 Introduction

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

2.2.1 Location of the School

For Post Enumeration Survey, 116 schools out of 1833 schools from Dindigul district were selected. A comparison of the address and location of the sample schools with location particulars as per DISE filled-in-formats showed that there is no deviation in the list of schools thus ensuring that data were compiled perfectly.

Table 2.1**School Location Particulars: Deviation as per PES**

District	No. of Sample Schools	School Location		% of deviation
		Correct	Not correct	
Dindigul	116	116	-	-

There is no deviation observed.

2.2.2 School Particulars

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

Table 2.2**School Identification Particulars – Deviation as per PES**

District	No of Sampling School	No of schools – Particulars correct/not correct as per PES								
		Year of Establishment			Type of school			Management		
		Correct	Not Correct	%	Correct	Not Correct	%	Correct	Not Correct	%
Dindigul	116	116	-	-	116	-	-	116	-	-

There s no deviation in the data regarding year of establishment of schools, type of schools and the management of the school.

2.3.1 Enrolment

Since enrolment data are felt very important, the team members were given clear instructions to peruse the relevant registers such as admission registers, promotion registers, attendance registers etc. and furnish the Data in Special DCF (Data Capturing format).

District wise enrolment in the sample schools as per PES and DISE is presented in the table below.

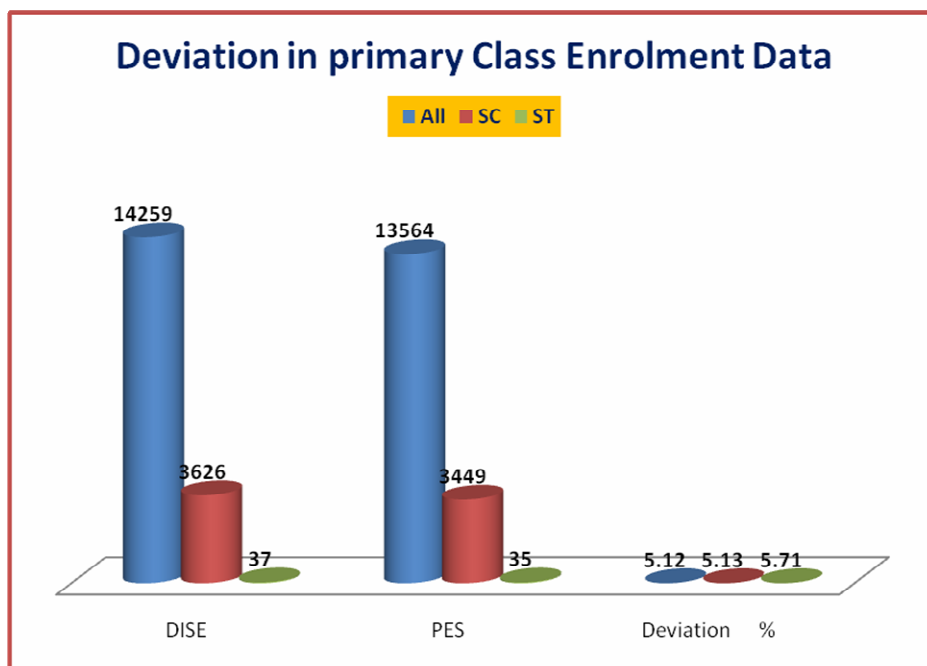
Table 2.3

Enrolment deviation as per PES (Dindigul District)

Serial No	Category	Primary Class			Upper Primary Class		
		DISE	PES	Deviation %	DISE	PES	Deviation %
1.	All	14259	13564	5.12	4427	4167	6.23
2.	SC	3626	3449	5.13	838	716	17.03
3.	ST	37	35	5.71	6	6	0

Primary Class

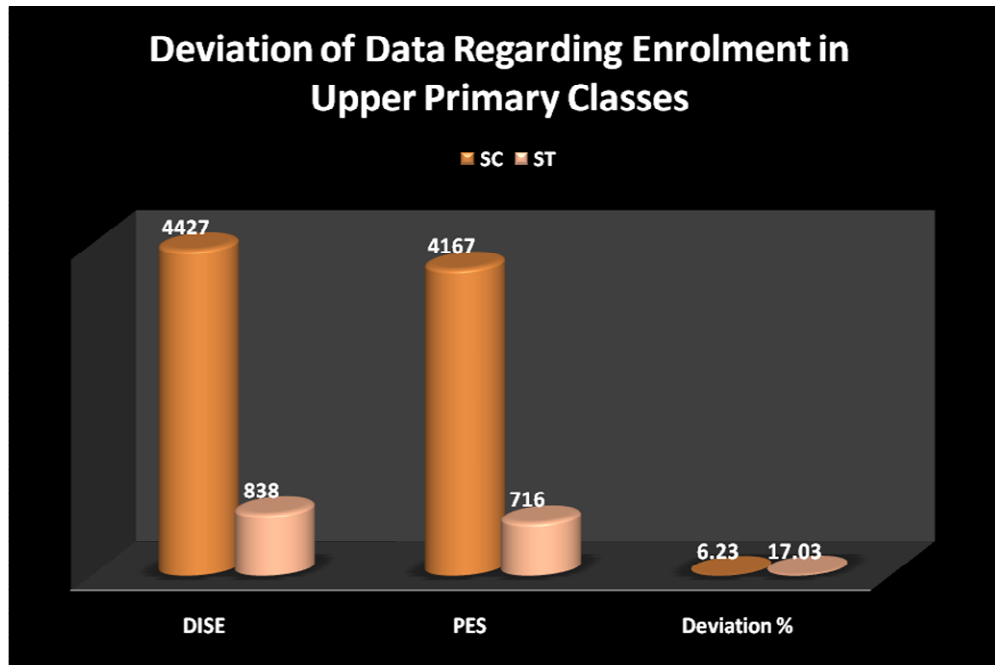
The deviation between PES data and DISE data with regard to enrolment is 5.12 % for all the categories and is negligible. For ST category it is 5.71% and for SC category it is 5.13%.



Upper Primary Class

In the upper primary classes the deviation in the enrolment for all the categories combined is 6.23 % and for SC category 17.03% in the ST category there is no deviation.

A comparative account of enrolment data in Primary classes (Std. I-V) and in upper primary classes (Std. VI-VIII) showed that they are almost same as per PES and DISE in the district; however the deviation is little and negligible all categories in primary classes. However, the deviation is 17.03 % of SC category in upper primary classes in Dindigul District. Because of the small number of children among SC category, the deviation seems to be more. It is ascertained that BRTEs are themselves collecting the filled – in – DISE formats from the schools in their cluster and compare the data with the registers then and there.



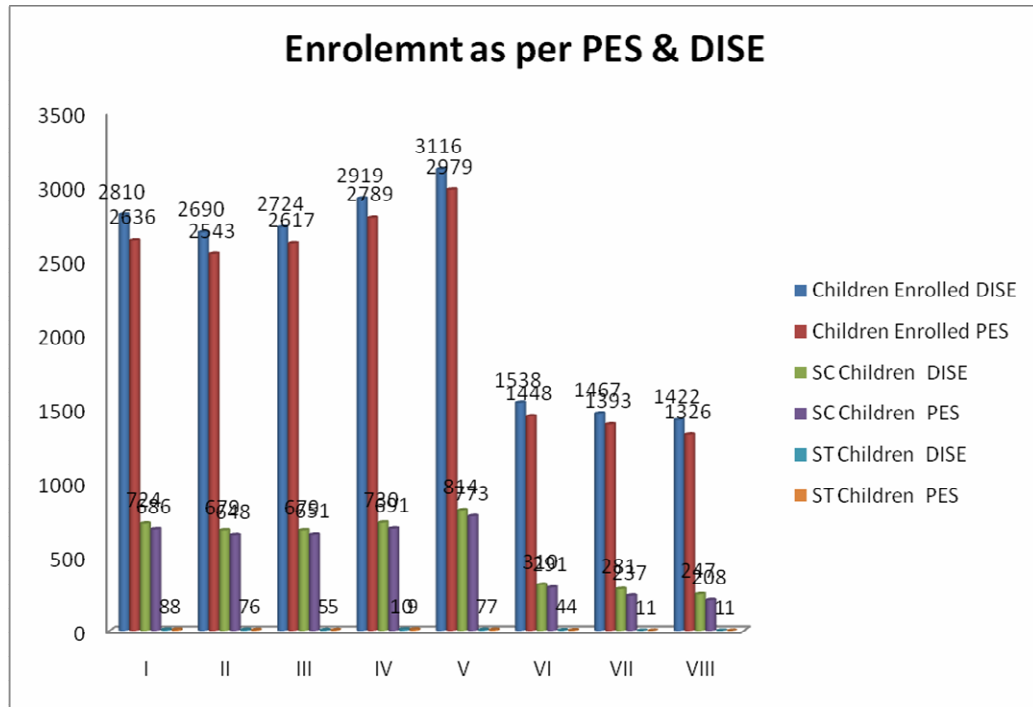
2.3.2 Enrolment by class

Class wise enrolment in the sample schools as per PES and DISE are presented in the table below.

Table 2.4

Table 2.4 Enrolment by class as per PES & DISE (Dindigul District)

S.No	Class	Children Enrolled			SC Children Enrolled			ST Children Enrolled		
		DISE	PES	% Deviation	DISE	PES	% Deviation	DISE	PES	% Deviation
1	I	2810	2636	6.60	724	686	5.24	8	8	0
2	II	2690	2543	5.78	679	648	4.78	7	6	16.66
3	III	2724	2617	4.08	679	651	4.30	5	5	0
4	IV	2919	2789	4.66	730	691	5.64	10	9	11.11
5	V	3116	2979	4.59	814	773	5.30	7	7	0
6	Sub Total	14259	13564	5.12	3626	3449	5.13	37	35	5.71
7	VI	1538	1448	6.21	310	291	14.39	4	4	0
8	VII	1467	1393	5.31	281	237	18.56	1	1	0
9	VIII	1422	1326	7.23	247	208	18.75	1	1	0
10	Sub Total	4427	4167	6.23	838	716	17.03	6	6	0
11	Total	18686	17731	5.38	4464	4165	7.17	43	41	4.87



Regarding class wise enrolment of children at the primary and upper primary levels a maximum deviation of was observed at VIII standard level and the overall deviation for all the standards is 5.38%. As for the enrolment of SC children, the maximum deviation of 18.75% was found for VIII standard class. There is maximum deviation of 16.66% was found in II standard and 11.11% was found in IV standard for the ST children enrolled in the Dindigul District. Since the number of SC/ST children is less, the deviation seems to be more. The deviations are mainly due to absentees on the day of visit.

2.3.3 Repeaters

Class wise repeaters in the sample schools as per PES and DISE in the selected district are presented in the table below.

Table 2.5

Repeaters by Class - Deviation as per PES

District	Total Repeaters by class as per DISE								Total Repeaters by class as per PES							
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Dindigul	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-

Table 2.5 (Contd...)

% of Deviation as per PES

Total Repeaters by class as per PES							
I	II	III	IV	V	VI	VII	VIII
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

There is no deviation observed in data regarding repeaters in the district.

2.3.4 Children with disabilities

Class wise number of children with disabilities as per PES and DISE in the selected sample schools are presented in the table below.

Table 2.6

Children with Disabilities – Deviation as per PES

District	Children with disabilities as per DISE								Children with disabilities as per PES							
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Dindigul	19	18	25	23	28	24	25	16	18	18	25	22	27	24	25	16

Table 2.6 (Contd...)

% of Deviation for children with disabilities

District	Children with disabilities							
	I	II	III	IV	V	VI	VII	VIII
Dindigul	5.55	-	-	4.54	3.70	-	-	-

The maximum percentage of deviation is found in I standard and the minimum deviation is for V standard. For II, III and VI, VII, VIII there are no deviations. The actual raw score difference between DISE data PES data is only one.

2.4 Teachers in position

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers. All the primary schools selected in the sample district are having at least two teachers but due to vacancy position, one teacher is continuing and another teacher is appointed on deputation basis from other schools with more than two teachers.

The number of teachers in position in the sample schools as per DISE and PES are given below.

Table 2.7

Teachers in position - Deviation as per PES

District	No. Sample Schools	No. Teachers as per DISE						No. Teachers as per PES						% of Deviation	
		Primary			Upper Primary			Primary			Upper Primary				
		M	F	T	M	F	T	M	F	T	M	F	T	Pri	Upp
Dindigul	116	63	441	504	63	124	187	66	413	479	60	120	180	5.21	3.88

At the primary level there is 5.21% deviation, at the upper primary level, the table reveals a deviation of 3.88%. These deviations may be possibly due to transfer or migration of teachers to other places.

2.5.1 School Facilities

The details of the type of buildings in which the selected sample schools are functioning is given in the table.

Table 2.8

Deviation in School Building Type

No. of schools by type of Buildings											%
As per DISE					As per PES					Devi ation	
District	Pucca	Partially Pucca	Kucha	Tent	No Builg.	Pucca	Partially Pucca	Kucha	Tent		
Dindigul	77	34	5	-	-	77	34	5	-	-	0

As far the type of building of the schools, it is observed that there is no deviation as per DISE & PES in Dindigul District.

2.5.2. No. of Class rooms

The number of class rooms available in the selected sample schools are given in the table below. The number of classrooms is as per PES and DISE it is observed that the deviation is 9.53%.

Table 2.9

Deviation in No. of Classrooms

District	No. of Class rooms		
	As per PES	As per DISE	% Deviation
Dindigul	577	632	9.53

CHAPTER III

INVESTIGATOR FEEDBACK: HIGHLIGHTS

3.1 Introduction

The team members were asked to collect data in the investigator's feedback schedules. All the team members furnished the data almost accurately. The information was computerized and the reports were also generated to highlight the real situation.

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

3.2 School Visit

116 Schools in Dindigul District were visited once and no school remained closed on the day of the visit.

3.3 Teachers' response

Table 3.1

Status of Teachers' Response

District	Teacher Response				
	Very Good	Good	Average	Poor	Very Poor
Dindigul	64	48	4	-	-

Head teacher / teachers were available at the time of visit. In all the schools in the District. Majority of the responses of the teachers ranged from Very Good to Good which is encouraging indeed.

3.4.1 Availability of School Records

Table 3.2

Status of Availability of School Records

Availability of School Records					
District	Very Good	Good	Average	Poor	Very Poor
Dindigul	48	59	9	-	-

As far as the availability of records in the District, in most of the schools they are good and very good. The teachers of the selected sample schools produced relevant registers for verification and the registers were found to be updated properly.

3.4.2 Condition of Records

Table 3.3

Status of updation of School Records

District	Updating & condition of School Records	
	Yes	No
Dindigul	116	-

Again it is seen from the table that the condition of the records and updating of records are highly satisfying to the investigators.

Children Enrolled & Attendance Dindigul District

Table 3.4

Class	As per PES Enrolment (as per record)							Attendance at the time of visit							Overall % of attenda nce
	Total		T	SC		ST		Total		T	SC		ST		
	B	G		B	G	B	G	B	G		B	G	B	G	
I	1407	1403	2810	369	355	5	3	1315	1274	2589	349	337	2	1	92.54
II	1312	1378	2690	324	355	3	3	1239	1304	2543	311	337	1	0	94.54
III	1361	1363	2724	330	349	3	2	1298	1279	2577	315	336	0	0	94.71
IV	1477	1442	2919	357	373	5	4	1406	1383	2789	339	352	3	2	95.24
V	1553	1563	3116	416	398	3	4	1481	1498	2979	403	370	0	1	95.32
VI	753	785	1538	162	148	4	0	701	747	1448	146	125	4	0	93.03
VII	710	757	1467	141	140	0	1	669	724	1393	118	119	0	1	93.25
VIII	700	722	1422	128	119	1	0	640	686	1326	112	96	1	0	91.91

The table tacitly shows in Dindigul District and for all the classes right from I standard to VIII standard the percentage of attendance of children exceeds 92%, which is encouraging indeed. Thanks to the sincere efforts of SSA functionaries at all levels. Children's attendance in IV, V exceed 95% and II, III standard is that 94% and VI, VII standard is 93% and I,VIII standard is 92% . But for the attempts by teachers, CRC coordinators, BRC supervisors and other functionaries such a high percentage of attendance is not possible.

When the report of the MI was discussed with the Secretary, MHRD while finalizing the SSA grant for Tamil Nadu state during Feb 2008 secretary explicitly expressed his happiness about the percentage of attendance. To quote him "Tamil Nadu is a child-friendly state. Listening to the performance of Tamil Nadu was a treat official to the ears". This statement speaks volumes about the commitment of SSA.

The data obtained by the monitoring and evaluating team, the one as revealed by the PES record are very close to each other without much deviation. This crucial index of educational development is a matter of high elation for every one of us.

Gender Wise Children Enrolled & Attendance Dindigul District

Class	As per PES Enrolment (as per record)						Attendance at the time of visit					
	Total		SC		ST		Total		SC		ST	
	B %	G %	B %	G %	B %	G %	B %	G %	B %	G %	B %	G %
I	50.07	49.92	50.96	49.03	62.5	37.5	93.46	90.80	94.57	94.92	40	33.33
II	48.77	51.22	47.71	52.28	50	50	94.43	94.62	95.98	94.92	33.33	-
III	49.96	50.03	48.60	51.39	60	40	95.37	93.83	95.45	96.27	-	-
IV	50.59	49.40	48.90	51.09	55.55	44.44	95.19	95.90	94.95	94.36	60	50
V	49.83	50.16	51.10	48.89	42.85	57.14	95.36	95.84	96.87	92.96	-	25
VI	48.95	51.04	52.25	47.74	100	-	93.09	95.15	90.12	84.45	100	-
VII	48.39	51.60	50.17	49.82	-	100	94.22	95.64	83.68	85	-	100
VIII	49.22	50.77	43.50	56.49	100	-	91.42	95.01	87.5	80.67	100	-

The gender wise attendance for all the classes is above 90%. However attendance percentage for ST category needs attention.

3.5.2 Examination Results

Table 3.5 Annual Examination Results

	District	Class	Enrolled		Appeared		Passed		% of pass		
			B	G	B	G	B	G	B	G	T
1.	Dindigul	I	1407	1403	1407	1403	1407	1403	100	100	100
		II	1312	1378	1312	1378	1312	1378	100	100	100
		III	1361	1363	1361	1363	1361	1363	100	100	100
		IV	1477	1442	1477	1442	1477	1442	100	100	100
		V	1553	1563	1553	1563	1553	1563	100	100	100
		VI	753	785	753	785	753	785	100	100	100
		VII	710	757	710	757	709	757	99.85	100	99.85
		VIII	700	722	700	722	700	722	100	100	100
		Total	9273	9413	9273	9413	9273	9413	100	100	100

In the Dindigul District the percentage of pass is nearly 100%. Though on account of no detention policy at the primary level, the percentage of pass is 100 or near to 100 and at the upper primary level also it ranges from 99.85 to 100%. This reveals the hard work done by the teachers in ensuring near one hundred-pass percentage in all the classes.

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

CHAPTER IV

INVESTIGATORS' SCHOOL OBSERVATION – HIGHLIGHTS

4.1 Introduction

All the team members were also trained to interview the teachers and to collect information through observation. The team furnished information such as in-service training given to school teachers and heads in capturing data, using DISE format, details of duration of the training programmes organized, kind of resource persons who conducted such training courses, frequency of visits by BRTE in the last three months and number of teachers who attended in-service training programmes etc. in the observation schedules; a copy of the observation schedule is given in Appendix. The highlights are presented in this chapter.

4.2.1 DISE Training

One-day training was conducted for all school HM/teachers in charge of filling-up of DISE forms.

The table below shows that more than 95% of the teachers and heads had attended the DISE training organized at Block level.

Table 4.1**Centre wise Teachers' attendance in DISE training**

District	No. of Sample Schools	No. of School Teachers/HM attended DISE training at				
		Cluster	Block	%	District	Not attended training
Dindigul	116	-	16	100	Dindigul	-

4.2.2 Teachers who attended DISE training**Table 4.2****Teachers' attendance by No. of Training Days**

(These teachers are in charge of filling up of DCF)

District	No. of Sample Schools	Training attended			
		One day	Two days	More than two days	Training conducted by BRTE& SO /Resource Persons/Both
Dindigul	116	95	20	1	-

4.2.3 DCF/Concept

The Table below reveals that all the teachers / heads in this District who have undergone the training course have understood the DCF concept and it is seen that the concept and DISE format was explained quite clearly during the training.

Since DISE training is being conducted every year, the HM and the teacher in-charge of filling-up-of forms are familiar with the concept and definitions.

Table 4.3

No. of Teachers who have understood the DCF & Concepts

District	No. of Sample Schools	No. of Teachers/HM understood DCF/Concept			No. of Teachers by understanding DCF & concepts
		Yes	No	Partly	
Dindigul	116	115	1	-	-

99.14% of teachers have fully understood DCF concept and the rest 0.86 % have not understood.

4.3.1 School visits by BRTE

Table 4.4

BRTE's School Visits

District	No. of Sample Schools	No. of schools visited by BRTE in the last 3 months					
		Not visited	One time	Two times	Three times	Four times	More than four times
Dindigul	116	-	2	8	27	37	42

From the table it may be inferred that 63% the schools selected for PES have been visited by the BRTE at least four times in the last three months. This is an evidence of commitment of BRTEs.

4.4 Teachers' in-service training

Table 4.5

No. of Teachers attended in-service Training

District	No. of Sample Schools	No. of teachers in position	No. of teachers attended in service training	Percentage of Attendance
Dindigul	116	691	652	94.35

The table shows that a large majority of the teachers have attended in-service training programmes. When many states have difficulty in training the teachers in service, it is a matter of high pride that almost all the teachers have undergone training. This will certainly boost the quality of teaching and teacher – child interaction. Training on a massive scale has been responsible for such a grand success as this.



CHAPTER V

FINDINGS OF THE SURVEY

5.1 Introduction

This project was intended to do a sample check survey of 5% of the schools in each block of Dindigul District, 5% of each category of schools i.e., Primary, Middle, High and Higher Secondary schools. Care was taken to select 5% of schools based on management category i.e, Government, Local body, Private aided and Private unaided. The sample consisted of 116 schools, all selected through circular random sampling technique. After an intensive training for one day in data capturing, the team was made to visit Dindigul District for verification of school related data.

5.2.1 School Location

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

5.2.2 School Particulars

The information relating to school particulars such as school category, type, management, year of establishment etc. are found correct and there is no deviation between PES & DISE data.

5.3 Teachers in position

As far as the data regarding teachers in position is concerned, the difference between PES data and DISE data ranges from 3.88 to 5.21.

5.4.1 Enrolment and Student Attendance

In all the classes from I to VIII standard, the percentage of attendance of children exceeds 91% which is an encouraging trend indeed. In IV,V, Standard exceeding 95% , II to III standard attendance is 94%.and VI,VII Standard attendance is 93% and I and VIII standard is 92% . Thanks to the sincere efforts by SSA functionaries at all levels such as the SPD, DPCs, CEOs, ADPCs, AEEOs, BRC supervisors BRTEs, CRC Co-ordinators, teachers, and education volunteers.

Attendance rate of children, as we all know, is a crucial index of educational development and the figures do not show any deviation from actual enrolment, thanks to the honest functionaries who have given reliable data.

The attendance rate also reveals gender equity in general and community wise equity in particular. This indeed is one of the greatest achievements of SSA, which aims to achieve gender equity by 2010 both at primary and upper primary levels.

5.4.2 Examination pass percentage

In all the Schools in Dindigul district the percentage of pass is close to 100. From I std. to VIII std. the pass percentage ranges from 99 to 100. Here also there is no gender or community disparity in the results of annual examination.

5.4.3 Repeaters

There is no deviation is observed repeaters in the district.

5.4.4 Disabled Children

A total number of 178 children are disabled in Dindigul District. The PES - DISE data discrepancy is very negligible when the actual number of children is considered which is small.

5.5 Teachers' Response

In general the cooperation and the response of the teachers were very good.

All of the teachers and heads of schools have attended the DISE training conducted at Block level.

The DISE training programmes of one-day duration each were much useful to the teachers to understand the DCF concept.

5.6 Availability of Records

The PES revealed that the grading for availability of records mostly ranged from 'very good' to 'good' and this is one of the reasons for Tamil Nadu being strong in data base with reference to SSA. In almost all the schools, full co-operation was rendered during the sample check survey. Necessary registers/records were made available quite readily and were maintained in good condition with regular updation much to the delight of the team members. The team wishes to record the excellent cooperation rendered by the entire staff of SSA Districts, Head Quarters.

5.7 School Facilities

Classroom Building and Status of Buildings

There is no significant discrepancy between PES and DISE data regarding school facilities such as classroom and status of buildings. 66% school buildings were pucca, 29 % were partially pucca and 4% were kucha building in this District. Data regarding the number of classrooms having as per PES and DISE do not show any remarkable deviation.

5.8.1 Children Enrolled and Attendance

This District shows an encouraging trend in the enrolment with the percentage of attendance exceeding 92% from I Standard to VIII Standard. There is not much deviation of PES data from the DISE data as shown by the PES data. IV, V Standard tops in children's attendance exceeding 95% , II, III Standards showing an attendance of 94.% and I and VIII standard showing an attendance of 92%.

During the meeting of the Project Approval Board held, during March 2007 and February 2008 where the performance of Tamil Nadu with reference to SSA was shared with the Secretary, MHRD, after appraisal, the attendance issue was discussed. The secretary, MHRD was happy about the attendance percentage in Tamil Nadu which is a crucial index of educational development. There was very negligible deviation in the enrolment particulars of PES and DISE.

5.8.2 Examination Results

In Dindigul District the percentage of pass is nearly 100. Though on account of no detention policy at the primary level, the percentage of pass is 100 or near 100, at the upper primary level also it is nearly 100 (99.85%). This reveals the hard work done by the teachers in ensuring near one hundred pass percentage in all the classes.

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

5.9 DISE Training

All the teachers and heads of schools selected in Dindigul District have undergone DISE training at Block level. DISE training programmes were of one day duration each. It is interesting to note that all the teachers and heads have understood the DCF concept which can be inferred from the absence of any major discrepancy between the DISE and PES data.

5.10.1 Data Quality

The quality of data regarding school particulars, infrastructure facilities (classroom and building), enrolment, attendance and pass percentage of children, teachers' response, availability and maintenance of school records, DISE training, inservice training, disabled children, repeaters and distribution of books is very high and appreciable. The data discrepancy is only minimal, which shows the effectiveness of training in capturing relevant information.

5.10.2 Data Sharing

Reports have been generated at CRC, BRC and district levels and shared with offices of various departments for their use. Sharing of data goes a long way in ensuring overall quality of education providing opportunity for mutual learning.

5.10.3 Usage of Data

An encouraging trend is that the DISE data are also used for monitoring and planning at all levels.

5.11 Visit of BRTEs

The sincerity and commitment of the BRTEs in Tamil Nadu are revealed in the finding that a majority of the schools in Dindigul District have been visited by the BRTEs more than four times in the last three months.

5.12 Teacher's in service Training

The greatest achievement of Tamil Nadu lies in the fact that nearly 100% of the teachers have attended in-service training programmes in all the Districts surveyed so far by Alagappa University. While several States are lagging behind in this component, the state of Tamil Nadu has made it possible to cover almost all the teachers.

5.13 General

The overall findings of the Post Enumerative survey show that the data captured through DISE on all the key components and indicators of educational development are of excellent quality without any significant discrepancy. This has enabled Tamil Nadu to develop in all the educational indices of SSA.

CHAPTER VI

SUGGESTIONS AND RECOMMENDATIONS

6.1. Introduction

The following suggestions and recommendations have emerged from the report given in the preceding five chapters.

6.2.1 DISE Training

In order to have a holistic and meaningful picture of the achievement of Education for All Scheme (SSA), it is essential to give DISE training to the heads and teachers of all the government heads and teachers of all the government aided and unaided schools. In service training should also be given to these teachers for enhancing the quality of instruction. In the context of launching of RMSA (Universal secondary education) this will be very useful. A complete picture of the educational status of all the primary and upper primary children can be obtained only with the teamwork of teachers of government aided and unaided schools.

6.2.2 Data Collection and Data Processing

It is necessary to encourage the sharing of the data with all the VEC members and others facilitating school administration. This sharing of experience will strengthen the various components of SSA and mutual learning in overcoming problems. Public – private partnership s best achieved through effective functioning of VECS.

Regular monitoring of data capture, data sharing and data usage will be helpful in filling the gaps in the implementation of SSA.

6.2.3 Data quality

DISE data quality is good and this standard should be maintained at all levels at any cost.

6.2.4 Maintenance and Updation of Records

The data show PES that the HMs of the sample schools are maintaining all the records satisfactorily.

6.2.5 Data Sharing

Data sharing is done by way of distribution of reports generated for their requirement.

6.2.6 Data usage – Monitoring

DISE data are used very much in preparation of AWP&B; however data are not much used for monitoring. Therefore it is recommended that data from DISE may be utilised for monitoring and evaluation purposes.

6.2.7 Any Other

SPD has created a very good school database which may be published in website for public access and for researchers.

6.2.8 General Observations

The Post Enumerative Survey of 5% of schools in Dindigul District was a soul – satisfying experience because when many states face the problem of data discrepancy, Tamil Nadu is an exemplary state in providing objective and comprehensive data.

The PES can capture exact data regarding children taking noon meal from schools. This is possible on account of rigorous training given to the functionaries in data capturing, data recording, data monitoring and data updating. Tamil Nadu is a role model in the successful implementation for Education for All scheme due to the commitment of functionaries at all levels. However, there is no justification for any complacency because the ASER and PROBE reports point to the need for focus on the quality of classroom instruction.

If this tempo is continued and extended for secondary education also which is reflected in the implementation of Rashtriya Madhyamik Shiksha Abhyan (Universalisation of Secondary Education Scheme) , we will be able to fulfil the vision of India as a self-sustained superpower by 2020 or even earlier.

CHAPTER – I

1.1 Profile of the University

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

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

Department of Extension and Career Guidance

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

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

Research Projects Carried Out so Far by the Department:

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

Our Innovative Research Programmes are:

Skill Development Programmes, E – Learning for Career Counseling and Aptitude Coaching, Staff Development Programme for NGO Managers, Human

Rights Education and Professional Development Programmes, Career Coaching through online efforts and Placement Assistance.

1.2.1 Post Enumeration Survey:

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

A study on students, Teacher absentism study was conducted at six districts namely Coimbatore, Nilgiris, Karur, Dharmapuri, Vellore and Cuddalore. The details were collected based on the students enrolment, social group wise attendance, student's absentism and its reasons were found out. The Techers profile and leave particulars, the strategy followed by the Headmistress during the Teacher absentism were also collected based on the survey.

1.2.2 Formation of Team and Training to Team members:

Dr. M.Jayakumar, Professor and Director, Department of Extension, Career Guidance and Students Welfare, Bharathiar University has accepted the responsibility and formed a team of two Research Associates and one project staff for execution of the Post Enumeration Survey Project. The team members were given two day orientation training in selection of schools, data collection, concepts and definitions, data source, verification of registers, etc in detail.

S.No	Name and Address	Area of Specialization
1	Dr.M.Jayakumar Director, Department of Extension and Career Guidance, Bharathiar University, Coimbatore – 46	Educational Evaluation, Language Teaching Methods
2.	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Extension Education and Women studies
3	Mrs.K.Mangayarkarsi Research Associate Bharathiar University, Coimbatore – 46	Extension Education and Career Guidance
4.	Mr.K.Narayanswami Project Staff Bharathiar University, Coimbatore – 46	Extension Education and Career Guidance

1.2.3 Selection of Samples

The sample selection was done by random selection method. Random number was generated by using web site called www.random.org/integers with the help of Random Integer Generator. The method followed was, a) command given about how many items we want, b) value given for both ends and c) click the choose random number selection. For this selection of samples, the University collected the school list from SSA, Nilgiris Office in excel format. After that, according to the school type and the school management, schools were categorized in each block. Before going for the random number generation the new serial number was given to the Universe of each block. From the entire list, we have chosen 5% of the sample in respect to each category. The details about the samples selection was given in the Table 1.1. ***Totally 37 schools were selected out of 708 schools in the entire district covering 4 blocks Ooty, Gudalur, Coonoor and Kotagiri.***

**Table 1.1
Details about the Sample Selection**

Block		Govt*.	Private Aided	Private Unaided**	Tribal	Total
Ooty	No.	141	39	50	10	240
	5%	7	2	3	1	13
Gudalur	No.	124	17	43	15	199
	5%	6	1	2	1	10
Coonoor	No.	83	58	20	-	161
	5%	4	3	1	-	8
Kotagiri	No.	66	20	16	6	108
	5%	3	1	1	1	6
Total		414	134	129	31	708
5%		20	7	7	3	37

Source : Records from the District SSA

*Government schools which are managed by the Panchayat Union and Department of Education

**Private Unaided schools in which we have included the Matriculation and CBSE Schools.

Name of the samples schools selected are given in the Annexure II.

1.2.4 Data Collection

The team personally visited the schools and gathered information in the special data collection format without any bias, which was framed and given by the State Project Office of SSA, Chennai. The investigators collected data from the sample schools during the month of March and April 2011.

TABLE 1.2
Details about Project Team

S.No	Name and Address	Blocks Surveyed in in Erode District
1.	Mrs.J.Vijayalakshmi Research Associate Bharathiar University, Coimbatore – 46	Coonoor and Kotagiri
2.	Mrs.K.Mangayarkarsi Research Associate Bharathiar University, Coimbatore – 46	Coonoor and Kotagiri
3.	Mr. K.Narayanswami Project Staff Bharathiar University, Coimbatore – 46	Ooty and Gudalur

1.2.5 Data Processing

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

1.2.6 Report Generation

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

CHAPTER II

COMPARATIVE ANALYSIS OF PES AND DISE

2.1 Introduction

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

2.2.1 Location of the School

For Post Enumeration Survey, 37 Schools out of 708 schools from Nilgiris District were selected. A Comparison of the address and location of the sample schools with location particulars as per DISE filled in format showed that there is no deviation in the list of schools thus ensuring that data were compiled perfectly.

TABLE 2.1

School Location Particulars: Deviation as per PES

S.No	District	No.of Sample Schools	School Location		% of deviation
			Correct	Not correct	
1	The Nilgiris	37	37	-	-

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

2.2.2 School Particulars

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

TABLE 2.2
School Identification Details

S.No	District	Particulars	No. of Schools		% of deviation
			PES	DISE	
1	Nilgiris	Year of Establishment		-	-
2	Nilgiris	School Category			
		i. Primary (1)	17	17	-
		ii. Primary with Upper primary (2)	13	13	-
		iii. Primary with secondary (3)	3	3	-
		iv. Upper primary only (4)	2	2	-
		v. Upper primary with sec Hr.sec., (5)	2	2	-
3	Nilgiris	Type of School			
		i. Girls	4	4	-
		ii. Boys	0	0	-
		iii. Co-education	33	33	-
4	Nilgiris	Management Type			
		i. Education Department	9	9	-
		ii. Tribal Welfare Dept	2	2	-
		iii. Local body	15	15	-
		iv. Private Aided	4	4	-
		v. Private Unaided	7	7	-

Source: DISE Reports taken from [http://www. Nilgiris.tn.nic.in](http://www.Nilgiris.tn.nic.in)

In respect to the School Category, there is no variation in the category of Primary only. There is no variation in the management type local body and private aided schools.

All the selected sample schools were operated in regular shift system. Hence there was no shift system and residential facilities adopted by the selected schools from the identification of the investigators.

2.2.3 Staff Details – Deviation as per PES

All the sample schools are maintaining Teacher Attendance Registers and Leave Registers properly. During the survey, the investigators found that there is no deviation in the PES format in relation to staff in position. The details are given in TABLE 2.3

TABLE 2.3
Staff in Position

S.No	District	Staff details	No. of Teachers
			PES
1	The Nilgiris	Teaching	208
		Non-Teaching	15
		Mid day meal staff	82

2.2.4 Facilities in Schools

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

TABLE 2.4
Facilities in Schools – Deviation as per PES

S.No	Facilities in Schools	No. of Schools	
		PES	DISE
1	Availability of Electricity		
	Yes	35	35
	No	2	2
2	Common Toilet		
	Yes	29	27
	No	8	10
3	Toilet for girls		
	Yes	32	32
	No	5	5
4	Boundry wall		
	Pucca	19	19
	Pucca but broken	3	2
	Wire fencing	6	4
	Heges	2	2
	No boundry wall	8	9
	Other	1	1
5	Drinking water facility		
	Hand pump	-	-
	Well	4	3
	Tap water	30	32
	Others	-	-
	No drinking water	3	2
6	Play Ground		
	Yes	28	29
	No	9	8
6	Number of computers	125	121
7	Furniture for students		
	For all	30	30
	For some students	3	3
	No furniture	4	4

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

In the above figure we can find the very meager deviation in availability of common toilet facilities in the selected sample schools. In the case of boundary wall, it is appreciable that there is only slight difference between PES and DISE format. In the case of drinking water facility, it is appreciable that there is only slight difference between PES and DISE format. Play ground facilities available in the schools are also having quite minor deviation.

As for as computers available, it is clearly depicted that in PES and DISE format having 125 and 121 respectively. This minor deviation was due to the current purchase of computers in the academic year (2010-11) in private schools and Higher Secondary category. In some of the Primary and Upper Primary schools, one or two computers were provided by various schemes of Central and State Government. All the computers were in working condition.

2.2.5 Enrolment

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

Category wise enrollment details of the Academic year 2010 - 11 are given in the following Table

TABLE 2.5
Enrolment Deviation as per PES (2010-11)

S.No	Category	Primary			Upper Primary		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	Total	2432	2414	0.75	1939	1939	0
2	SC	1082	1081	0.09	1043	1043	0
3	ST	305	290	5.17	65	65	0

Source: DISE Reports taken from [http://www. Nilgiris.tn.nic.in](http://www.Nilgiris.tn.nic.in)

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

2.2.6 Class - wise Enrolment Deviation as per PES (2010-2011)

Class wise enrolment as per PES and DISE are presented for all the Classes (up to upper primary classes) in the sample schools in Nilgiris District.

TABLE 2.6 Class-wise Enrolment Deviation as per PES (2010-2011)

Class	Total			SC children enrolled			ST Children enrolled		
	PES	DISE	Deviation in %	PES	DISE	Deviation in %	PES	DISE	Deviation in %
I	439	425	3.3	195	192	1.6	64	64	0
II	462	463	-0.2	190	181	5.0	48	48	0
III	478	477	0.2	227	226	0.4	50	50	0
IV	495	497	-0.4	217	218	-0.5	73	73	0
V	558	552	1.1	253	264	-4.2	70	55	27.3
Sub Total	2432	2414	0.7	1082	1081	0.1	305	290	5.2
VI	666	666	0.0	342	342	0.0	27	27	0
VII	620	620	0.0	362	362	0.0	24	24	0
VIII	653	653	0.0	339	339	0.0	14	14	0
Sub Total	1939	1939	0.0	1043	1043	0.0	65	65	0
Total	4371	4353		2125	2124		370	355	

Source: DISE Reports taken from [http://www. Nilgiris.tn.nic.in](http://www.Nilgiris.tn.nic.in)

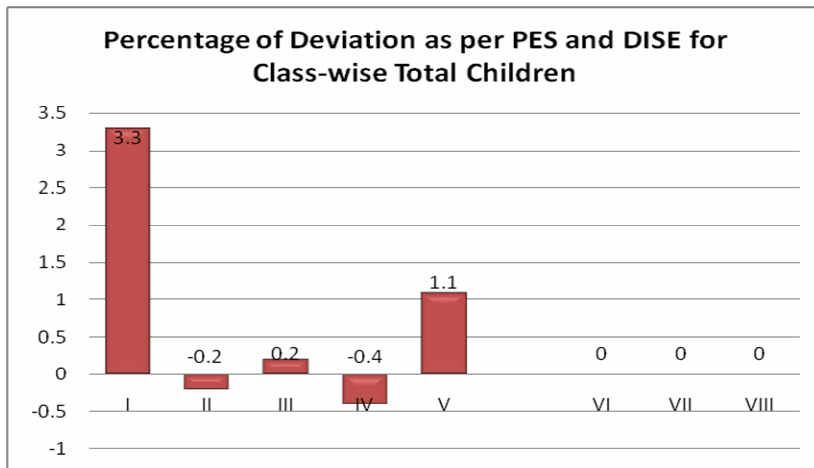


Fig 2.1 Total Enrolment – Deviation as per PES and DISE

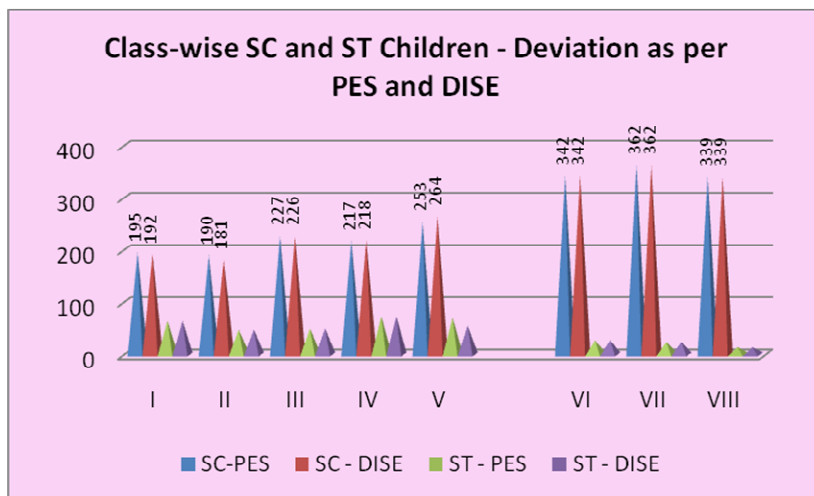


Fig 2.2 SC and ST Children Enrolment – Deviation as per PES and DISE

Regarding Class-wise enrollment of children at the primary and upper primary levels in Nilgiris District, a maximum deviation of 3.3% was observed at the 1st Standard level in Nilgiris District. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 1.6 to 4.2% from the above Table. As far as ST children enrolled in Primary level, the percentage

of deviation was 27.3% high between the PES and DISE format in 5th standard level in Nilgiris District.

2.2.7 Repeaters and Disabled Children (2009-10)

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

TABLE 2.7

Repeaters and IED by Class – Deviation as per PES

S.No	Class	Repeaters			IED		
		PES	DISE	Deviation in %	PES	DISE	Deviation in %
1	I	0	0	-	1	1	0.0
2	II	0	0	-	3	3	0.0
3	III	0	0	-	3	2	50.0
4	IV	0	0	-	7	6	16.7
5	V	0	0	-	5	4	25.0
6	VI	0	0	-	9	7	28.6
7	VII	0	0	-	2	2	0.0
8	VIII	0	0	-	6	5	20.0

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

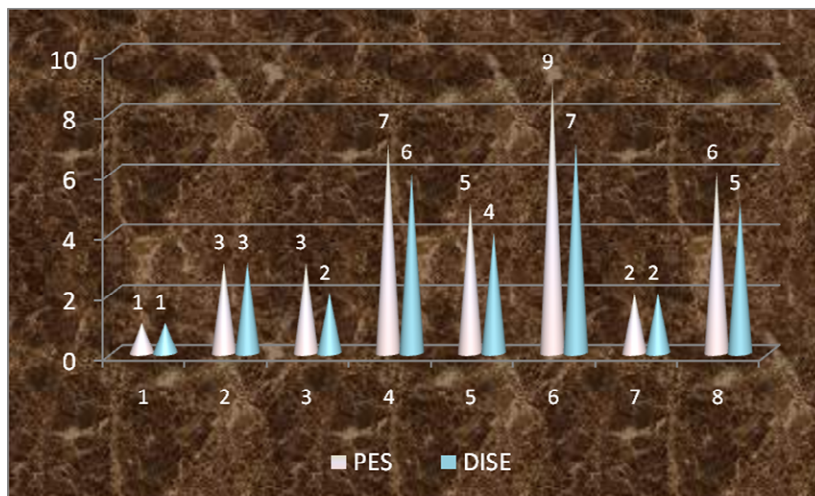


Figure 2.3 Class-wise IED Children as per PES and DISE

It is observed that from the above Table, there is meger deviation in Disabled children enrolment in III, IV, V, VI and VIII standard. With respect to repeaters there is no variation found.

2.6.8. Number of Class Rooms

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

TABLE 2.8
Number of Class Rooms and Other Rooms

S.No	Category	No. of Rooms
		PES
1	Class rooms in Good Condition	205
2	Class rooms in Major repair	18
3	Other rooms in Good condition	62

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

Nearly 18 number of class rooms in major repair condition was found in PES format. All the Government schools surveyed in the Nilgiris District are functioning in pucca Government building. Numbers of other rooms in are good condition was 62 in the PES format.

CHAPTER III

INVESTIGATOR FEED BACK HIGHLIGHTS

3.1 Introduction

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

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

3.2 Number of Visits made

All the 37 Schools were opened on the day of first visit itself. The investigators went on the week days that too in full working days.

3.3 Status of Teachers Response:

Head Teacher / Head Teacher in charge were available at the time of visit. The initial reactions of the teachers were Very Good. Because the District Officers gave clear information about the visit to the Head Teacher on the day of visit. The observed responses were given in the following Table.

TABLE: 3.1 Status of Teachers Response

S.No	Attributes	Category of Response				
		Very good	Good	Average	Poor	Very Poor
1	Initial Reaction	9	28	-	-	-
2	Response of the HT to provide Information	8	29	-	-	-
3	Availability of Records	10	27	-	-	-

Source : Computed from the survey forms

Almost in all the selected schools (37) the Head Teacher / Head Teacher in charge maintained the records ranged from Very good to Good in respect to maintenance and availability of master registers like, enrollment details, Result records etc. They have also maintained in proper condition. In Niligris District HT provided proper information and Availability of records was maintained properly even though the HT was appointed only few months or days before in some schools.

3.4 Availability of Display Board:

In 32 schools, they have properly displayed their class wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details etc., The investigator did not identify the display boards in 5 Schools because they are coming under the private sector.

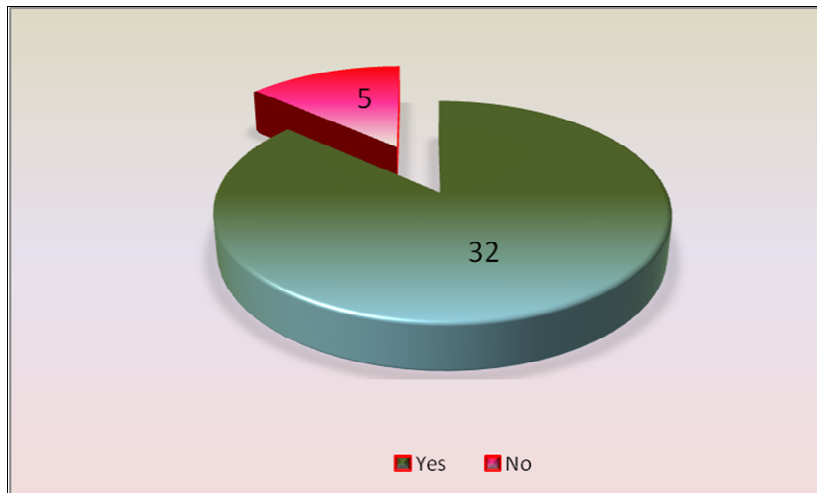


Figure 3.1 Availability of Display Boards in Schools

3.5 Midday Meal Programme:

From the investigators identification, all the Sample school are providing mid day meals to their children. In most of the schools, cent per cent of the children were served with midday meals. Before serving the food to the

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

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

3.6 Class wise Enrolment and Attendance:

From the below Table, the attendance of the students were found high (95 per cent) in upper primary classes when compare to Primary level of education. In primary level also, the students attendance was above 89 per cent, were noted on the day of visit by the investigators. Here the role of Teachers and the regular visits of the BRTes are appreciable. This effort certainly maintains the students' attendance regularly.

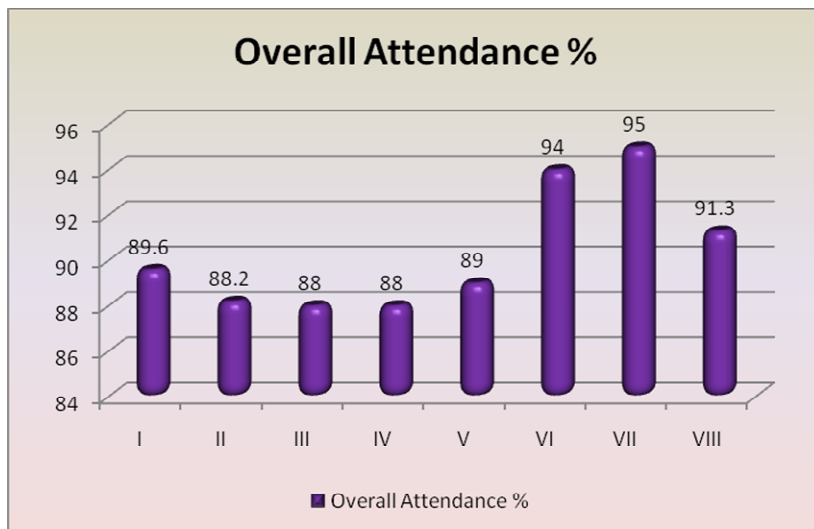


Figure 3.2 Overall Percentage of Attendance on the day of Visit

Source : Students Attendance Registers available in the sample schools

TABLE 3.2 Class wise Enrolment and Attendance Details (2010-2011)

Class	As per PES Enrolment (as per record)						Attendance at the time of Visit						Over all % of attendance
	Total		SC		ST		Total		SC		ST		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	231	238	79	92	38	31	204	216	69	83	29	21	89.6
II	238	236	92	98	25	21	204	214	67	90	11	10	88.2
III	253	249	103	107	31	27	223	219	86	78	21	18	88
IV	239	276	115	107	28	33	209	244	101	90	14	23	88
V	297	284	116	118	41	28	259	258	100	105	25	22	89
VI	238	444	127	231	14	9	219	422	112	207	10	7	94
VII	219	417	133	225	9	13	201	403	112	219	12	9	95
VIII	232	446	137	192	6	13	205	414	134	178	4	13	91.3

Source : Students Attendance Registers available in the sample schools

TABLE 3.3 Annual Examination Results 2009-10

Class	As per PES Enrolment (as per record)						Appeared						Passed						Total Pass Percentage
	Total		SC		ST		Total		SC		ST		Total		SC		ST		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
V	441	450	222	237	60	61	441	434	222	237	60	61	441	434	222	237	60	61	100
VIII	345	814	231	420	5	19	340	814	227	420	5	19	335	750	222	356	5	19	94.02

Source: Students Exam Result Register available in the sample schools

3.7 Examination Results:

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

In Class V, the pass percentage is 100 per cent and it was reported that this was due to hard work done by the teachers, learning method adopted and the student's enthusiasm. In Class VIII is also noted that the pass percentage was above 94.02 per cent in 2009-10 examinations.

CHAPTER IV

FINDINGS OF THE SURVEY

4.1 Introduction

The State Project Director of the Tamil Nadu State Mission of Education for All selected the Bharathiar University for Post Enumeration Survey on 5% DISE Data Sample Checking in Niligris District in Tamilnadu. The sample selection was done with great care and without any bias by using Random Sample selection method. 5% sample i.e., 37 samples were selected from 708 schools from 4 Blocks of Niligris District. During the sample selection, equal importances were given to Management category, Type of School, Location of the School and Category of School. Three investigators were given orientation about Special DCF format for Post Enumeration Survey given by Tamil Nadu State Mission of Education for All, Chennai. Then the data were collected from the selected sample schools. After the collection of required data, it was consolidated, analysed, compared with DISE report and finally generated reports. The findings of the reports are given below.

4.2 School Location

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

4.3 School Particulars

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

4.4 Teachers in position

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

4.5 Facilities in Schools

Very meagre deviation is found in common toilet facilities and Play ground in the selected sample schools. In many schools staffs toilet were not available and there is a need for separate staff toilet. In the case of drinking water facility and boundary wall, it is appreciable that there is only slight difference between PES and DISE format. Availability of furniture has no deviation. In some schools they have furniture but the students are sitting on the floor because they are undergoing the Activity Based Learning (ABL) Method for their Learning purposes.

As for as computers available, it is clearly depicted that in PES and DISE format having 125 and 121 respectively.

4.6.1 Enrolment Details

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

A maximum deviation of 3.3% was observed at the I Standard level in Niligris District and the overall deviation is – 0.1%. As far as the enrolment of SC Children, the deviation was noted that the range of (+) or (-) 1.6 to 4.2% from the above Table. As far as ST children enrolled in Primary the percentage of deviation was high in 5th standard (27.3%) between the PES and DISE format.

4.6.2 Repeaters and Disabled Children enrolment:

It is observed that from the PES format that there is meger deviation in Disabled children enrolment in III, IV, V, VI and VIII standard. With respect to repeaters there is no variation found.

4.6.3 Class wise Enrolment and Attendance:

On the day of visit, the attendance of the students were found good (above 95 per cent) in upper primary classes when compare to Primary level. In primary level also, the students attendance was above 89 per cent were noted. Here the role of Teachers and the regular visits of the BRTEs are appreciable. This effort certainly maintains the students' attendance regularly.

4.6.4 Examinations Results:

In Class V, the pass percentage is 100 per cent for both Boys and Girls and this is due to hard work done by the teachers, Learning method and the students enthusiasm. In Class VIII is also noted that above 94.2 per cent in 2009-10 examinations.

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

4.7 Number of Classrooms

Nearly 18 number of class rooms in major repair condition was found in PES format. All the Government schools surveyed in the Nilgiris District are functioning in pucca Government building. Numbers of other rooms in are good condition was 62 in the PES format

4.8 Number of Visits made

All the 37 Schools were opened on the day of first visit itself.

4.9 Status of Teachers Response:

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

4.10 Availability of Display Board:

In 32 schools, they have properly displayed their class wise enrollment, SC, ST Children and OBC children enrollment, Method teaching, Teacher in position details, Attendance details, etc.,

CHAPTER V

SUGGESSTIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 DISE Training

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

5.3 Data Collection and Data Processing

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

5.4 Data Quality

DISE data quality is good and the quality must be maintained at all levels.

5.5 Maintenance and Updation of Records

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

5.6 General Observations

The teachers and District SSA officials cooperation and their efforts in preparation of DISE and Maintenance of records at the School level are very good and this will pave a way to upcoming of the status of Government schools. If these efforts at all level may be continued, the dream of 100% literacy rate at the primary level and child rights can be protected.

ANNEXURE II

Nilgiris 5% Sample DISE DATA check – No. of Schools Selected for the Study

Block Name	Mgt. Type	Total Schools	No. of schools selected	Name of the Schools
Gudalur	Total	204	10	
Gudalur	Private Aided	17	1	1. St. Antony's N & P School, Glenvas
Gudalur	Private Unaided	25	1	2. GHSS, Devarsolai
Gudalur	Tribal	15	1	3. PUPS, Devalahatty
Gudalur	Panchayat Union	102	5	4. PUPS, Arootparai 5. PUPS, Kodamoola 6. GTMO PS, Gudalur 7. PUPS, Manguzhi 8. GHS, Ambalavayal
Gudalur	Matriculation	18	1	9. PUMS, Mannathivayal
Gudalur	Dept. of Education	22	1	10. GHSS, Bitherkad or PUPS, Packanna
Kotagiri	Total	102	5	
Kotagiri	Private Aided	20	1	1. CSI PS, Glenburn
Kotagiri	Private Unaided	16	1	2. PUPS, Milithane
Kotagiri	Panchayat Union	14	1	3. PUMS, Sakatha
Kotagiri	Dept. of Education	52	2	4. GTR PS, Kunjapanai 5. GHS, Sollurmattam
Coonoor	Total	176	9	
Coonoor	Private Aided	58	3	1. PUPS, Muttinad 2. Shanthivijai N&P, Coonoor 3. Holy Innocents, Barracks
Coonoor	Private Unaided	20	1	4. GHSS, Adhiyaratty
Coonoor	Panchayat Union	57	3	5. Renuka Matric, Haruguchi 6. St.Mary's N&P, Coonoor 7. PUMS, Gurrency
Coonoor	Matriculation/CBSE		1	8. PUMS, Bettati
Coonoor	Dept. of Education	26	1	9. PUPS, Manjacombai
Ooty	Total	247	13	
Ooty	Private Aided	39	2	1. Oxfort mat.School, Ooty 2. Samsons N&P, Ooty
Ooty	Private Unaided	35	2	3. PUMS, Kilkundha 4. CSI PS, Dunsandale
Ooty	Tribal	10	1	5. GHSS, Yedakad
Ooty	Panchayat Union	107	5	6. MPS, Old Ooty 7. ADW MS, EMER 8. PUMS, B.Manihatty 9. GHS, Billicombai 10. PUPS, Madithorai
Ooty	Matriculation	15	1	11. GHS, Thoraiatty
Ooty	Dept. of Education	34	2	12. New Generation N&P School 13. PUPS, Ekoni

